

Analysis Welcoming Expression Used by English Teacher At SMA Negeri 1 Sulabesi Tengah Kabupaten Kepulauan Sula Ternate, North Maluku

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Abstract

This article reports the strategies in using welcoming expression applied by English teacher in teaching and learning process, and the kinds of welcoming expression. The data sources for the research were one English teacher who were teaching english and two students who were studying english from SMA Negeri 1 Sulabesi Tengah. The study employed qualitative approach with a grounded theory method for the research. The data were obtained from several instruments, namely the researcher as the main instrument, observation sheet, list of questions, recorder, and camera to take photo and video. The findings revealed that respondent applied good welcoming expression in the classroom. The results also indicated the students argued that the welcoming expression applied by respondent was very good and effective.

Key words: welcoming expression

A. Introduction

In teaching in the classroom, as a teacher is not just to sit on an armchair with a cup of tea in hand to sip. It is an art and skill to be learnt. It requires the knowledge of subject content, method, techniques, expressions and teaching aids to be used for making teaching interesting and effective. This is the main objective of education. For this purpose, the teachers need a variety of approaches, several models of teaching to bring teaching and learning activities can be done effectively (Bruce & Weil, 1980).

The process of teaching and learning are the terms that can not be separated in the field of education. Teaching without the process of learning can bring someone to condition of misunderstanding. On the contrary, learning without teaching what have been learnt is the thing that can bring someone to condition of unperfectly. On the other word, the life of someone as a social human can not be said as a perfect human.

Teacher is one of the main parts in teaching process; Teacher is one of the sources of knowledge and facilitator, and the students as the main target of teaching itself. To make the students or learner can get or understand well about the material and the goals

of teaching are achieved, teacher needed to design or creating a good moment or condition so that the learners can enjoy the interaction of teaching in classroom. Moreover, teacher should create a good classroom management in order that teacher can explore her/his materials as well as possible.

One of important aspects of teaching in the classroom is teacher's welcoming expressions. Teachers' welcoming expressions are determining his or her teaching is clear or it can make students enjoyable to joint the material. According to Cook (1991), the purpose of language teaching in a sense is to provide the best input to the process of language learning; (1) Be aware of the two levels at which language enters into the classroom, (2) Be aware of the different sources of input, (3) The input that the students are getting is more than just sentences, and (4) Students learn from teaching not from learning.

Learning is a process of interaction between teacher and students in the classroom. Teacher has a major role in teaching and learning process in order to the goals of teaching can be achieved. So, the teacher must create a good condition in the class. One of the best way for doing this is by using good expressions before beginning the material or open the class. Students can be motivated for join the material by good welcoming expressions of the teacher.

The word expressions / speech act is one of aspect of communication that can influence someone to express feeling, ideas, wish, or a desire to do something, negotiating, solving problems, getting knowledge, building social relationship and friendships. The ability to use English expressions can be used to see that the students are able to speak or to express their idea in mind to interact with other.

The word teaching refers to the activity of teachers. Teaching is a system that consists of some components that correlate to each other. The components are such goals, material, models, method, and evaluation.

When we express something then we use language to express it. *Since speech is central to the proposed functional language system, it is necessary to take note of the nature of speech production and speech perception, as well as the general role of speech* (Lieberman, 2002). *According to the received view of linguistic communication, the central function of language is to enable a speaker to reveal his or her thoughts to a hearer* (Gauker, 2003). Language expression is not only verbal but also non verbal. People who want to express something by using language both verbal and non-verbal of course have reason why they want to communicate it. Language is the only tool in speaking and communicating or expressing what we want to do. As King stated *whatever our views about language- strict or liberal, traditional or progressive - it is abundantly clear that language is at the centre of all of the activities we connect* (Demers, 1986) to each other. At least there are four main reasons why people want to communicate (Verspoor & Sauter, 2000) as follows:

- People want to inform someone of something
- People want to get information from someone
- People want to get someone to do something
- People want to express one's attitude about something

Problem Statement

One major aspect in doing teaching and learning process in the class is to maintain the relationship and good condition between teacher and students. In this case, that there must be problems to put into account in order to come to the best teaching deal with classroom interaction. The thing is that most of students feel uncomfortable in learning when teacher begins the class by using expressions that they don't expect.

