

## **English classroom genre and its implications for English language education**

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### **Abstract**

This study aimed at describing: (1) the phasal and sub-phasal structures of the ECG; (2) the ECG processes; and (3) the implications of the ECG for the English language education at the junior high schools in Saptosari, Gunungkidul Regency. This was descriptive research. The data were collected through classroom observations and recording. Those were analyzed by using Gregory's phasal analysis model. The results are as follows. (1) The CT(Consent), GS(Genre Structuring), SU(Substantiation), EV(Evaluation), and CO(Conclusion) phases occur in ECGs. The prominently occurring sub-phases in ECGs are GR(Greeting) and LT(Leave-taking) of the CT, OR(Orientation) and ME(Message) of the GS, IC(Interchange) and CH(Check) of the SU, JU(Judgement) of the EV, SM(Summary) and RM(Recommendation) of the CO. The prominently occurring sub-phases structure in the ECGs is ME(Message)^LT(Leave-taking) sequence for the CT(Consent) phase and CH(Check)^IC(Interchange) sequence for the SU(Substantiation) phase. (2) The ECG Processes occur in phases and have goals. (3) The implications appeared in the aspects of phase/structure of the lesson, goal, and language function.

**Keywords:** English Classroom Genre, phasal analysis, implication

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### **INTRODUCTION**

Students as learners need exposure and practices, as well as instruction, in the teaching-learning process in the classrooms. Those elements are important and needy basically for the success of language learning. Those statements are suit to the Indonesian context because there is still limited exposure or practice in relation to learning English as a Foreign Language (EFL).

As a foreign language, English tends to be a language which may attract the importance of learning the culture, the society of the native speakers and also the motivation of the learners in trying to be native-likely when they are using English to communicate. In relation to that, the main purpose of teaching English for junior high schools students in Indonesia is aimed at providing the students to achieve communicative competence in four skills of learning English, such as listening, speaking, reading, and writing. That is why the appropriate approach is needed to facilitate the success of language teaching-learning process.

The term 'genre' to refer to the language which is used by the participants in a certain situation, not as genre which is presented in the curriculum as the text types based on the curriculum that should be taught to the students. Then, the languages investigated in this research were not only limited to the English language but also all languages that occur in the teaching and learning process, especially English classroom, became the data of this research. It is because using other languages in the English classroom is possible as the participants are not the native speakers of English. Furthermore, the situation which is used in this research was classroom so that it called as classroom genre. Then, the classroom language learning which is investigated in this research was English classroom so that this research used the term English Classroom Genre (hereafter ECG).

Talking about conversation or communication in the level of genre will be focus on the macro-structure. The macro-structure of a conversation or communication is the talk itself and also a description about conversation in its process. That statement is related to the concept that is proposed by Thornbury and Slade (2006, p. 142) which argues that describing conversation at the level of genre will be moved from the micro-structure, i.e. the vocabulary and grammar, to the macro-structure, i.e.

the overall organization of talk and also focus on building up a cumulative description of conversation in the process.

From the explanation above, it can be assumed that a genre is used by a group of people who have the same rules or convention to gain a certain purpose. It is very useful for them in holding a communication, such as for the interaction and communication in the language classroom. Also, it can be said that genre refers to the types of language that is being told. The types of language or text types as regards the discourse categories, such as conversation, story, speech, discussion, poetry, lecture, classroom process, and so on.

This research investigated the ECG at the junior high schools in Saptosari, Gunungkidul Regency because of some reasons. The first reason was related to the advantages of genre. In line to that, genre is very important in the communication process, such as the communication that is related to the teaching and learning process. It is very important in terms of goal, context, language use, and phasal and sub-phasal. It is because in the teaching and learning classroom language context, showing or conducting a teaching and learning process which has a clear goal, the social context used, language use, and as an addition the phasal and sub-phasal structures of the language event so that the learners will be involved in the teaching and learning process which is completed with all those elements is needed. Then, the learners can be straight involved in the teaching and learning process by knowing the goal of the teaching and learning process, the context, and how to apply the knowledge in the daily life. In short, an analysis related to the ECG described the ECG at those schools in order to know the classroom processes in relation to the genres which are occurred in the English classroom.

The second reason is related to the importance of detailed information about the ways of the classroom members, the teacher and students, in doing communication. That is related to the context, social and cultural aspects in order to give clear descriptions of the real condition of the English classroom process which can be used as the basic data for doing the next action or management of the language classroom process. Also, those detailed-information about ECG can be used as a way to evaluate the English classroom process so that the quality of the teaching-learning process can be achieved.

The third reason in investigating this problem was related to the limited research which focuses on the ECG, especially the research for English classroom as a foreign language in Indonesia. Then, because of the limited research on investigating this field, this research hopefully can be used as an important part in enriching the knowledge of ECG in Indonesia. Besides, this research can be used as a reference for the next researcher who is interested in investigating the ECG.

