



A discourse analysis of lecturer's spoken language in english class of STIKES Eka Harap Palangka Raya

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ABSTRACT

The objective of this research were: (1) Analyze the lecturer use English instruction (refer to Lesson Plan) of STIKES Eka Harap Palangka Raya in the Academic Year 2023/2024. (2) Analyze the structure use by the lecturer of STIKES Eka Harap Palangka Raya in the Academic Year 2018/2019. (3) Analyze the vocabulary use by the lecturer of STIKES Eka Harap Palangka Raya in the Academic Year 2018/2019. The research was conducted using qualitative research Methods. One English lecturer of STIKES Eka Harap Palangka Raya was the subject of the study. The data were from observation class and interviews the lecturer. The result of data analysis and the discussion of the findings we can conclude several matters related to the lecturer's spoken language in the English class of STIKES Eka Harap Palangka Raya, as follows: (1) The lecturer's use of English Instruction appropriate Lesson Plan, there are when orientation, apperception, motivation, and giving references. (2) The lecturer use a pattern of English spoken language at first and then followed by Indonesian, because of the students' weakness in English. (3) The lecturer uses vocabulary with students as helper techniques can solve the problem. It has two advantages: first, make the condition of the classroom alive and give relaxing atmosphere, the second advantage is make the words easily stay in the students mind.

Keywords: Discourse Analysis; Spoken Language; Observation Class.

Abstrak: Proses pembelajaran yang baik haruslah memuat aspek interaktif, menyenangkan, menantang, memotivasi dan memberikan ruang yang lebih bagi siswa untuk dapat mengembangkan kreativitas dan kemandirian, sesuai dengan bakat dan minat siswa. Tujuan pengabdian masyarakat ini adalah 1) untuk memberikan pelatihan pada guru SD dalam pembuatan media interaktif berbasis digital dengan aplikasi scratch di LP Maarif Surabaya, 2) Melakukan pendampingan pada guru SD dalam pembuatan media interaktif berbasis digital dengan aplikasi scratch di LP Maarif Surabaya. Upaya yang akan dilakukan untuk menanggulangi permasalahan tersebut adalah melakukan pelatihan dan pendampingan pada guru SD dalam pembuatan media interaktif berbasis digital dengan aplikasi scratch di LP Maarif Surabaya. Metode pelaksanaan pengabdian masyarakat ini dilakukan untuk mengatasi permasalahan mitra tentang pembuatan media interaktif berbasis digital dengan aplikasi scratch melalui empat kegiatan yaitu pra kegiatan PKM, implementasi kegiatan PKM, Evaluasi pelaksanaan PKM dan tindak lanjut dan perbaikan kegiatan pengabdian masyarakat. Hasil pengabdian masyarakat menunjukkan, sebelum dilakukan pelatihan dan pendampingan pelatihan menyusun media pembelajaran dengan Aplikasi Scratch bagi Guru Sekolah Dasar di LP Maarif NU Kota Surabaya menunjukkan 81,3% tidak pernah mengenal Media Interaktif Berbasis Digital Aplikasi Scratch. Setelah dilakukan pelatihan dan pendampingan menunjukkan 61,1% mengenal Media Interaktif Berbasis Digital Aplikasi Scratch. Hasil angket juga menunjukkan 78,1 % guru SD tidak pernah membuat Kemampuan membuat aplikasi Scratch sebelum dilakukan pelatihan dan pendampingan dan setelah dilakukan pelatihan dan pendampingan menunjukkan 8,3% sangat bisa menggunakan Media Interaktif Berbasis Digital Aplikasi Scratch, 55,6 % bisa menggunakan Media Interaktif Berbasis Digital Aplikasi Scratch.

Kata kunci: media, interaktif, digital, scratch, sekolah dasar.

INTRODUCTION

In considering the use of L1 (the learners' mother tongue) in ELT (English Language Teaching) on the part of the lecturer, one of the first assumptions is that the lecturer has a sufficient command of the students L1 to be of

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value in the first place. Another assumption which may well impact this scenario is that all the learners in a class or group have the same L1.