Based on this classic problem, the researchers would like to investigate what should be the points of the best expressions concerned with teaching and learning in the class. The complicated thing in this investigation is the way of teacher uses the language expression to make the students will be enjoyable. The question then will arise to be answered as the research question as follows:

1. What are the strategies in using 'welcome' expression?
2. What kinds of "welcoming expressions" used by the teacher in classroom?

The Significance and Purpose of the Study

This research is presented to those who want to have any research in English learning and teaching concerning with the role of using expression appropriately in classroom to provide good teaching.

Theoretically, this research is presented to those who want to have any research in language function of providing teaching and of course this might be a meaningful reference of the further relevant research. Practically, students may learn the language expression of welcoming students and use it in their life of conversation in developing the fluency, appropriateness, and accuracy both in formal and informal expression.

In order to create a good atmosphere of teaching and learning in the classroom in teaching english, this study aims to find out the strategies of using welcoming expression applied by the English teacher in teaching and learning process in the classroom, and investigate the kinds of welcoming expression used by English teacher.

B. Literature Review

The word expressions / speech act is one of aspect of communication that can influence someone to express feeling, ideas, wish, or a desire to do something, negotiating, solving problems, getting knowledge, building social relationship and friendships. The ability to use English expressions can be used to see that the students are able to speak or to express their idea in mind to interact with other.

Pouriran (2009) in Fibri Indira Lisanty A.D (2014) states that one of the principal in teaching and learning process means through which patterns of interactions are constructed is language. To interpret the pattern of life, members need to process linguistic and non verbal aspects of the social interactions of others. Language, in relation to the social construction of life in classrooms, refers to the oral and written discourse norms, expectations, and strategies that members establish through their daily interactions.

Ellis (1994) states that the input to learners comes from the interactions between learners and their teachers/ native speakers or between learners. So it also explain how language acquisition occurs and which kinds of interaction can best facilitate it.

Shomoossi, Amouzadeh, Saeed Ketabithe (2008) states that the patterns of interaction is not so easy to detect as most of the time, it is the teacher who allocates turns by calling on the participants. However, since the teacher welcomes volunteering too, it was observable that both male and female students participated in discussions. An interesting point to be observed was that the students interaction in this class was not really observed. But the teacher tried to pick up points from students responses and shift them to other students.

Language Variety

When we refer to “language” as a phenomenon then we include all the language of the world, namely the term of varieties of language (Hudson, 1980). There must be the reason why Language seems to be various. Languages vary from one place to another, from one social group to another, and from one situation to another (Crystal, 2006). What make one variety language different from another is the linguistic items that it includes, so we may define a variety of language as a set of linguistic items with similar social distributions (Hudson, 1980). The point is about a Social Distribution. In this term of Social Distribution will include examples of what would normally be called language, dialect, and registers (a term meaning roughly) ‘style’ (Hudson, 1980) as well as idiolect, and accent. *Dialect* is any variety of a language characterized by systematic differences in pronunciation, grammar, and vocabulary from other varieties of the same language and a dialect spoken by one individual is called an *Idiolect* while *Accent* is a certain form of a language spoken by a subgroup of speakers of that language which is defined by phonological features. (Kuthy, 2001). Where speakers differ (or vary) at the level of pronunciation only (phonetics and/or phonology), they have different accents. Their grammar may be wholly or largely the same. Accents can index a speaker’s regional/geographic origin, or social factors such as level and type of education, or eventheir attitude (Meyerhoff, 2006). So, when we are talking about Accent then it refers to how speakers pronounce words while Dialect refers to distinctive features at the level of pronunciation and vocabulary and sentence structure. The term *Rigister* is used to refer to varieties according to the use to differ from a dialect which refers to varieties according to the user (Hudson, 1980). The style here refers to a *style shifting* which is variation in an individual’s speech correlating with differences in addressee, social context, personal goals or externally imposed tasks (Meyerhoff, 2006).

The definition of variety given above suggests even greater departures from the linguistic tradition. This refers to the study of the parts and it tends to how the term of linguistic tradition shows its varieties which are broader than itself. That is, a variety may be much larger than a lay ‘language’, including a number of difference languages (Hudson, 1980).