The next reason was related to the setting where the research took place. The reason why this research was taking place in Saptosari region because the research related to the ECG was never done in this region. Also, the researcher assumed that the junior high schools in that region would give a rich and various data related to the ECG because Saptosari can be said as a countryside location that is relatively far from the center of Yogyakarta city which sometimes are considered not as good as the schools placed in the city. That is why the result of this research can be used as a valuable research which can be used as a guidance or a suggestion for having the next policy in order to improve the quality of the junior high schools in Saptosari, especially in the English teaching-learning process, though those schools are in the countryside which have limited means and infrastructure.

This research was done in Saptosari, Gunungkidul Regency which involved some junior high schools as the subjects because those schools were considered as the appropriate subjects and would give the rich data in order to get the rich analysis in relation to the ECG. There were four schools used as the subjects of this research. Those are SMP 1 Saptosari, SMP 2 Saptosari, SMP PGRI Saptosari, and MTs Yappi Jetis Saptosari. Then, the research would give information about the ECG at those schools for developing the English teaching and learning process at those region considering those region near to the tourism place which has a possibility to be visited by many tourists, domestic or foreign tourists.

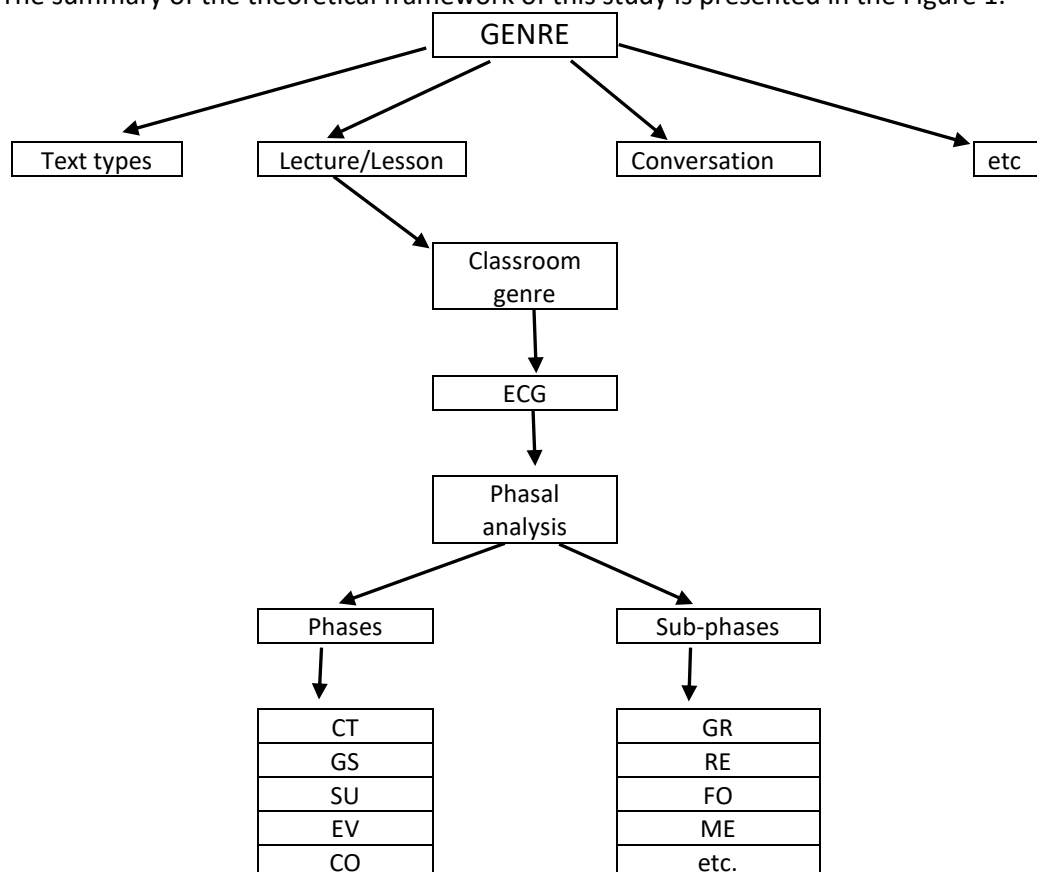
Furthermore, the success of the learning process should be based on the real problem found in the real situation. That is why the research about the description of the classroom language or in this research is called as the ECG at the junior high schools and its implications for the English language education at the junior high schools in Saptosari, Gunungkidul Regency is regarded to be necessary.

The problems in this research were limited to the problems related to: (1) the phasal and sub-phasal structures of the ECG; (2) the processes of the ECG at the junior high schools in Saptosari, Gunungkidul Regency; and (3) its implications for the English language education at the junior high schools in Saptosari, Gunungkidul Regency.

The objectives of the research were to describe: (1) the phasal and sub-phasal structures of the ECG at junior high schools in Saptosari, Gunungkidul Regency; (2) the processes of the ECG at the junior high schools in Saptosari; and (3) the implications of the ECG for the English language education at the junior high schools in Saptosari, Gunungkidul Regency.