Discourse analysis studies how spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc. (Richard and Richard, 2002: 161). While according to McCarthy (1991:5) discourse analysis study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk. In discourse is an extremely complex process, comprised of many interacting components or elements. It arises out of mental constructs that interact with, for example, the psychological, social, cultural, situational, political, and personal aspects of life.

Discourse can be categorized into two kinds of discourse; spoken and written discourse. Spoken discourse is possibly the form of discourse that poses the great problem in terms of analysis. A spoken discourse is often considered to be less planned and as we know that there are many factors can influence the way people speak or use the spoken discourse like the speech events. Related to the spoken discourse, there are many areas in discourse such as talk-in interaction in everyday conversation, children's conversations, parent-child discourse, news interviews, classroom interactions, courtroom interactions, meetings, conversational storytelling, verbal duelling, puns and jokes, rumours and gossiping.

In relation to classroom interaction, lecturers play important roles as language input providers and language models to be imitated by the students in teaching and learning classroom. It cannot be denied that a lecturer in teaching carries out some specific communicative acts, such as lecturing, asking and responding questions, explaining, and giving direction or instruction. These activities will inevitably facilitate the students to perform the same or similar things in communicating with each other accordingly in all varied classroom interactions assigned by the lecturer. Therefore, lecturer talk should be clear and intelligible, which should contain no errors. Noni (1994:1) stated that the instructional language used by lecturers should always serve the objectives of providing students' acquisition and acquaintance with the language, of promoting learning among them, and of initiating class-interaction leading to communication. These objectives will be attained if the lecturer language is appropriate in terms of pronunciation, grammar, and word collocation for the students in accordance with their language competence, experience, and proficiency.

Furthermore, other aspects that can be analyzed in spoken discourse analysis such as the turn taking, politeness, and speech act. Speech act is one of the functional activities of human beings as creatures who have language. Because of its functional, every human being tries to do the best, either through acquisition and learning. Language acquisition typically done in non-formal, while the learning is mostly done in the form of formal.

However, most of the students in STIKES Eka Harap Palangka Raya lack of ability to understand lecturer's explanation using English. Because English is only use in English classes, outside the classroom they use Indonesian, Dayak Language and Banjar Language. They have difficulties in understanding lecturer's expressing ideas, so it leads to the misunderstanding and miscommunication in teaching learning process. Based on the explanation above, the researcher proposes to carry out a study entitled "*A Discourse Analysis of Lecturer's Spoken Language in English Class of STIKES Eka Harap Palangka Raya*".

RESEARCH METHOD

In this research, the research design will guide the researcher in collecting and analysing the data. Creswell (2009) states that research designs are plans and the procedures for research that span the decisions from broad assumptions to detail methods of data collection and analysis. This

research will be conducted to analyse the lecturer use English instruction, grammar and vocabulary in English class of STIKES Eka Harap Palangka Raya. In this research, Class Observation and Interview is the primary instrument that collecting the data from the field. Then the researcher processed the data in the form of words.

The research is conduct in qualitative research method. According to Marguerite et al (2006: 264) qualitative research focus on the study of social phenomena and on giving point to the feelings and perceptions of the participants of the study. This is based on the beliefs that knowledge is derived from the social setting and understanding social knowledge is legitimate scientific process. On the other sides according to Gary Anderson and Nancy Arsenault (1998: 126) qualitative research is a form of inquiry that explores phenomena in their natural setting and uses multi-method to interpret, understand, explain and bring meaning to them.

So, in this research, the researcher will use descriptive qualitative research. As stated by Kasasar (2009), descriptive research is use to describe a current situation that existed in the past or existed now in the way it is. Using this design, the researcher wants to describe lecturer use English instruction, grammar and vocabulary in English class of STIKES Eka Harap Palangka Raya.

