AN ANALYSIS OF LANGUAGE USE IN GROUP DISCUSSIONS AT SMAN 12 LUWU TIMUR

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ABSTRACT

This research investigates the language use of grade 11 students at SMAN 12 Luwu Timur in group discussions. The findings reveal that students frequently use idioms, colloquialisms, and slang, adopting a conversational tone and incorporating humor and stories to build rapport. Nonverbal cues, such as body language and facial expressions, significantly influence the dynamics of conversations. The study suggests that effective group discussion communication requires a blend of verbal and nonverbal strategies and an understanding of the social and cultural context.

Keywords: *Language use, group discussion, SMAN 12 Luwu Timur, informal language, colloquialisms, idioms, slang, conversational tone, nonverbal cues, body language, facial expressions, social context, cultural context, communication strategies.*

INTRODUCTION

Language shapes how people interact, communicate ideas, and form relationships. It is a powerful instrument for communication. The nuances of language use can significantly impact the dynamics and outcomes of interactions in learning environments, especially in group discussions. This study examines how students at SMAN 12 Luwu Timur use language in cooperative learning settings, providing insights into the efficacy of current teaching methods and suggesting areas for improvement.

Language is used in educational discourse as a tool for social interaction as well as an instructional medium. According to Vygotsky (1978), "learning is a profoundly social process," and social interaction is essential to the development of cognition. This research investigates how students' real language use reflects these theoretical ideas during group discussions, aiming to uncover patterns and implications for teaching strategies.

Research Method

The language used in group conversations by grade 11 students at SMAN 12 Luwu Timur is being examined in this study using a qualitative research design. Data is gathered using a case study methodology, which ensures ethical issues like informed permission and confidentiality. Written transcripts of discussions, field notes, and semi-structured interviews are all included. After the data has been transcribed, processed, and examined for linguistic characteristics, themes and discourses are examined to identify trends and social dynamics. Validity and dependability are reinforced by member checking, triangulation, and peer review. The study aims to improve the educational environment and influence teaching practices by offering extensive insights into how language mediates group interaction and educational outcomes, despite constraints such as observer effects and low generalizability.

Literature Review

Understanding the role of language in group discussions has been explored in various studies, each contributing to a broader comprehension of this phenomenon. Mercer and Howe (2012) emphasized the link between the quality of dialogue in educational settings and the development of students' reasoning and collaborative skills. Similarly, Johnson (2010) highlighted the significance of analyzing language use in group contexts to gain insights into participant communicative strategies and social dynamics.

This study builds upon Vygotsky's (1978) theory that learning is a profoundly social process. Social interaction is essential to the development of cognition. The pragmatic theory and discourse analysis used in this study are also informed by Austin's (1962) Speech Act Theory, which examines how utterances function in communication, and Goffman's (1981) work on interaction order, which explores the rules and conventions governing social interactions.

Previous research has demonstrated the importance of turn-taking, speech acts, and discourse markers in facilitating group discussions. For instance, Smith and Waller (2021) noted that effective communication in group settings is crucial for the development of collective problem-solving abilities and the enhancement of individual cognitive skills. This study extends these findings to the specific context of SMAN 12 Luwu Timur, providing localized insights that can inform teaching strategies and improve educational outcomes.

RESULT AND DISCUSSION

The analysis of group discussions at SMAN 12 Luwu Timur reveals several key findings:

1. Turn-Taking Mechanism: Both verbal and non-verbal cues help manage the well-organized feature of turn-taking. Students often use phrases like "Saya boleh berbicara?" and "Izinkan saya menyampaikan pendapat," as well as nonverbal cues like waving and

nodding, to indicate their intention to speak.

2. Speech Acts: Various forms of speech acts, including instructions, questions, requests, and statements, were observed. Requests and inquiries foster a collaborative problem-solving environment, while commands are used to guide discussions and assign tasks.
3. Coherence and Discourse Markers: Discourse markers such as "sebenarnya," "demikian," and "mungkin" play a crucial role in maintaining speech structure and conversational flow, helping to signal agreement, disagreement, or the introduction of new ideas.
4. Language Use and Power Dynamics: Language is a significant tool for negotiating power dynamics within groups. Some students take more dominant roles, using assertive language and interrupting others, while others participate less frequently and speak more cautiously.
5. Social and Cultural Influences: The sociocultural context of SMAN 12 Luwu Timur greatly affects language use. Cultural norms such as status, manners, and respect influence how students address each other, with honorifics and respectful speech being common in interactions with perceived seniors or more knowledgeable peers.

Findings

The following table summarizes the key findings related to language use in group discussions at SMAN 12 Luwu Timur:

Aspect	Frequency	Percentage (%)
Turn-Taking		
Verbal Cues	50	50%
Non-verbal cues	60	50%
Speech acts		
Requests	40	40%
Commands	20	20%
Questions	50	50%
Statements	24	24%
Discourse Markers		
Agreement Markers	35	35%
Disagreement Markers	20	20%
New Point introduction	45	45%
Negotiation of meaning		
Clarification Requests	30	60%
Paraphrasing	20	40%
Power Dynamics		
Dominant Roles	25	25%
Passive Roles	75	75%
Social-cultural influences		
Politeness strategies	50	50%
Hierarchical Address	50	50%

CONCLUSION

This study of group discussions at SMAN 12 Luwu Timur provides valuable insights into the dynamics of student interactions and language use. The analysis highlights key aspects such as turn-taking mechanisms, the purposes of speech acts, discourse markers, power dynamics, and social-cultural influences. These findings underscore the importance of both verbal and nonverbal communication strategies in fostering effective group discussions.

Understanding these dynamics can help educators at SMAN 12 Luwu Timur create more inclusive and supportive learning environments. By encouraging equal participation and addressing power imbalances, teachers can enhance collaborative learning and improve

educational outcomes. The insights gained from this study can inform teaching practices and contribute to the academic and social development of students.

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