MACRO-DISCOURSE STRUCTURE OF PROSE LECTURE

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Abstract

Lecture becomes the interesting research in the world for researcher because lecture is the most genres accepted in many higher learning institutions in the world. In a lecture, the speaker and the listener who participate must have a mutual-connection that makes the lecture can be well understood through a well-structured lecture. In this thesis, the writer investigated the macro-discourse structure of prose lecture. The writer applied the concept of Domizio about lecture structure. This research employed qualitative method and the data were collected through video-recording one prose class in a private university in Lampung Province, Indonesia. The findings show that the structure of the prose lecture used by the lecturer consists of the introductory part, the main part and the end part. The introductory parts consist of greetings, topic introduction, review of previous study, objective and outline statement. The main part consists of concept introduction, exemplification, explanation, develop material, definition and discussion. The end part consist of summarization and suggestion.

Key words: Macro-Discourse Structure, Prose Lecture, Introductory.

INTRODUCTION

There are many genres in spoken academic discourse and one of them is a lecture (Aminatun, 2016; Suprayogi, Puspita, et al., 2021; Tanenhaus et al., 2000). As a part of classroom genre, lecture is the most interesting for researcher to do research in the world because a lecture is the most genres accepted in many higher learning institutions in the world (Keith et al., 1974; K. Sari & Pranoto, 2021; Suprayogi, Samanik, et al., 2021). In a lecture, the speaker and the listener who participate must have a mutual-connection so that the lecture can be well understood (Evayani & Rido, 2019; Ivana & Suprayogi, 2020; Kuswoyo et al., 2020a). By delivering a well-structured lecture, the listener can better understand the idea from the speaker (L. M. I. Afrianto & Seomantri, 2014; Puspita, 2021; Suhartono, 2014).

As the world is moving forward, English is now used as the medium in education mainly in Asia, including in the Indonesian education context (Mandasari & Aminatun, 2020; Oktaviani, 2017; Putri & Sari, 2020). Schools and universities use English as the medium of instruction, especially for university lecture (Dian Apriyanti & Ayu, 2020; Oktaviani et al., 2020; Tiono & Sylvia, 2004). However, there is still a growing concern in

understanding a lecture, especially when it is delivered in a foreign language (Choirunnisa & Sari, 2021; F. M. Sari, 2020; Wahyudin, 2017). Some studies have proven that students cannot cope with lecture as they have no clues of the structure of the lecture (Erri et al., 2016; Nani, 2019; F. M. Sari & Oktaviani, 2021). In contrast, students can follow such lectures as the lecturers use some clues and deliver their lectures effectively (A. Afrianto & Restika, 2018; Kuswoyo et al., 2020b; Oktaviani & Desiarti, 2019). This study will investigate the structure of a prose lecture delivered in a foreign language in an Indonesian tertiary institution. In English literature department, prose is one of the compulsory subjects and aimed at enabling the students understanding the intrinsic and extrinsic element of novels and short stories (Fitri & Qodriani, 2016; Nurmalasari & Samanik, 2018; Setri & Setiawan, 2020). It further develops critical thinking of the students (Choirunnisa & Mandasari, 2021; Hasan et al., 2016; Saputra et al., 2020). The students have to attend 15-16 lecture sessions in one semester. As the lecture is delivered in English which is a second or a foreign language for the students, the lecturer has to deliver the lecture in a well-organized and systematic ways. Thus, the writer is interested in looking at the macro-discourse structure of a prose lecture.

LITERATURE REVIEW

Macro-Discourse Structure of a Lecture

The way how to have an affective lecture. it is important for lecturers to concern with lectures preparation which consist of three steps: 1) the beginning; 2) the body; and 3) the closing (Cahyaningsih & Pranoto, 2021; Chavez, 2000; Naconha, 2021). In the beginning, it is a must for lecturer to do review the previous topic. In the body of the lecture, the lecturer must develop the main topic with mention the key of the topic followed by the clear definition. The lecturers can use direct explanations or use question and answer process for developing it (Istiani & Puspita, 2020; Oktaviani et al., 2021; F. M. Sari, 2019). In the lecture process, it is also a must to ask questions to students and invite them to participate with give the comment. In the closing of the lecture, the lecture must convince of the material by clarify some key aspect of the lecture with recall (D Apriyanti et al., 2014; Nurmala Sari & Aminatun, 2021). Moreover, the lecturer may also give the suggestion student for study hard. If students have the background knowledge about the organization of academic lecture it is easy to understand different phases of lecture, and they are able follow the lecture process.