The conceptual framework of the research is summarized in visual illustration below:

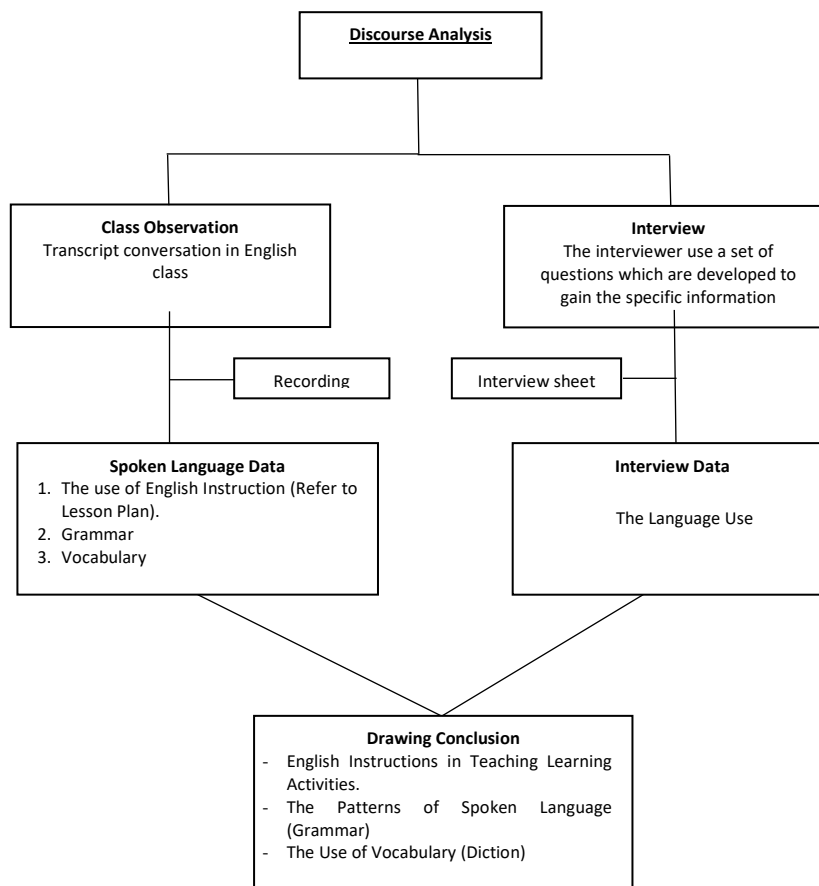


Figure 1. Conceptual Framework of the Research

To get the data, the researcher will observe the class by recording the class teaching learning activities. From the recording, the researcher will make transcript of lecturer use English instruction, grammar and vocabulary. Besides that, the researcher will interview the lecturer about the language use by using interview guideline.

Data is something important in all of the research, especially qualitative research, because they contain the answer that related with the research questions need. The collect data of this research

belong to the qualitative data. Data in this study are in the form of speech and lecturer's statement related to research questions. Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting (Ary Donald, 2006: 420). In this research, the data are the description of lecturer's use English instruction, grammar and vocabulary. And the explanation about the the language use.

Data in the research is not only analyzed, but supporting data is also use to support research. The source of the data is lecturer and students at STIKES Eka Harap Palangka Raya through class observation and Interview. In this research, English lecturer and students at STIKES Eka Harap Palangka Raya to be an important and significance source, because they are the main source in this research. Almost all of the information that needed by the researcher are get by them. They tell about how the lecturer teach and use English instruction, grammar and vocabulary in English Class.

RESULT

In this step, the researcher finds problems through several activities. First, several observations about the teaching and learning process of English class at STIKES Eka Harap Palangka Raya were conducted. Secondly, English lecturer were interviewed to obtain data on the background of the English lecturer.

As explained in chapter II, Michael McCarthy (1990:5) explained that discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. It grew out of work in different disciplines in the 1960s and early 1970s, including linguistics, semiotics, psychology, anthropology and sociology. Discourse analysis study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk.