Concept of Speech or Expression

When we express something then we use language to express it. *Since speech is central to the proposed functional language system, it is necessary to take note of the nature of speech production and speech perception, as well as the general role of speech* (Lieberman, 2002). *According to the received view of linguistic communication,*

the central function of language is to enable a speaker to reveal his or her thoughts to a hearer (Gauker, 2003). Language expression is not only verbal but also non verbal. People who want to express something by using language both verbal and non-verbal of course have reason why they want to communicate it. Language is the only tool in speaking and communicating or expressing what we want to do. As King stated *whatever our views about language- strict or liberal, traditional or progressive - it is abundantly clear that language is at the centre of all of the activities we connect* (Demers, 1986) to each other. At least there are four main reasons why people want to communicate (Verspoor & Sauter, 2000) as follows:

- People want to inform someone of something
- People want to get information from someone
- People want to get someone to do something
- People want to express one's attitude about something

What they want to do is only to intertwine the relationship and desire to maintain it for a long term communication. Speaking and Expressing are fundamentally different. Speaking is the ability of a person in spelling letters and uttering words, phrases, and sentences by involving linguistic competence. Expressing is the ability to act a speech or communicate the discourse or language function by involving linguistic performance in a nuance of a language. Speaking refers to the knowledge in thought while expressing refers to both knowledge and emotion. Most people are able to speak but in fact, they are not able how to express appropriately in communication. The hearers still feel like confusing and even they feel aggrieved or angry after hearing what those are speaking. They just speak what they have in their thought without understanding emotionally the interlocutor.

Expression involves speech act ability. Speech act refers to a language function and of course this pervades social life. *Just as language use pervades social life, the elements of social life constitute an intrinsic part of the way language is used* (Krauss & Chi). How language used in daily life will become the factor in relationship among people. Using language as the tool of communication is not just the way of mere communication. It should involve the taxonomy of speech.

C. Communication Theory

Even though some linguists said that communication is different from language but we still should understand that a language is not only verbal in communication but also non verbal. Non verbal communication refers to some types such as gesture, signs, and symbols. But related to the topic of research, we just focus on the language function.

As stated before that speech act refers to language function. How to use the language or to act the speech will bring us firstly to the theory of 'act'. This theory refers to *projecting an ideal communication community* (Habermas, 1987). This theory will *serve to reconstruct an undamaged inter-subjectivity that allows both for unconstrained mutual understanding among individuals and for the identities of individuals who come to an unconstrained understanding with themselves* (Habermas, 1987). Here, we point out two understanding of *unconstrained mutual understanding*

among individuals and unconstrained understanding with themselves. The understanding then will present how a mutual understanding happened among individuals and in the other side how they understand with themselves without any constraint. Both types of understandings should be put into account for speakers and listeners in order to be immersed in real communication.

Dealing with communication theory, Marx stated in Habermas (1984) about Theory of Rationalization: *According to Marx, the rationalization of society takes place directly in the development of productive forces, that is, in the expansion of empirical knowledge, the improvement of production techniques, and the increasingly effective mobilization, qualification, and organization of socially useful labor power.* This theory talks about *the development of productive forces that emphasis on expanding empirical knowledge, improving production techniques, increasing effective mobilization, effective qualification, and effective organization.* So, the point of communication is to expand and improve knowledge, technique, mobilization, qualification, and organization.

In the concept of interpersonal skill, Kraus and Fussel presented four concepts as follows:

- 1) The Encoding/Decoding Paradigm
- 2) Intentionalist Paradigm
- 3) Perspective-taking Paradigm
- 4) Dialogic Paradigma

Interactions in language classroom

Classroom interaction has been considered one of the most important pedagogical research topics in language classrooms in recent decades, mostly due to the influence of the Russian psychologist Lev Vygotsky. Vygotskian sociocultural theory (Hall & Walsh, 2002) views the act of language learning as a social activity in which children build their knowledge through the help and scaffolding of more knowledgeable peers or teachers. Interactions in language classrooms are important social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users (Luk & Lin, 2007). In an in-depth ethnographic study of teacher-student interactions in Hong Kong, Luk and Lin (2007) found out that students develop multiple identities through their classroom interactions with their language teachers. Although the study took place in an ESL classroom where native English language teachers are available, Luk and Lin (2007:188) present a telling story about how students negotiate identity and cultural resources, which are “translated into non-institutionally sanctioned language practices and identities”. Perhaps, the social knowledge students bring into the classrooms might be those “non-institutional language practices”, which schools and teachers are supposed to build on in order to enhance their learning.