The research significance can be useful for English teachers of the junior high schools involved in this research, for other teachers, for the researcher herself, for the students, and for material developers. For English teachers of some junior high schools in Saptosari, the research gives a description about ECG in their schools which can be used as basic data in developing teaching material in English learning. For other teachers, either at some junior high schools in Saptosari or at other schools, the research can be used as a model of classroom genre in the English subject. For the researcher herself, the research can be used to develop her mind through the problem-solving process and be a valuable experience related to her knowledge in research on education and her life and experience. For the students, the research can be used to support their communicative competence in the classroom context. For the material developers, the research can be used as a real data in relation to a description about ECG, especially in junior high schools in a rural area, so that they will develop the appropriate material that is suit to the real conditions.

The summary of the theoretical framework of this study is presented in the Figure 1.



**Figure 1.** Conceptual Framework of ECG

## METHOD

The type of this research was a descriptive qualitative research. This research was conducted at the junior high schools in Saptosari. There were four schools which were used as the subjects of this research. Those are SMP 1 Saptosari, SMP 2 Saptosari, SMP PGRI Saptosari, and MTs Yappi Jetis

Saptosari. The schools that have been used in this research were chosen by using a purposive sampling technique because the purpose of this research is to generalize the ECG which took places at the junior high schools in Saptosari, Gunungkidul Regency.

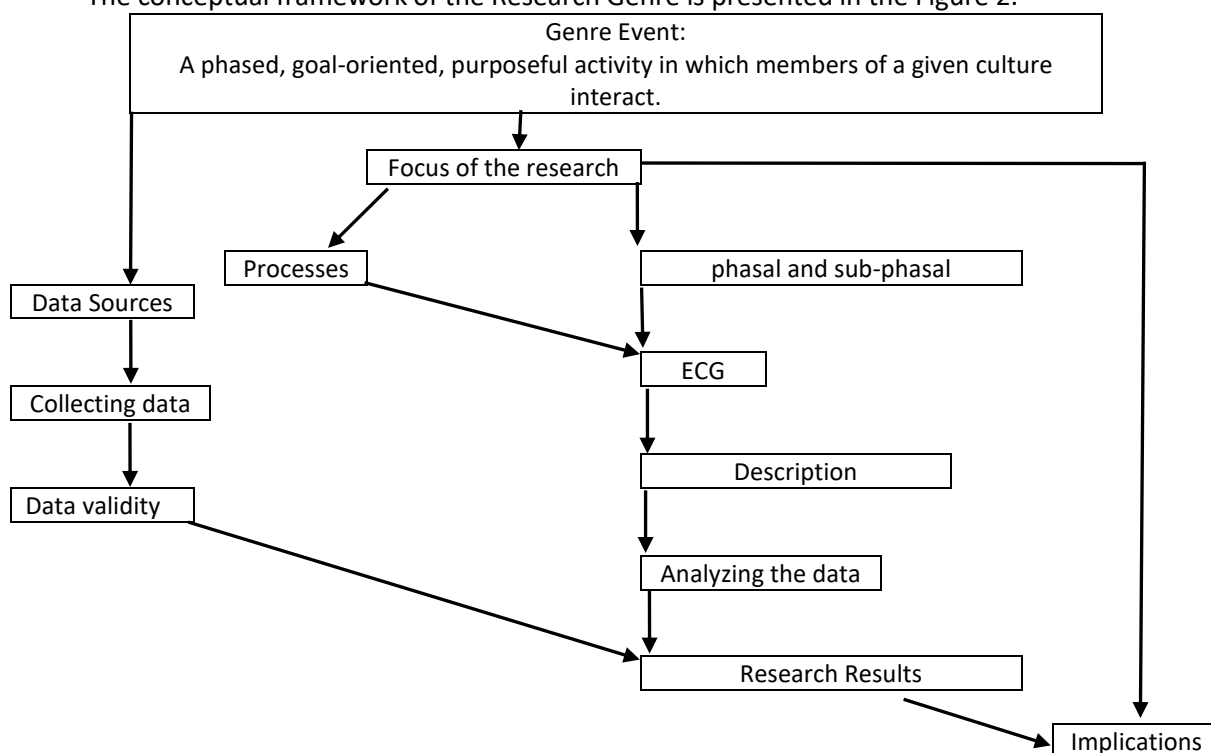
The researcher conducted the research in the first semester of the academic year of 2013/2014. The research was conducted from October to December 2013. In conducting this research the researcher followed the English schedule of the junior high schools in Saptosari, Gunungkidul Regency.

The subjects of this research were the English teachers, the students of the junior high schools in Saptosari, Gunungkidul Regency, and the researcher herself as the observer of this research. Then, the objects of this research were the processes of the ECG and the phase and sub-phase of the ECG at the junior high schools in Saptosari, Gunungkidul Regency.

