

Very often classroom research conclusions cannot go beyond statements of statistical significance or extensive wording that may not render sufficient understanding of why the resulted patterns really happen. This is also the case for most of analyses of classroom teaching activities. This phenomena happen mostly due to lacks of appropriate and accurate analysis foci, especially that of the language used in the teacher-student interaction, i.e. classroom discourse, involved in their engagement in teaching-learning processes.

The significance of employing classroom discourse analysis has long been echoed since the beginning of 1970. Sinclair and Coulthard's work (1975) has been very

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