Interaction in the classroom refers to the conversation between teachers and students, as well as among the students, in which active participation and learning of the students becomes vital. Conversations are part of the sociocultural activities through which students construct knowledge collaboratively. Conversations between and among

various parties in the classroom have been referred to as educational talk (Mercer and Dawes, 2008) or “exploratory talk” and “presentational talk” (Barnes, 2008:5)

D. Methodology

This research apply descriptive qualitative method. According to Berg (2007:p.3) in Muhammad (2011:p.30) qualitative research refers to the meaning, concepts, definitions, characteristic methapores, symbols and descriptions of things. In this sense, the research find out the non-statistic data and then describes it. This method intends to describe everything related to the topic of the research. In this case, the researchers describe about ‘*The strategies of using “Welcoming Expressions” by teacher at SMA Negeri 1 Sulabesi Tengah. And the kinds of welcoming expressions used by the teacher in the classroom.*h

A researcher used purposive sampling technique in taking the subjects of this research. Purposive sampling technique is one of the techniques used to determine the participants by considering based on particular purpose (Sugiyono, 2009). So the total number of the research subject was one respondent. The instruments of this research consisted of the researcher himself as the analyzer of all data were gained from observation and interview, notebook to take field notes and interview transcripts, handphone recorder to record interview, and camera to take photos or videos. The data were collected through classroom observation and semi-structured interview. Classroom observation was conducted when the teacher was teaching in the classroom, while semi-structured interview was conducted when the teacher ended the process of teaching and learning. According to Kaelan (2005: p.209) in Muhammad (2011: p.221) data analysis is a process of raging the data orderly, organizing in one pattern, category, and describing the data unity. Based on this definition data should be ordered, grouped, and based on the pattern, category and unity. Thus, the content analysis technique that applied by the researchers to analyze the data when the data have been collected. According to Setiyadi (2006: p.265-266) in Hamuda stated that Content Analysis Technique started by classifying each category of the language function, so that it is easy for researcher to analyze the data. In the process of analyzing data, the researcher apply some steps based on the technique of data analysis as follows: The researcher firstly transcribe the interactions from the recording then researcher group them one by one base on the categories and after that, the researcher present it descriptively.

E. Results

This part discusses the strategies of welcoming expression used by the teachers in terms of teaching and learning in the classroom.

1. Using simple utterances

Setting of Extract 1:

This expression was happening in the classroom when teacher begin to teach between teacher and students before beginning the material. Teacher opened the class by welcoming expression to students by asking about:

Extract 1:

- a) teacher : OK. Good day everybody
'Ok. Selamat siang anak-anak.
- b) students : good day mom!
'selamat siang Bu'
- c) teacher : how are you?
'apa kabar kalian?'
- d) students : fine mom, and you?
'kami sehat-sehat Bu, dan Ibu?'
- e) teacher : i'm just very well, thank you
"saya baik-baik saja, terima kasih"

In Extract 1, in the first meeting the teacher greeted the students and asked the students about their condition and in that time the students also asked about the teacher's condition.

In extract 1, In this expression there are teacher and students. In the first expression the teacher said "selamat siang anak-anak" (Good day everybody,) and students directly replied "selamat siang Bu" (Good day Mom). So What the teacher said in the first expression indicated the Welcoming Expression. It means that welcoming expression in the first meeting by using greeting is very good expression. And in the second expression the teacher said "apa kabar kalian" (how are you?) it indicated that teacher asked about students conditions and it showed the welcoming expression.

Setting of Extract 2:

Teacher was using the expression when she wanted to started the material to make sure that students focused in teaching and learning process.

Extract 2:

- a) teacher : okey class what subject for today!
'okey anak-anak hari ini kita belajar pelajaran apa?'
- b) students : english
'bahasa inggris'
- c) teacher : okey now we have our english class!
'okey sekarang kita akan belajar bahasa inggris'

In extract 2, the situation, when the teacher wanted to started the material, directly the teacher greeted the students and asked about the subject that they will learn.

In the first expression in extract 2, there is phrase "okey anak-anak hari ini kita belajar pelajaran apa?" (okey class what subject for today?) and students directly replied it by saying "bahasa inggris" (english), and teacher continued by saying "okey sekarang kita akan belajar bahasa inggris" (okey now we have our english class) it means that there is a good expression on how to started the material, therefore the sentence "okey anak-anak hari ini kita belajar pelajaran apa?" (okey class what subject for today?) denotes good welcoming expression.