The data validity of this research was based on Denscombe (2014, pp. 229–230) who argue that the term ‘validity’ for qualitative research is best replaced by the term ‘credibility’. Then to reach the credibility of the data in this research, the researcher did a triangulation which involves three different sources in order to make the data presented credible or in order to address the matters of accuracy and appropriateness of data qualitative. The researcher used three different points of view. Those are the data (field notes, transcripts, video recorded), the researcher analysis, and the intersubjectivity validity from others. This activity was done to avoid the bias that may happen.

The data of this research were analyzed by following some steps adopted from Danscombe (2007, p. 288). Those were (1) preparation of the data, (2) familiarity with the data, (3) interpreting the data, (4) verifying the data, and (5) representing the data. In the first step, the researcher obtained the data in the English classroom. Then in the second step, the researcher did reading and re-reading text data, or looking and re-looking at image data in order to get the appropriate meanings and can make a best analysis. Then in the third step, the researcher interpreted the data by developing codes, categories, and concepts. Then in the fourth step, the researcher verified the data by doing data validation, such as doing a triangulation. Then in the last step, the researcher represented the data.

The conceptual framework of the Research Genre is presented in the Figure 2.



**Figure 2.** Conceptual Framework of Research Genre

#### Phasal Analysis

Analyzing a genre is a process of investigating what is called as a genre which is occurred in the communication event. Then this analysis can be understood as an activity of analysis by involving some

stages. Johns (2002, pp. 91–104) explains the stages of analyzing a genre. In sum, the first stage of genre analysis is analyzing the processes of the ECG. The second is analyzing the phasal and sub-phasal of the ECG. Then the third is analyzing the types of the ECG.

The analysis of a genre will be different according to the context when the language is used. Genres differ in that each has a different goal and employs different patterns of structure and organization to achieve its goals. In sum, analyzing a genre will be closely related to analyze the goals, patterns of structure, organization to achieve the goals, and the context. This has the same idea as stated by Richards and Renandya (2002) that genre analysis is related to how language is used in a particular context.

A genre, a text or interaction (for example a teaching-learning process in the classroom or in this research is related to a classroom genre), can be analyzed in terms of activity and social relations. The term activity is related to what are people doing. Then, social relations are related to what are the social relations between people who are involved in the genre or language event. Besides, Hyland (2002) claims that “genre analysis is the study of how language is used within a particular context. Genres differ in that each has a different goal and they are structured differently to achieve these goals.”

Wu (2013, p. 1709) states that phases reveal more accurate description of macro-structure of lectures than that of beginning, middle and end. Gregory’s model offers more specific than Martin’s model (Gregory, 2002). According to Gregory (Sinar, 2002), the generic structure of discourse-in-text may not always be a static beginning-middle-end structure represented in fixed distinctive stages; it may have a dynamic structure and this needs dynamic phases which allow themselves to occur repeatedly in the discourse or text development or process.

The explanation above is based on the Gregory’s phasal analysis concept (1985) in Sinar (2002, p. 93). Further concept is presented below.

Gregory’s phasal analysis of discourse or text is characterized by the following features: (1) it does not restrict itself to the linear unfolding of a discourse or text, and (2) it treats discourse as process rather than object or product.

In line to the that, Gregory (2002) concludes the concept of the phasal analysis below.

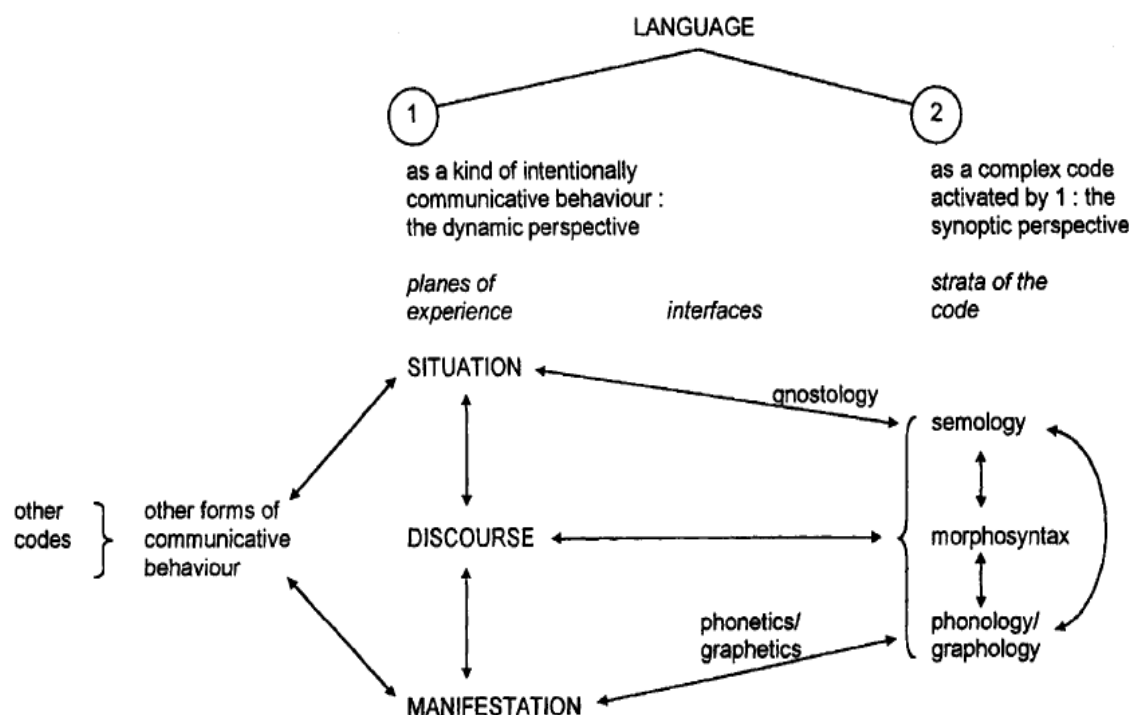
Phasal analysis distinguishes and plots similarities and differences of meaning, from the general to the particular, in the continuum of communication; it strives to leave the continuum more or less intact. It seeks to characterize discourse as process rather than as object.

