

# SCHEMATIC CONVENTION IN THE ENGLISH CLASSROOM OF A JUNIOR HIGH SCHOOL IN JAPAN

Delita Amelia<sup>1</sup>  
Dion Tira Erlangga<sup>2</sup>  
English Literature  
English Education

[delitaamelia177@gmail.com](mailto:delitaamelia177@gmail.com)

[dionтираerlangga@gmail.com](mailto:dionтираerlangga@gmail.com)

## Abstract

In a Junior High School English classroom in Japan, this study investigates classroom organization in discourse studies. Through classroom observation and watching the videos, the data were gathered. In this 10-minute video, the conversation analysis method is used to look at how students interact in the classroom. The sequence of contiguousness sets and the turn-taking organization are the focus of this study. The most important conclusion of this study is that non-native English language learners should be prepared using a micro-analytic approach to classroom communication. Classroom language is used by teachers to create a better learning environment.

**Key words:** English classroom, Japan, Junior high school, Schematic convention

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## INTRODUCTION

Schematic Conventions Context and situation a schema is a mental codification of experience including a particular organized way of realizing cognitively and responding to a situation (Sari & Pranoto, 2021). Schematic structure of knowledge means that we produce or receive to the context in our heads depending on the knowledge we have in minds (Pradana & Suprayogi, 2021), (Suprayogi, Samanik, et al., 2021). The method of English teaching and learning within the classroom is exceptionally complicated since this course room interaction includes numerous perspective of prepare learning in classroom interaction (Kardiansyah & Salam, 2020), (Sinaga & Oktaviani, 2020). It has delivered interface and considerations of researcher from distinctive disciplines such as linguistic, psychology, sociology (Suprayogi & Eko, 2020). As stated by (Oktaviani & Sari, 2020) among all sorts of studies, class room talk has been one of the foremost warmed points in both class room research and foreign language. The term alludes to the language that teachers and students utilize to communicate with each other within the classroom (Suprayogi, Puspita, et al., 2021), (Puspita & Pranoto, 2021). Talking and discussion are the media through which educating takes place (Mulyah & Aminatun, 2020). In other words, the fulfillment of instructing to a expansive degree depends on teacher-student interaction within the genuine classroom teaching practice (Mandasari & Aminatun, 2019),

(Febriantini et al., 2021). Teachers play an critical part in forming classroom in talk ponder and maximizing the openings for learning for the organization of classroom but moreover for handle of foreign language (Puspaningtyas & Ulfa, 2020), (Gulö et al., 2021). The study is imperative for organization and administration of classroom since it is trough discourse act that teachers either succeed or fall flat to actualize their teaching plan.

According to (Pranoto & Afrilita, 2019) linguistic structures represent the schematic structures. For example, in English, prepositions or verbs can encode the schematic spatial information of the CONTAINER schema. The preposition “in” can be used to indicate a fixed location within a container, such as in a room (Oktaviani & Mandasari, 2020), (Fakhrurozi & Puspita, 2021). The verb exit or the preposition out can be used to describe movement from one part of a container to another, such as from inside to outside (Pranoto & Suprayogi, 2020). The conceptualization schematic structures are encoded in a unique way by a language. An important method that cognitive linguists use to comprehend image schematic structures and, consequently, the structures of human cognition is the observation and analysis of linguistic structures, particularly grammatical structures (Kardiansyah & Qodriani, 2018), (Kuswoyo & Audina, 2020). Due to their leading roles in encoding spatial information in the language, English prepositions have received the most research in image-schematic analysis of language. Second-language (L2) learners frequently face challenges mapping the differences between their L1 and L2 spatial representations due to the fact that speakers of different languages exhibit differing conceptualizations of the spatial-physical world. Late L2 learners struggle to interpret L2 spatial terms in a way that is compatible with the target language's geometric and functional requirements.

