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ANALYSIS OF INTERACTIONAL AND TRANSACTIONAL LANGUAGE USED BY THE ENGLISH LECTURERS IN LEARNING PROCESS AT ENGLISH DEPARTMENT OF FKIP UKI TORAJA

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ABSTRACT

The objective of this research is to find out which is more dominant language used by the English lecturers in learning process at English Department of FKIP UKI Toraja interactional or transactional, and in what situation interactional and transactional language used by the English lecturers in learning process at English department of FKIP UKI Toraja. Descriptive qualitative and quantitative design is applied in this reserch to analyze the data. The data was analyzed was script from the result of recording video in learning process at English Department of FKIP UKI Toraja.The data was analized based on every utterance of lecturer in learning process. The writer used snow ball method in choosing sample of this research. The writer only took 5 lecturer as sample from the total population was 21 lecturers.From the data analysis, the writer found that transactional language more dominant used by the English lecturers in learning process. The result of this research shows that most of the lecturers used Transactional language in learning process then interactional. There are 1.194 utterances of transactional language used by the lecturers in learning process from the total number of utterances is 1.329. transactional language used in situation like greets student at begining of the class, explain topic, answer and giving question and when lecturer gives example for the students. After conducting this study, it is expected to give valuable contribution to the all lecturers in learning process and can be more variatif in using language. This research also is expected as additional knowledge and information for the all people specially to the students that interested in conducting similar study. The writer do hope as language user : reader, writer, and whoever that want to study more about interactional and transactional language can be more improved.

Keywords: *Interactional, transactional language*

INTRODUCTION

Language is not only about talking, but also writing is also part of language. So, when people write and talk, they use language. Language is the first knowledge that humans know since the first time they exist, they talk not like we do now, but they use their own language such as sign language. In all daily life, we use language to comunicate, express feeling or ideas, send message and etc.

Language is a way of expressing ideas and feeling using movement, symbol and sounds; particular style of speaking and writing. Language has two major functions, they are interaction function and transactional function. Interactional function deals with how humans use language to interact each other sosially or emotionally. The aim of interactional language is to maintain a social

relationship. Whereas Transactional function deals with whereby humans use their linguistics abilities to communicate knowledge, skills and information. The aim of transactional language is to communicate a specific message. There are two kinds of language; spoken language and written language. Spoken language is a form of communication in which words derived from a large vocabulary (usually at 10.000) together with a diverse variety of names are uttered throught or with the mouth, while written language is the representation of a language by means of a writing system.

In spoken interaction, we use language to have conversation, in explaining, giving direction, or giving commands. In written form, every day, we have to deal with written and printed words: newspaper, leaflets, magazines,textbooks,written directions,billboards, advertisements on tv etc.

Therefore, the objective of language is hearer whether he/she can understand and comprehent what speaker says. When we meet people and say " Hi! Or hello" it is very useful to build social relationship. When you are a student who is sitting on the desk, and one of your lecturer is walking in front of you, and he says "Good morning". It shows that he respects you. He doesn't mean to communicate with you, but only to maintain social relatonship with each other. The same thing that we always find in our life, specially in Toraja when we do interaction with people or society. When you meet people and one of you say " Umba la mu olai, apara tu mu bawa " or " when we pass in front the house " we always say " manasu moraka ". Actually, Toraja people doesn't mean to ask "where will you go, what are you bringing" or " have you cooked" but it has another meaning. They just want to build social relationship each other to make their relation close and more friendly.

Language in use, used as main tool of communication. It aims to build social relationship that we are called discourse. When we use language in our daily life, we also do discourse. Discourse is very important because we study language in use and how to use it based on the context. Discourse is represented by text. Text is the subject of discourse. Discourse analysis covers the descriptions and analysis of language in speaking and written form. In our daily life we use and consume language in two forms. They are transactional and interactional language.

LITERATURE REVIEW

1. Discourse
   a. Defenition of Discourse

      According to Crhystal (1991:106) states that discourse is a linguistics term used to refer a continuous stretch of language larger than a sentence and explains that text may refer to collection of written or spoken material such as conversation, monologues, rituals and so on. Brown and Yule (1985:5) summarize that a text represent discourse. Halliday and Hasan (1976:1) state that the word *text* is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified

whole. It's mean that a text is not about its size. We can say that discourse is a set of texts that connected each other.

b. Definition of Discourse Analysis

According to (Brown and Yule 1983) state that discourse analysis is the analysis of language in use. Discourse analysis also consider the relationship between language and the contexts in which it is used and are concerned with the description and analysis of both spoken and written interactions (McCarthy 1991:5)

According Paltridge (2006:2) explains discourse analysis focuses on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication. It looks at patterns of language across text and considers the relationship between language and the social and cultural contexts in which it is used. Discourse analysis also considers the ways that the use of language presents different views of the world and different understanding. it examines how the use of language is influenced by relationships between participants as well as the effects the use of language has upon social identities and relations. it also considers how views of the world, and identities, are constructed through the use of discourse. Discourse analysis examines both spoken and written texts.