Based on the conclusion of the Gregory’s phasal analysis above, there are some points that can be understood. Those are: (1) phasal analysis investigates the meaning of the communication; (2) phasal analysis focuses on describing the discourse as a process rather than as an object.

Gregory (2002) explains the concept of the phasal that can be seen in the Figure 3. To sum up, the analysis of a discourse is that language is seen as a dual perspective, as activity and as a code. Seeing language as activity is the dynamic perspective; language is regarded as one type of behaviour. In other words, behaviour is manifested in situation. That is why language activity, a type of intentionally communicative behaviour, can be described in terms of three planes of experience: situation, discourse, and manifestation.

The working model for phasal analysis applied in this research is a dynamic organizational model of phasing teaching learning process in the classroom which is presented in the text from the recording of the English classroom processes. This model reveals how each phase of a teaching learning process in the classroom creates certain functions. The phases investigated in this research, however, is not only restricted to the static model or process of the ECG but also the dynamic situational structures and patterns of the ECG. Therefore, it is decided to use the phasal model of analysis.

The phasal analysis used in this research was adapted from Sinar’s who combines Young’s and Gregory-based communication linguistics (2007, pp. 101-104). Furthermore, the phasal analysis in this research aims at describing the phasal realizations of the English classroom process presented in text. Below are the phases and sub-phases adapted from Sinar (2002, pp. 101–102) which are potentially to be occurred in the English teaching and learning process.



**Figure 3.** Communication linguistics: perspectives, planes of experience, strata of the code

**Table 1.** Phases and Sub-phases as Potentials for Choosing in Lesson

No.	Phases as potentials	Sub-phases as potentials
1.	Genre Structuring (GS)	Orientation (OR) Proceeding Focus (FO) Reminder (RE) Message (ME) Aside (AS) Digression
2.	Substantiation (SU)	Statement (ST) Background Exemplification (EX) Explanation (EP) Definition (DE) Interchange (IC) Quotation (QU) Drill (DR) Direction (DI) Check (CH) Comparison and contrast
3.	Conclusion (CO)	Summary (SM) Emphasis (EM) Recommendation (RM) Suggestion
4.	Evaluation (EV)	Judgement (JU) Comment Assessment Criticism
5.	Consent (CT)	Greeting (GR) Leave-taking (LT) Humour (HM) Apology (AP)

## RESULT AND DISCUSSION

There were three important points investigated in this research. The first point was about the phasal and sub-phasal of the ECG at the junior high schools in Saptosari which are analyzed by using the phasal analysis. The second was about the ECG Processes at the junior high schools in Saptosari. Then, the third was about the implications of the ECG for the English language education at the junior high schools in Saptosari.

To answer the first point of this research the form of the description of the ECG is presented. The descriptive analysis of the phasal of the lesson or in this research is the English teaching learning process is presented. The phasal descriptive analysis in this research is divided into two categories. Those are the macro-level (phase level) and the micro-level (sub-phase level). The macro-level focuses on the phases or macro-function that occur in the ECG 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 in this research. Then, the micro-level focuses on the sub-phases of the ECG in this research. That is why this research used a combined-description of phasal and sub-phasal aspects. The example of phasal analysis of this study is presented below.

The example below is a GR sub-phase that appears in the ECG 1 in which the speaker (the teacher) greets the students to keep in existence a harmonious relation between the speaker (the teacher) and the students because this is the beginning of the lesson. This is illustrated in sample text fragment below.

[1.01]	T	Good morning.
[1.02]	Ss	Good morning.

As presented in the previous point, the position of a LT sub-phase in a sub-phase pattern may be after a SM sub-phase forming the sequence of SM<sup>^</sup>LT or it may place itself after a ME sub-phase forming the sequence of ME<sup>^</sup>LT. Based on the data, in the SM<sup>^</sup>LT sequence the LT sub-phase occur for example when the speakers (the teachers) presented the points of the lesson in term of summary and end the lesson by saying a leave-taking expression. In the ME<sup>^</sup>LT sequence the LT sub-phase occurs for example when the speakers (the teachers) have delivered a message and then express leave-taking remarks addressed to the students. For clear understanding, see the examples below.