## **LITERATURE REVIEW**

One of the most widely used CL concepts in the literature on second language pedagogy is image schemas (Suprayogi, 2021), (Qodriani & Kardiansyah, 2018). Schematic diagrams are frequently utilized by cognitive linguists to represent the conceptualization of spatial relations between entities, particularly prepositions (Kuswoyo, 2016). It is important to keep in mind that there is a theoretical distinction between diagrams created to represent the physical-spatial configurations labeled by (Samanik, 2018), (Kardiansyah, 2019), for instance, prepositions and highly abstract "image schemas" like the CONTAINER schema.

The brain's representation of physical-spatial experiences is not directly linked to the diagrammatic representations of a schema. It has been argued that students will be able to formulate target-like spatial configurations and their extended meanings when schematic diagrams are used in L2 instruction (Candra & Qodriani, 2019), (Fithratullah, 2021). The multiple meanings of each preposition could be explained by paying close attention to the physical and experiential consequences for humans of interacting with entities in particular spatial configurations (Kuswoyo & Indonesia, 2021). The basic spatial configuration described by the word or preposition and the extended meanings derived from humans' physical-spatial experience in relation to the basic spatial configuration could be represented using diagrams (Pranoto, 2021), (Afrianto et al., 2021).

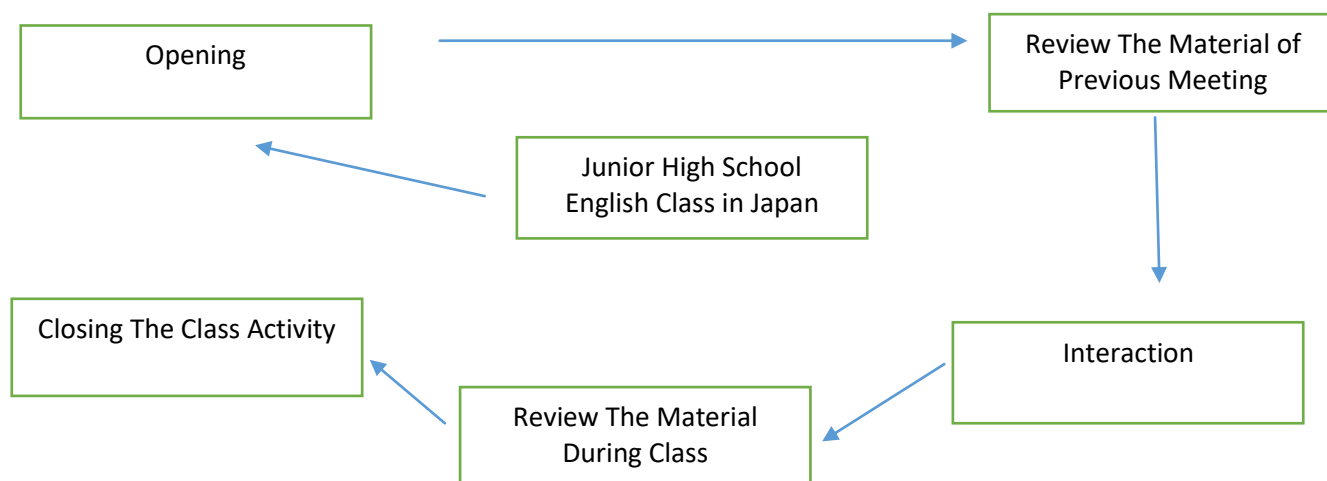
Schematic diagrams have been used in a number of empirical studies to support L2 vocabulary or grammar learning (Ambarwati & Mandasari, 2020), (Choirunnisa & Sari, 2021). The sociocultural approach to language learning has consistently been adopted by another group of studies that utilized schematic representations in L2 instruction (Setri & Setiawan, 2020), (Fakhrurozi et al., 2021). They concentrated on the second-language acquisition of Japanese particles, French prepositions, German prepositions, and English verb particles. Cognitive linguist-created schematic diagrams were found to be the most important instructional tools for orienting, structuring, (Kuswoyo et al., 2020) and scaffolding mental actions that led to semantic learning in these studies (Al Falaq et al., 2021), (Puspita et al., 2021). The majority of the studies that have been mentioned thus far have reported positive learning effects, either qualitative or quantitative, that were brought about by the CL instruction that included schematic representations (Amelia, 2021). However, it was challenging to decipher the effect that schematic diagrams had from the entirety of the instructional package. In sociocultural studies, schematic diagrams, communicative tasks, or verbalization and internalization activities made it nearly impossible to determine whether effective learning resulted from increased knowledge of the target structure (Wahyudin & Sari, 2018), (Oktaviani et al., 2020). It was even more challenging to pinpoint the significance of schematic diagrams in studies that included instruction on polysemy and conceptual metaphors.