Lecture process should be consist of beginning, middle and end. This way can help student to follow the lecture easier (Heaverly & EWK, 2020; Nindyarini Wirawan, 2018; Pranoto & Suprayogi, 2020). In the introductory part of the lecture a lecturer must to mentions the learning objectives and topics to help the student can follow lecture process and the student know the objective of the lecture that makes follow to the next step (Almuafiry et al., 2017; Ayu, 2019; Qodriani & Wijana, 2020). Further, lecturer provides an outline of lecture it can help lecturer see how far student follows the material in lecture. He continuous, in the main part of the lecture a lecturer gives some key point to make easy the student follow the material and develops the topic. If and when it is success, make it clear how each part of the lecture relates to the next (Aminatun & Oktaviani, 2019; Kardiansyah & Salam, 2020; Puspita & Amelia, 2020). At the end of the lecture the lecturer conclude the main points and after this give the suggestion to the student for future study. This end part indicates to students that the lecture has ended and the lecturer must answer the question in the discussion session at the end to make sure the student correct or incorrect.

This study establishes the students need a well structured lecture in order understand it. In addition, based on the previous study that related and the theory explanations above the writer use that established that a lecture usually has beginning, middle, and end. Now this study will investigate the macro-discourse structure patterns of the prose lecture.

METHOD

In this research, the researcher applied qualitative as the research design, because this study was conducted in Prose Class in a Private University and the researcher collected data from the transcription of the recording class in prose class. There were two videos recording consists of 1 meeting in 1 hour 45 minutes and 1 transcript of prose lecture. The aim of this subject was enabling the students to analysis intrinsic and extrinsic element of a works such us short story, novel, film, etc and present them. The lecturer showed the works and discussed it to them with the student in the context of intrinsic and extrinsic element. In this research, the data source is transcript of prose lecture, since the writer will record the lecture process and transcribe it. Meanwhile, the data are the macro-structure of lecture which will be indicated by the utterances produced by the lecturer (participant) in the classroom.

RESULTS AND DISCUSSION

Introductory Part

In introductory part, the data show the lecturer opens the lecturer by greeting the students, introducing topic, reviewing previous study, stating objective and providing outline.

a) Greetings

Extract 1:

1		((The lecturer and students are preparing the lesson.
2		The lecturer play two songs in sequence entitled
3	L	Cheap Thrills by Sia and I knowWhat You Did Last
4		Summer by Shawn Mendes.))
5		Ok everybody, **good morning**
6	Ss	Good morning, Sir.
7	L	**How are you today?**
8	Ss	**((The students answer with different responses.))**
9		Seems like you are not good**. Do you have**
10	L	**something bad today?**
11		Ferry, **what happens to you? Are you okay**?
12		((Asking one student.))
13	S	Yes, Sir.

The lecturer tries to make the student comfortable by greeting 'good morning' (line 5) to the students and asking their condition 'how are you today?', 'what happen today?' and 'are you okay?' (lines 7 and 9-12). The students, then, give their choral response (lines 6 and 8).

b) Introduce topic

Extract 2:

16		Ok. Well, emm **today we are going to continue**
17		**our material talking about prose 1- prose**
18		**analysis 1**. And **before that, I would like to**
19	L	**check your passport this week first. Please**
20		**bring it out your green book- green book**, ok.
21		All green book- green book, do you bring it? *Ah*
22		*na,* what's your name? ((Asking one student.))

In extract 2, the lecturer introduces the topic of the lecture by informing the student they were going to continue the material about prose analysis that related with previous lecture

(lines 16-18). The purpose of this part is to make the student got the clue about what will the discus during the lecture about analysis prose. Before going further the lecturer ask about the regulation of the class by asking the student bring the green book as the passport of to enter the class (lines 18-22).

Main Part

In the main part of the lecture, the data show the lecturer begins with introducing concept, followed by giving example, developing the concept, and discussing the concept further with students.

a) Introduce concept/key idea

Extract 6:

684		Ok, the proof, the action. Eventhough I don't- I
685		never say that I am diligent, when- when action
686		shows it, soyou may believe it. Indirect
687		characterization shows things that reveal the
688		personality of the character. **There are five**
689	L	**different methods of direct characterization.**
690		**Five methods, five, five., five, five. Number one**
691		**is, you remember about STEAL? Ok, STEAL-**
692		**speech, thoughts, effect on others towards the**
693		**characters, action, and looks . Speech, what is**
694		**the meaning, Keanu?**

In this part, the lecturer tries to introduce the concept of the lecture. He mentions STEAL (Speech, Thoughts, effect, action and looks) in lines 688-693. This is followed by posing a question to a specific student related to the concept.

b) Give example

Extract 7:

125		((Taking the whiteboard and holding it.)) Ok**, can**
126		**you guess who is this character behind this**
127	L	**emm whiteboard? Oh you can't see it** *ya*
128		**((laughing)). So actually, I want you to guess**
129		**two the characterization. Ok, later I will give-**

130		**try to apply it. Well, so this one, girl! and also**
131		**boy you can see him ((showing the picture on**
132		**the slide.))** So, can you guess who is he?