[1.35]	T	<i>Ya.Silakan dicari setelah istirahat ya. Assalamu'alaikum warohmatullohi wabarokatuh. (Ya. Please find the answer. After the break ya. Assalamu'alaikum warohmatullohi wabarokatuh.)</i>
[1.36]	Ss	<i>Wa'alaikum salam warohmatullohi wabarokatuh.</i>

The text fragment above shows that the teacher gives a particular message to the students for finding the answers of the questions after the break before addressing a leave-taking to them. Also, as an additional information, this LT sub-phase occurs in the middle of the English lesson because the bell for break time is ringing. The data above provides an explanation about the sequence of ME<sup>^</sup>LT in which before addressing a leave-taking to the students, the speaker (the teacher) says a particular message. Then, it also can be observed that the leave-taking remark "Assalamu'alaikum warohmatullohi warohmatullohi wabarokatuh" is addressed by the teacher and followed by the students response "Wa'alaikum salam warohmatullohi wabarokatuh."

The sequence ME<sup>^</sup>LT also can be observed in the example from ECG 1 below. Before closing or addressing the leave-taking, the teacher says a message for the students to continue the lesson next meeting or next week.

		<i>(Bel berbunyi. T melihat jam di tangannya.)</i>
[1.164]	T	<i>Ok, kalau sudah, belnya sudah berbunyi, we will continue this next week, ya, kita lanjutkan minggu depan. Ok, close our class together.. alhamdulillahirobbil alamin (T and Ss together say that word.), ya, saya akhiri wassalamu'alaikum warohmatullohi wabarokatuh.</i>
[1.165]	Ss	<i>Wa'alaikum salam warohmatullohi wabarokatuh.</i>

The second point of this research is presented in the descriptions of the ECG Processes at the junior high schools in Saptosari. In that part, those English classroom processes were presented from English Classroom Process 1 to 10 in the form of vignettes or field notes. In sum, those description of

the ECG Processes gives the general view of the lesson processes occurred at the junior high schools in Saptosari which described that those ECG Processes occurred in phases and had goals.

The third point of this research was about the implications of the ECG for English language education at the junior high schools in Saptosari. Further discussion of the research results and the theories above it are presented in detail below.

The research was focused on investigating the ECG and its implications for the English education at the junior high schools in Saptosari. To make the discussion clearly, it is useful if the main points of this research are presented one by one.

The first is about a genre. This research used the definition of a genre as a phased, goal-oriented, and purposeful activity in which members of a given culture interact. Martin (2002) defines genre as a staged, goal-oriented, social process in which speakers engage as members of a culture.

The first important point in the genre definition is that a genre occurs in stages. The term 'staged' can be understood that a genre is referred to as staged as its meanings are made in steps; it usually takes more than one step for participants to achieve their goals. Based on the Martin's definition of a genre in relation to the staged term, it can be interpreted that there are three basic stages in a genre. Those are opening stage, middle stage, and closing stage. That is a truth because basically a genre has at least those three stages.

In this research, however, if the data is only described in those three basic stages, the description of the research result will incomplete. That is why this research used the further definition of a genre of what is called as a phase. This choice is related to a thought that a description of a genre which is occurred in a social situation will be more complete and appropriate when it is described by using the idea that the term stage is combined by using the term phase because the researcher has the view as what has been proposed by (Gregory, 1988, p. 318, 2002) in the chapter two of the complete version of this thesis which is related to what is called as a phase. In short, this can be understood that this research used the term phase because it is more dynamic which can be said as a flexible term in describing the ECG.

Martin's model offers the notion of schematic structure (beginning-middle-end structure of genre-in-text) which is represented in stages that seem to restrict themselves to the linear unfolding of discourse of text. In line to this idea, Wu (2013, p. 1709) states that phases reveal more accurate description of macro-structure of lectures than that of beginning, middle and end. Gregory's model offers more specific than Martin's model. According to Gregory (Sinar, 2002, p. 93), the generic structure of discourse-in-text may not always be a static beginning-middle-end structure represented in fixed distinctive stages; it may has a dynamic structure and this needs dynamic phases which allow themselves to occur repeatedly in the discourse or text development or process.

Furthermore, seeing a genre based on the Gregory's idea is closely related to what is called as a phase. This becomes realistic because a genre is not only occurs in the static stages as can be interpreted from Martin's idea of the staged-term in a genre as opening, middle, and closing stage; but also it can be in the dynamic stage as what has been mentioned by (Gregory, 1988, p. 318, 2002) which is occurred in the form of phases. This research has the same opinion about the definition of a genre with Gregory's idea. Then, in recent years Martin has an idea that has the same essence to what has been proposed by Gregory (1988) declares that a genre is a term to name configurations of meaning that are recurrently phased together to enact social practices.

Then, the term 'goal-oriented' based on the Martin's definition of a genre can be understood that it is goal-oriented in that genres typically move through stages to a point of closure, and are considered incomplete if the culmination is not reached. In simple words, a genre is realized because there is a goal inside it. Goal is needed in every language event because every language event definitely has a purpose.