## **METHOD**

In this study, the writers utilized library research techniques and subjective depiction. This study utilized a subjective methodology zeroing in on story understanding, portrayal, and examination. Subjective means examination dependent principally upon a constructivist viewpoint with respect to a singular's encounter that has been by and large or socially built. The information hotspot for this study was a schematic convention in the English classroom of a Junior High School in Japan. Information assortment strategies were performed by exploring or perusing sources in books, the web, as well as in past exploration reports, and others. Most understudies can find their assets in the library, information on the main libraries, experience with the chapter by chapter guide and other reference works, about complex is surely a fundamental apparatus for pretty much every understudy of writing. The information examination procedure utilized in this study is clear investigation. To help this information, the specialists looked for important information from different sources. Information investigation is the methodical course of considering and orchestrating information from meetings, perceptions, and records by coordinating the information and concluding what is significant and which should be contemplated. also, make determinations that are straightforward.

## RESULTS AND DISCUSSION

### The Schema of Organization Classroom.



The structure of interaction between teacher and students within the classroom is concerned, Sinclair and Coulthard (1975) found that the language of conventional teacher-controlled classrooms is in a inflexible design, where teachers and students talk concurring to exceptionally settled recognitions of their parts and where the talk may be seen to

comply to profoundly organized. The structure comprises of three move: the teacher's start, the students' reaction and teacher's feedback.

The interaction in the class made the structure or schema of class interaction. The interaction of class:

#### **A. The initiation of the Teacher**

- The teacher opening the class with asking about "how are you doing?"
- Teacher continue asking the students to make more interaction to the students. The first question is "what is the day today?", the second is "what the date is today"
- The teacher reviews the material about previous material in previous meeting
- The teacher explains and write the material in the black board
- The teacher asks a question "please tell me about your last Sunday, what were you doing last Sunday"
- The teacher reviews the material what they already study for this meeting before close the class
- The teacher closes the class.

Based on the quotation above, the structure form with the turns of the teacher and the student turn. From the turns-taking between the teacher to improve communicative competence. Teachers' questions can keep the learners taking part in classroom discourse.

#### **B. The response of the students**

- One of student answer it
- Some of students raised their hands and answer the question given, and answer it out loud and full of spirit
- The students answer it together

- The students give attention and write down to their own book
- The students think and remembering about their activity in the last Sunday and write it in the book
- The students give the review by explaining the material that teacher give
- The students say thank you to the teacher

Based on the quotation above, the writer concluded that the Interaction or response contributes to improving students' communicative competence, since the language utilized in this turn appears that creativity of the students and their conceivable longer expressions are constrained by teacher's fast and short feedback.

### **C. The Feedback of the Teacher**

- The teacher laughs when see the student
- The teacher nodded and smiles with the action and the answer of the students
- Listening the students
- Watching and focusing to the students
- Still explain and force students to remember what were they do in the last Sunday
- Nodded and say yes to the students
- Leave the class

Based on the quotation above, the feedback from the teacher fulfil the interaction of the class room interaction. Because in schematic convention relate to the schema of the understanding the context between the speaker and the audience. In this context the teacher as the speaker and the students as the audience must understand the context of conversation represent of the convention itself.

## **CONCLUSION**

Critical Analysis Schematic Convention of classroom can explain the connections of Language classrooms and educate language teacher education programmers through the

examination of the fundamental arrangement organization of Language classroom interaction. The teacher preparing demonstrate, which is based on the examination of teacher-student and student-student interaction ought to be embraced to assist learner instructors create essential instructing abilities to effectively present and maintain educational focus and encourage opportunities for language learning.

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