

**CHARACTERISTICS OF EXCHANGE STRUCTURE IN SPEAKING
CLASS STUDENT GRADE XI SMAN 3 KOTA MOJOKERTO**

A THESIS

Presented

In a Partial Fulfillment of the Requirements for Completing
The Sarjana Degree in Department of English Language and Literature



Written By :

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**FAKULTAS SASTRA
UNIVERSITAS 17 AGUSTUS 1945 SURABAYA
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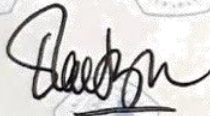
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2017**

APPROVAL SHEET I

This is to certify that bachelor thesis of RESA FITRI RAFSANJANI entitled "Characteristics of Exchange Structure In Speaking Class Student Grade XI SMAN 3 Kota Mojokerto" has been approved by the thesis advisor for further approval by the Examining Committee.

Surabaya, June 1, 2017

Thesis Advisor



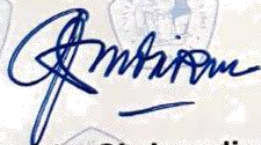
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APPROVAL SHEET II

This is certify that the Sarjana Thesis of RESA FITRI RAFSANJANI entitled "Characteristics of Exchange Structure In Speaking Class Student Grade XI SMAN 3 Kota Mojokerto" has been approved by the examining committee as a requirement for the scholar Degree at the English Language and Literature Department of Faculty of Letters, University of 17 Agustus 1945 Surabaya

Surabaya, June 1, 2017

Thesis Examining Committee



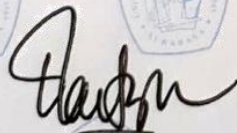
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Acknowledged by,
The Dean of the Faculty of Letters



Drs. Danu Wahyono, M.Hum.

Acknowledgement

After along struggle, the writer finally completed this thesis. Yet without the help of many oyers, it could not have been possible. In this occasion, the writer wants to thank those who have rent a hand in the completion of this thesis.

1. First, the writer thanks Allah SWT for his guidance and help, so that she can finish this study. Allah is always with her when she needs His consolation through the hardest time.
2. The writer also would like to give her sincere gratitude to her advisor Ni Ketut Mirahayuni, Ph.D., for her patience, guidance, support, time, and advice to the writer during writing of this thesis.
3. The writer also would like to give her deepest thanks towards her family. Especially her father, mother, and her little brother for their support and prayer.
4. Thanks also go to her beloved partner Ahmad Fawaid for his support, love, caring, and help.
5. Thanks to the writer's beloved best friends Eriza, Reny, Vicka, Ndari, Afriska, Sity, Nella, Diah, Tamara, and Ima Qumairoh, they always give support every time.
6. Last but never be the least, the writer would like to thanks the "Ninja Turtle" Anisa, Lolita, Fauzi, Eldo, Ucil, Ardo, Bimo, and Bagus thank you for this 4 years. Our friendship will never end.

The writer would also thank to all the people that the writer cannot mention one by one for their support.

ABSTRACT

This study is about the structure of minimal exchanges between the teacher and students in the social grade 11 SMAN 3 kota 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. The problem statements, which is identifying of the study are (1) What are the elements of Exchange exchange structures in conversation in speaking class students Grade 11 SMAN 3 Kota Mojokerto and (2) What is the general structure in conversation in speaking class students Grade 11 SMAN 3 Kota Mojokerto . The theory used in this study The purpose of the study is to analyse the characteristics of student social grade 11 SMAN 3 kota mojokerto in speaking class. The writer is using Strenstrom's theory (1994). 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, and the writer becomes the instrument to collect and analyze the data. The analysis shows that the elements of exchange structures and the minimal exchange structure match Strenstrom's theory. The three elements of exchange structure are Initiating, Responding, and Following 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 there are certain exchanges of Initiating-Responding-Following Up (IRF) acts which match with the Strenstrom's theory and the writer 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.

In the data it can be concluded that teachers are taking initiating more and the students just give response, either with the answer in the language as well as by performing activities (evade) as instructed. Sometimes when teacher giving initiating, the student do not always give a response, sometimes they are just silent. And the teacher is the one who tried to give initiating communication in order to keep it running though the teacher should always take the initiating. There are several factors that affect the State, that teachers tend to have a more superiorpower to control class activities than their students.

Keywords : exchange structure, IRF.classroom communication, I-R-F structure

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