In relation to what has been mentioned above, a genre has a purpose or goal and its goal or purpose will depend on the situation where the genre is taking place which leads to recognizable and shared conventions and expectations. As Grabe's idea (Grabe, 2002, p. 250) which is stated in the chapter two of this research that genre as a central concept determining how discourse is organized and used for various purposes.



The next term in the Martin's definition of a genre is social process which can views genres are negotiated interactively and are a realization of a social purpose or because people do a genre interactively with others. Then, it has to be understood that ECG in this research also involves the social processes of the classroom community in which the genre is occurred, i.e. the teachers and the students of the English lesson as the subjects of this research. In short, the social process of this research is the process where the language event or a genre is occurred socially in a certain group or community, i.e. English classroom community.

Furthermore, as what has been stated earlier, this research limited on the investigation of the ECG in junior high schools. Then, classroom genre can be defined as languages which are used by the participants (teacher and students) that occur in the classroom. The participants, the teacher and students, usually do a formal talk because of the situation and context is in the classroom. This definition is supported by an idea to what Hymes (Thornbury & Slade, 2006, pp. 228–229) argues about. Hymes argues that when a person want to talk, he/she needs to give attention to many aspects, such as to whom, when, where and so on. In short, he/she needs to talk the right thing in the appropriate place, time, context, and so on.

In relation to the social context where the genre is occurred, Eggins (2004, p. 56) mentions that there are as many different genres as there are recognizable social activity types in the culture. There are literary genres, popular non-fiction genres, and educational genres. This research investigated genre which occurs in the educational environment. As what Eggins (2004, p. 56) explains that educational genres include lectures, tutorials, report/essay writing, leading seminars, examinations, and text-book writing. In this research, the educational environment used is junior high school, that is why the educational genre involved is called as a classroom genre. Further discussion of ECG at the junior high schools in Saptosari Region is presented below.

As stated in the chapter two of the complete version of this thesis, there some ideas in relation to the phasal analysis which have been explained by some experts. Those ideas of phasal analysis have been argued by (Asp & De Villiers, 2010; Briones, 2012; Gregory, 1988, 2002; Hyland, 2002; Johns, 2002; Wu, 2013).

Furthermore, this research used the Gregory's model for analyzing the ECG because of some reasons. First, the Martin's model of schematic structure may work in the static structure (beginning-middle-end) of classroom genre. Second, the dynamic phases which are proposed by Gregory may work in all situation in the ECG. Third, the processes of ECG may not only occur in the static structure as in the Martin's schematic structure, but also occur in the dynamic phases. That is why the analysis using the dynamic phases or phasal analysis is more appropriate to cover any phase in the process of ECG.

Moreover, analyzing discourse by using a phasal analysis is one of the complete ways for someone who wants to know about the aspects around the discourse. It means that analyzing through such method is not only analyzing the discourse pattern, but also its understanding of the context situation in which the participants are involved. Also, this phasal analysis can be used to know the understanding of the people if it is related to the topic being presented and the knowledge that they already knew. In simple words, the phasal analysis helps the identification of patterns in functional linguistic. Then, these ideas are in line with Asp and de Villiers' concepts of phase (Asp & De Villiers, 2010, p. 92) that explain a phase is a heuristic for showing patterning of information in discourse in which people's ongoing understanding of the context of situation of the relation between the topic and their knowledge of the addressee is interpreted. Furthermore, Wu (2013) states that the theory of phase can provide a more realistic nature of the academic lectures. Then, in this research, the learning context of the Wu's idea can be changed into classroom genre because this research used is the junior high schools, not in the university level.

The working model for phasal analysis applied in this research is a dynamic organizational model of phasing teaching learning process in the classroom which is presented in the text from the recording of the ECG Processes. This model reveals how each phase of a teaching learning process in the classroom creates certain functions. The phases investigated in this research, however, is not only restricted to the static model or process of the ECG but also the dynamic situational structures and

patterns of the ECG. Therefore, it is decided to use the phasal model of analysis. Then, this research adapted the phasal analysis of Sinar's who combines Young's and Gregory-based communication linguistics (2007: 101-104). Further discussion about the research results in relation to the theories used in the form of the phasal analysis is presented in the next paragraph.

The CT phase can be found in each of the ECG. The sub-phases of the CT phase which are occurred in the ECG of this research are the AP, GR, HM, and LT. The CT phase has a function to maintain a harmonious relationship between or among the participants in a social interaction. In this research, the CT phase found in the ECG generally has a function that is stated before and it can be interpreted that the participants of the English classroom (the teacher and the students) have a purpose to decrease a strain situation that sometimes is found in the teaching and learning activity in the classroom and also to make the students enjoy the teaching and learning activity in the classroom.

The GS phase in this research consists of OR, FO, ME, and AS sub-phases. In sum, based on the analysis of the ECG, the teachers did the GS phase to plan, prepare, and structure the lesson, especially in the English lesson.