In this part, the lecture develops the main part by giving an example. The lecturer asks the student to guess the character behind whiteboard (lines 125-132). Here, he actually plans to show the students some examples, but question-anser activity in order to stimulate the students mind as the examples will be related to their materials.

End Part

The end part shows the way the lecture closes the lecture by summarizing the lecture, evaluating the lecture, and giving suggestion to the students.

a) Summarize the lecture

Extract 25:

1101		**She is ( ). (0.4) So, you know the way to analyze**
1102		**ee someone. You can analyze the**
1103		**characterization indirectly or when you analyze**
1104		**literary work you can use this way. Telling is**
1105		**easy, just take a note on what is told by the**
1106	L	**narrator or the author, ok. But ee in directly or**
1107		**indirectly you can see from 5 aspects- speech,**
1108		**thought. effect on others, action, and look.** And,
1109		it also makes us smart when we have to choose
1110		someone to be the leader. For example, to be the
1111		governor, to be the- you know kepala kampung?

In this part, the lecturer summarizes the lecture by telling the student can analyze the characterization indirectly or when they analyze literary work they can use this way. Just take a note on what is told by the narrator or the author by see from 5 aspects- speech, thought, effect on others, action, and look (Lines 1101-1108).in this part, the lecturer want them to tell the benefit of the discussion as the summary of the lecture. This part is this part is similar with stated summarize is the important thing in the end part.

b) Evaluate the lecture

Extract 26:

| 1145 | L | **Ok, finish. Ok, if you are finished so (.) let me** |

1146		play- thanks it's over for today- and ok and
1147		ok ((clicking pointer for slides)). (0.4) Ok, this
1148		one. No- no ee ok, this. Ok, the first video, this
1149		is for us to see the character only one. Try to
1150		analyze characterization. (0.11) ((The lecturer
1151		plays short movie of Bernard Bear.))
1162	L	I think it is a wrong bag.
1170	L	Reckless. **From where?**
1178		**From the action. Is there other characters?**
1179	L	**No! Single player.**
1202	L	Strong. **Why?**
1203		Yes. After he fall down, he stay- he keep stay to
1204	S	stand with his umbrella.
1205	S	Never give up.
1206	S	Yes, never give up.
1207		Hmm, never give up. Standing with the
1208	L	umbrella, what happen?
1209	L & Ss	((laughing))
1210	S	But, then he fall down again.
1211	L	**Fall down again. Someone else wants to say?**

Evaluation is done through question and answers the material by playing the video as the example (Lines 1145-1151) and discusses it by asking the student with the question related with the video: "from where?" (Lines 1170), "is there any other character?"(Lines1178-1179), "why?"(Lines1202), and "Someone else wants to say?"(Lines1211). It is repeated doing by lecturer in often times in this part. This part is different with the Domizio Concept in 2008 there is no discussion in the end part of lecture.

c) Give suggestion

Extract 27:

1331		**That's. So, studying about character and**
1332		**characterization is very interesting.**
1333	L	**So, you will apply it later in your analysis** ee-
1334		only ee- ok old man and little boy another story

1335	from this story but in form of written form.
1336	Anyone flash disc?
1337	For copy- (.) the slide and copy that, the short
1338	story. (0.7) Ok, you still keep your Cinderella
1339	story, ok?

In this part, the lecturer starts by saying that studying character and characterization is very interesting (lines 1331-1332). He, continues by giving suggestion to the students that they can apply this theory (STEAL). From this part the lecturer wants to make the students not only understand the concpt but also apply the concept to analyze literary works. Based on the findings, it is revealed that the lecturer uses summarization and conclusions as the main strategy in the end of the lecture that supported by have discussion and recall the material. This part is also relevant with summarization, conclusion and evaluation at the end of a lecture.

CONCLUSION

The first is introductory part. The lecturer opens the lecture by greeting and asking the students condition. After that the lecturer continues introduce the topic by giving the clue prose analysis as the topic of the lecture. The lecturer continues the lecture by review the previous study that related with the topic that will discuss. After review the previous study the lecturer, the lecturer continues the lecture by mention the objective of the lecture to the student. The last of this part is provided outline to the student. The second is main part. In main part the writer found the lecturer begins with introduce the concept/ key idea of the lecture, after the lecturer explain the key idea, he continues by show the picture as the example to the student followed by further explanation of the example. The next step after the lecturer show the example and further explanation he develops the concept by explain more about the concept. After he develop the concept he continue by define concept to the student. After that the student got further explanation from the lecturer and continues to the discussion as the main part in this part. The last part is end part. In this part the lecturer summarizes the lecture first and continues with evaluation and suggestion.

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