Setting of extract 3

teacher was using this expression to ask the students to do the exercise by seeing their handbook to give easyness in doing the task.

Extract 3

Teacher : okey eeeeeee coba na buku teks nya dikasi naik.

(okey please raise your handbook on the table)

Students : iya mom.
(yes mom).

The expression in extract 3, the teacher asked the students to see the task in their handbook by saying “*okey eeeeeee coba na buku teksnya dikasi naik*”, (okey please raise your handbook on the table) and the students directly reply by saying “*iye mom*”, (yes mom), From the expression means that before teacher gives the assignment for students, the teacher uses good expression to make the students enjoy and feel comfortable when they do the assignment.

Setting of extract 4

These expressions were expressing by the teacher when she want to begin the class. The teacher was using the expressions of greeting and asking students condition.

Extract 4

Teacher : okey class, good morning!
Students : good morning, mom!
Teacher : how are you today?
Students : fine mom.!

On the extract 4, teacher firstly greeted the students then asking the students condition. Teacher uses “welcom expression” “*okey class, good morning*” to students, and students give respons by saying “*good morning, mom*” and teacher continued the “expression” “*how are you today*” to ask students condition and students replied by saying “*fine mom*”.

The expressions used by the teacher above are the simple welcoming expressions when the teacher open the class, and it used to welcom students before beginning the material. The expressions show that the teacher uses good expressions to welcom students before beginning the class, so it can make the students feel enjoyable during teaching and learning process.

F. Discussion

All the extracts discussed above present the strategies of using ‘Welcoming’ expressions that are used by teachers at SMA Negeri 1 Sulabesi Tengah in teaching and learning in the classroom.

Referring to extract 1, the teacher used greeting in welcoming the students such as ‘*Selamat siang anak-anak*’ ‘Good day everybody’ before beginning the material. This, of course, is the basic strategy in how to welcome appropriately. The next is as shown in extract 2 and 3, the teacher used simple utterances such as ‘*okey anak-anak hari ini kita belajar pelajaran apa* (okey class what subject for today) and *okey eeeeeee coba na buku teks nya dikasi naik* (okey please raise your handbook on the table). Based on the expressions, indicate that teacher has showed her good welcom and respect to students in teaching and learning process in the classroom. The last is teacher using welcoming expression “*okey class, good morning*” and students replied “*good morning mom*” and teacher continued welcoming by asking “*how are you today*” and students also replied by saying “*fine mom*” in extract 4. Based on the expressions in extract 4 indicate that teacher also use good and appropriate welcoming expression to students before the material is began.

The findings above show the structured strategy of utterances. An utterance means the way of expressing something in a simple way. Thus, the way of welcoming is to use simple utterances. In extract 1, 2, 3, and 4 show the simple utterances that are used by the teacher in welcoming the students in teaching and learning in the classroom. Simple does not mean to be very short (Verspoor and Sauter, 2000) but it is more to a syntactically practical use. Simple refers to something expressed or uttered that is semantically understandable. The extract 3 shows this case as a simple utterance 'okey eeeeeeee coba na buku teks nya dikasi naik', 'okey please raise your handbook on the table' From the view of the level of structures; syntactic level, this utterance is far from good structure of a sentence but it still has meaning; semantic level, to show an expressing of welcoming.

Mostly utterances that are used by the teachers in welcoming the students in the classroom really contribute to the kinds of action in speech. In extract 1, 2 and 4 indicate the complete kinds of action in speech because there is a mutually influence between teacher and students when they are being in a conversation, in this case in teaching and learning process. They have create good condition in the classroom before beginning the material. Teachers' good welcoming expression for students in the classroom can influence the interactions and it can be important social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users (Luk & Lin, 2007).

G. Conclusion

As the professional teacher at SMA N 1 Sulabesi Tengah, the teacher used the applicable strategies in welcoming their students. The first step is to use the simple utterances as the result of trained habit due to the students. Second step is to apply the level of structures such as Syntactic Level and Semantic Level; the words that arranged in the shape of utterances with good intonation, stress, pattern and sounds. The last strategy is to apply the kinds of action in speech which is the abilities in conversation and interaction.

Teachers' welcoming expression is one of the most important factor in determining the succesful of teaching and learning process. In teaching and learning process in the classroom, a teacher must welcom students well before beginning the material in order to make students fell comfortable and enjoyable. It can have impact to students in receiving the material, so that the goals of teaching and learning process can be achieved.

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