The SU phase also can be observed in the ECG in this research. In sum, the occurrence of the sub-phases of the SU phase in overall ECG in this research generally to discuss particular problems related to what are being learned in the English lesson of this research through questions and answers or to give tasks for the purpose of enhancing the students' interest in the academic knowledge. Also, the sub-phase of the SU phase, such as the IC sub-phase, can be analyzed to check the students' understanding of particulars facts, ideas, etc.

One of the EV phase analyzed in this research is the JU sub-phase. The occurring of the JU sub-phase in this study is to express an evaluative opinion on the quality of information, examples, conclusions, etc.

The occurrence of the CO phase, such as SM, EM, RM, and Suggestion sub-phases, in the ECG of this study has some functions or purposes. The first is to summarize the key points of the materials being presented. The second is to underline or highlight the main ideas or points presented. Then, the third is to recommend valued points to the students.

## Implications

The results of the research give implications to the English language education at the junior high schools in Saptosari. As what has been stated earlier, a genre is one of the important things in the teaching and learning a language. In relation to English language education at the junior high schools in Saptosari, ECG has some implications in the aspects of phase/structure of the lesson, goal, and language function. Further explanation is presented below.

The first implication of the ECG is related to the phase/structure used in the English classroom. As stated in the conclusion part of this research, the most prominently sub-phases structure occurred in the ECG at the junior high schools in Saptosari were ME(Message)^LT(Leave-taking) sequence for the CT(Consent) phase and CH(Check)^IC(Interchange) sequence for the SU(Substantiation) phase. This first sub-phase structure implicates to the use of the ME (Message) sub-phase functions before the teacher ended the teaching-learning process. Then, the second sub-phase structure implicates to the ability of the students in following the teaching-learning process or in understanding what is presented by the teachers. It is because the second structure implies that the CH(Check) sub-phase comes before IC(Interchange) sub-phase motivates the students to focus on the teaching-learning process because the teacher did CH(Check) sub-phase to request or get students' response in IC(Interchange) sub-phase.

The second implication of the ECG at the junior high schools is in term of a goal. Goal is needed in every language event because every language event definitely has a purpose. Also, by knowing the goal inside the language event means that the participants (speaker and listener) know where the language event or a genre is brought so that the participants understand or know what they are talking about. In relation to that, each ECG investigated in this research has a goal. As can be observed in the ECG 1, the goal is to talk about an invitation card. In simple words, the teacher asked the students to discuss anything related to the invitation card by doing some exercises and discussing it.

Then, the ECG at the junior high schools in Saptosari also gives an implication to the language use for the language learning process. It is because by knowing the language use, the learners or language users know the language expressions which are suit to their language events. In relation to the focus of this research, the second point of this research is about the structures (phasal and sub-phasal) found in the ECG at the junior high schools in Saptosari. By knowing the results of this research, the readers (teacher, students, educational practitioners) will get information about the phases and the sub-phases of the ECG because it also presents the functions of all those phases and sub-phases. In short, it is impossible to conduct an appropriate language event without knowing its functions or language use.

### CONCLUSION

There were three important points that can be concluded from this study. Those are (1) By using the phasal analysis, it can be concluded that the CT(Consent), GS(Genre Structuring), SU(Substantiation), EV(Evaluation), and CO(Conclusion) phases occurred in each ECG at the junior high school level in Saptosari and represented each function. Furthermore, the most prominently sub-phases occurred in each ECG at the junior high schools in Saptosari are GR(Greeting) and LT(Leave-taking) sub-phases of the CT phase, OR(Orientation) and ME (Message) sub-phases of the GS phase, IC(Interchange) and CH(Check) of the SU phase, JU(Judgement) sub-phase of the EV phase, SM (Summary) and RM (Recommendation) sub-phases of the CO phase. Then, the most prominently sub-phases structure occurred in the ECG at the junior high schools in Saptosari were ME(Message)^LT(Leave-taking) sequence for the CT (Consent) phase and CH (Check)^IC(Interchange) sequence for the SU (Substantiation) phase. (2) The ECG Processes at the junior high schools in Saptosari occurred in phases and had goals. (3) The implications of the ECG at the junior high schools in Saptosari to the English Language Education can be seen in the aspects of phase/structure of the lesson, goal, and language function.

The researcher offers several recommendations for the English teachers, other researcher, and material developers. The English teachers are suggested to prepare and develop an appropriate teaching material and activities that are suit to the real condition which uses the results of this research as the basic data since the ECG gives several implications in terms of goal, context, language use, and structure (phase). Then, it is suggested to the other researchers who are interested in the ECG field to conduct a research which investigates ECG in relation to the textual level of analysis (cohesion and coherence) and may be to the semiotic level of analysis that takes ideological aspect and so on. Finally, for the material developers, this research suggests to develop an appropriate material based on the real condition as presented in the research results so that the students who are lived in the countryside like in Saptosari, Gunungkidul Regency can easily access and use the material.

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