From the explanation above, it can be seen that communication and interaction between lecturers and students in the class is very important to maintain good relationships and involvement with the material to be delivered at the lesson itself. The researcher described that communication and interaction between lecturers and students in the class from the observation class.

Description of Observation 1

STIKES Eka Harap Palangka Raya was one of the Health Science Institute in Palangka Raya. It was located in beliang street number 110 in Palangka Raya city. English was one of compulsory subjects taught in the campus. There was 1 English lecturer who teach at the campus. She was graduated from S2 degree of English Education Department.. Her experience in teaching English was from 10 – 15 years. During the time of the research, there was only one class which is able to contribute for the data needed. In English class was taught in average for 60 minutes/meeting/class, and there was one meeting a week. Observation 1 on Thursday March 7th 2024. The material discussed today about various types of daily work, it using dialog at the book.

The English lecturer use L1 (Indonesian) and L2 (English) while teaching English class. Although she focus in use English language, she still use Indonesian for make sure her students can understand what she said. Exactly it appropriate with the Lesson Plan. The following table below is the use of English as a media of class instruction :

Table 1. The Use of English as a Medium of Instruction

No.	Activities	The Number of Sentences	Sentences
1. Orientation			
a.	Open with an opening greeting, give thanks to Almighty God and pray to start the lesson	2	- Good Morning Students - Okay Ahmad Rafly, lead your class to pray before we start our lesson today
b.	Checking student attendance as a disciplinary attitude	1	- Okay, who is absent today?
c.	Prepare students physically and psychologically to start learning activities	4	- All of you look so happy, are you happy class? - Let's start our lesson - Pay attention - Look at the PPT
2. Apperception			
a.	Relate the material/theme/learning activities that will be carried out with students' experiences with previous material/themes/activities	3	- How class, do you know what is part of the human body? - Melsa Permata Sari, did you ever spoke with tourist that came to your village? - So, our lesson today is about the human body
b.	Remind prerequisite material by asking questions.	2	- Okay class, how is your homework for continue our lesson? - We will complete the table related to the human body based on the conversation above.
c.	Ask questions that are related to the lesson to be conducted	1	- Perae, can u give one part of the human body?
3. Motivation			
a.	Provides an overview of the benefits of studying lessons that will be learned in everyday life	1	- Okay class, now you know that many parts of our body
b.	If the material for this theme/project is done well and seriously, then students are expected to be able to explain the material	4	- Don't be shy when you speak English (dialogue in front of the class) - When you in English class, you have to try use English language - But not only in the class - You can practice English with your friends outside of the class
c.	Convey the learning objectives at the ongoing meeting	1	- If you often practice English, you will proficient
d.	Ask question	1	- How, any question so far?
4. Providing References			
a.	Inform the subject matter that will be discussed at the meeting at that time		- Okay class, let's practice this dialogue - It's about human body
b.	Tell how to behave	2	- Don't forget say thank you to your friend - Not only that, you can say good morning when you meet your friends when you come to the campus
c.	Division of study groups	1	- We will work in pairs. - Choose your partner to make the dialogue and show in front of the class

The communication which was used by the lecturer in teaching learning process during teaching speaking in STIKES Eka Harap Palangka Raya was mostly in dialogue. Both lecturer and students communicated interactively by taking turn and question and answer.

The Data of Interview

The interview took Thursday March 7th 2024. She was graduated from S2 degree of English Education Department. She was ever involved in lecturer competency activities, she had participated in certification activities. She thought if students are very difficult to understand English language lessons, because students in their daily lives at home rarely use Indonesian unless at campus. However, when learning English in the classroom is not permitted to use regional languages. This makes the lecturer have to be more focused to keep explaining the lesson using English, then followed by the meaning that is provoked from the students' own thinking until the lecturer explains using Indonesian, especially when giving instructions to do the assignment.

Indonesian language itself is very important to use when teaching English because as we all know that this campus is a campus that is on the edge of the city of Palangka Raya, it can even be said to be very far from the city center of Palangka Raya, because it is not easy for lecturers to explain English lessons fully in English, because it must use 50; 50 mixes of Indonesian so that the lessons being studied convey their meaning and understanding to students.

DISCUSSION

In this part, the researcher discussed about the result. By looking at the data, there were three things which were needed to be highlighted. One was the lecturer use English instruction (refer to Lesson Plan), and then the structure use by the lecturer, and another was the vocabulary use by the lecturer of STIKES EKA HARAP Palangka Raya in academic year 2018/2019.

Related to theory in chapter II, Richards and Renandya (2002:4) also say that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In addition, interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation lecturer's.

Not only that, Brown (2007:237) also states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how lecturer say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. All of that used by the English lecturer in STIKES Eka Harap Palangka Raya.

Furthermore, Nunan in Brown (2001:251) divides the oral language into two parts, monologue and dialogue. He states that in monologues, when the lecturer used spoken language for any length of time in English class, the students must process long stretches of speech without interruption.

The Lecturer Use English Instruction

The analysis of classroom discourse shows that one-way communication prevails in the lessons with the lecturers leading lecturer-fronted discussion and students listening and then either repeating or responding briefly. The lecturers provide the only authentic language input and classroom materials in the observed lessons are limited to the textbook. Given that the major driving force for L2 learning is exposure to language input, the impoverished input the students have received cannot lead to fast rate of acquisition. Furthermore, the students are not involved in high-level discourse. Rather, strict lecturer control over the lesson limits their speaking opportunities and autonomy. If the students are engaged in a discussion, they are asked mainly comprehension, assent or educational (grammar and vocabulary) questions, which results in limited conversation.

The teaching and learning activities in the classroom generally portrayed as follow:

Greetings

Greetings came before the lecturer began and ended the lesson. The greetings at the beginning of the lesson are shown as follows.

S : Good morning..., Miss!

L : Good morning, students!....

The greetings at the end of the lesson are shown as follows.

L : Okay, our lesson is enough for today, see you next week, good afternoon!

S : Good afternoon..., Miss!

Beginning the lesson

To begin the lesson, there was always sign from the lecturer to emphasize when to start the lesson. The example of beginning the lessons are shown in the following examples.

L : Okay..., let's start our lesson today.

Giving instruction

Giving instruction usually occurred wherever during the teaching learning process. Instruction was very important to give guidance to the students what they needed to do. The examples of giving instruction are shown in the following example.

L : firstly I will read this dialogue... and then you and your friends read this dialog in front of the class.

L : Please open your dictionary to find difficult words...

Giving questions

Giving questions occurred to clarify, confirm, and to be a sign to move for next topic of discussion. Some of the questions are shown in the following examples.

L : Can you understand?

L : Is it correct or not?

Checking attendance

Checking attendance came after greetings or before ending the lesson. The examples below showed how to end the lesson.

L : Who is absent today?...

Ending the lesson

There was always signs where the lecturer needed to end the lesson. It was sometime in last minute before the class dismissed. Here some examples.

LA : Okay... I think enough for today... see you next week...

Regarding the materials which were presented in the class, they were usually mixed. For examples reading can be integrated to writing, or grammar can be integrated to speaking. It is adjusted to the need of the students. So, it is common for lecturer to mixed grammar with speaking if the focus was on how to train students using certain grammar in sentences. Reading with speaking was mixed when the lecturer wanted the students to understand certain text or dialogue before they did speaking activities.

The Structure Use by the Lecturer

Learning a second language (English) or learning languages other than mother tongue (Indonesian) is a big challenge. The logical consequence is that teaching others to be able to speak fluently besides their mother tongue is something that is not easy. Various processes and strategies are needed that are similar to their first language acquisition. Different learning strategies are needed depending on the context. Wisdom and patience are demanded in facing the different cultural backgrounds involved in the learning process.

In some aspects, the process of learning a second language resembles the process of learning the first language - more or less the same conditions, for example, the necessity for the learner to immerse themselves in the target language, hear and see the language in its context and have the opportunity to practice language use and receive feedback turn back. What is a little different is the presence of several contextual factors - such as the cultural background of students - an aspect that characterizes lecturer and student interaction in the classroom.

The Vocabulary Use by the Lecturer

Vocabulary is very important to help students understand the material given by their lecturers. Considering the importance of vocabulary, English lecturers should prepare the most appropriate and suitable techniques to teach their students in order to make them able to understand the vocabulary being taught. The first technique that lecturers could use is Pictures. Some vocabulary is very difficult if lecturers only depend on their explanation. Take for example: volcano. It is quite difficult to explain it to students without pictures or videos. Wright (2007) mentioned that “Pictures as a visual representation of mind can better affect students in learning a language”. Through pictures, it would be easier for students to understand the meaning of the vocabulary because pictures could reinforce children’s memory. According to Corin (2002) pictures have important roles in the teaching learning process because the use of pictures will reinforce the children’s memory.

The second technique that lecturers can use is Concrete Item. According to Milone (2003) realia include “All objects, actions, concrete materials, real factors, and activities of every category” that could have a value in establishing a closer relation between the concept of the idea and the word or word phrases which is the language-symbol for that concept or idea. When teaching certain vocabulary for example, things in the classroom or clothes, it would be better if there are real items rather than just explanations. Through Concrete Item technique, the material would be easily remembered by our students. Gower, Philip, and Walters (2005) suggested that “In teaching vocabulary, it is better to use real things rather than rely on wordy explanations and discussions.”

Another way to teach vocabulary is Games. Based on my experience, when I played some games and found new vocabulary, it was easier for me to remember the meaning of those words, rather than remembering lists of words. According to Tavit and Isisag (2009), “Games is also a good way to promote vocabulary teaching”. Amato and Patricia (1995) also confirmed that “Games are sometimes used in classroom to develop and reinforce concepts (e.g. colors, shapes, numbers, word definitions), to add diversion to the regular classroom activities, and even break the ice.”

Based on what Amato and Patricia said teaching vocabulary using Games is good to reinforce the material that has been taught by the lecturer and reduce the students' stress or boredom on the lesson today. So it is very beneficial for the students if this technique is used.

Another technique that can be used is Mime and Gesture. This strategy is quite effective enough to teach certain vocabulary, for example, verbs, such as: drawing, crying, singing, and etc. Using this technique is quite beneficial because it may make classroom condition "alive" (Gower et al. 2005). Based on what Gower has stated, lecturers could try to use this technique not only to make students understand the material being taught, but also to make the classroom condition become alive and thus make the students feel happy to learn the material.

The next technique that lecturers can use is Repetition. Most learning vocabulary needs repeated attention to the item that being taught (Nation, 2001). By keeping students' attention with the vocabulary being taught, students can easily remember the meaning of the vocabulary and use it in a sentence correctly. Usually this technique will be used to reinforce the materials that had been given by the lecturer. Based on my experience lecturers hope by using Repetition technique the repetition will make the vocabulary „stay“ on the students' mind and make the students become fluent enough to spell the words that had been taught by the lecturer. According to Coxhead (2006, p.19), "Repetition is important because it helps the learner build their knowledge of a word to the point of fluency."

CONCLUSION

Based on the result of data analysis and the discussion of the findings we can conclude several matters related to the lecturer's spoken language in English class of STIKES Eka Harap Palangka Raya, as follow: The lecturer's use of English Instruction appropriate Lesson Plan, there are when orientation, apperception, motivation, and giving references. The lecturer use pattern of English spoken language at the first and then followed by Indonesian, because of the students' weakness in English. The lecturer use vocabulary with using students as helper technique can solve the problem. It has two advantages: first, make the condition of the classroom alive and give relaxing atmosphere, the second advantages is make the words easily stay in the students mind.

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