2. Language

a. Definition of Language

Pei and Gaynor in Ba'dulu (2009) state that language is a system of communication by sound, i.e.,through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meaning. Human being use their organs of speech such as mouth, tongue,lungs,ect to produce sounds.

Wardhaugh (1972:3) defines language as a system of vocal symbols used for humans common. Language also used by humans as a tools to communicate each other. According to Greene (1972:25), language is the set of all possible sentences; and the grammar of a language is the rules which distinguish between sentences and non-sentences. It means that language has a spesific rules.

Edmondson (1981:32) states that language is not merely a mode of action, but a means of interaction. It can be said that language is used to make sosial relationship each other wherever we stay.

From the defenition above, the writer conclude that language as a tools of communication that humans use to comunicate between parents and children, teachers/lecturers and students, speaker and hearer and wherever they do interaction. Besides that, language also used to express feeling,ideas,will and ect. Language also has meaning and function, it means that language is not only used in sentence form but also can be symbols,sounds,body language and speech.

As Halliday (1989 :10) points out, Language is a political institution: those who are wise in its ways, capable of using it to shape and serve important personal and social goals, will be the ones who are"empowered" (to use a fashionable word): able, that is, not merely to participate effectively in the world, but able also to act upon it, in the sense that they can strive for significant social change (p. x).

b. Characteristic of language

First, language is a set of sounds. This is perhaps the least important characteristic, since the communication of mammals and birds is also a set of sounds.

Second, the connection between the sounds, or sequences of sounds, and objects of the outside world is arbitrary and unpredictable.

Third, language is systematic. Another observation that can be made about language system is that every occurrence of language is a substitution frame. Any sentence is a series of entities, for each of which a whole group of other entities can be substituted without changing the frame. Still another characteristic of language systems is that entities of language are grouped into classes, always simpler, more predictable, and more sharply separated than the infinite variety of objects in the world.

Fourth, language is a set of symbols. That is to say, language has meaning. In this form the statement is a platitude and does not distinguish language from other activities which are also symbolic.

Fifth, language is complete. By this is meant that whenever a human language has been accurately observed, it has been found to be so elaborated that is speakers can make a linguistic response to any experience they may undero. The statement that human language is always complete should not be interpreted to mean that every language has a word for everything.

c. The types of language

McCarthy (1991) in Brown and Yule state that there are two kinds of language ; spoken language and written language. spoken language is a form of communication in which words derived from a large vocabulary(usually at 10.000) together with a diverse variety of names are uttered throught or with the mouth, while written language is the representation of a language by means of a writing system.

3. Defenition of Transactional and Interacional Language

a. Interactional language

According to Brown and Yule (1983:1) state that the interactional involved in expressing social relation and personal attitudes. In daily life, people tend to use the interactional to make their relationship friendlier.

Further more McCharty (1991:136) state that interactional talk will having a function like oil of the social wheels, establishing roles and relationship with another person prior to transactional talk, confirming and consolidating relationships, expressing solidarity, and soon. Discourse in interaction also as a way of discovering how social reality is constructed. It

is just useful as useful to talk about the discourse analysis of interactions as it is to talk about the interactional analysis of discourse.

- Features of interactions :
  - Create social interaction
  - Focus on participants and their social needs
  - Interactive, requiring two-way participation
  - May be casual or formal
  - Reflects speakers' identity

  Examples :
  - Greetings
  - Small talk and chit chat
  - Recounting recent experiences
  - Compliments

b. Transactional language

According to Brown and Yule (1983:1) state that transactional is language that is used serve in the expression of content. The people common rarely use the transactional view because the relationship is more important rather than the message itself.

Further more McCharty (1991:136) explains that transactional talk is for getting business done in the world, i.e. in order to produce some change in the situation that partaints. It can be to tell somebody something to know, to effect somebody to buy something, to get someone to do something, or many other world- changing things.

Carter, R. & McCarthy (1997:17) state that interactional language is language for maintaining social relationships, transactional language is message-oriented. "Transactional uses of language are those in which language is being used primarily for communicating information." (Richards 1990:54). Accurate and coherent communication of the message, confirmation that it has been understood, explicitness and directness of meaning are essential.Transactional exchanges are interactions which have an outcome, for example, buying something in a shop, enrolling in a school. In such contexts the range of language used is relatively limited and therefore reasonably predictable.

- Features of transactional :
  - Giving or obtaining information, or getting goods and services
  - Focus on message
  - Making oneself understood completely
  - Grammatical accuracy may not be a priority
  - Communication strategies
  - Information oriented:
    - asking for directions
    - describing how to use something

- sharing opinions and ideas
- discussing plans

− Goods and services oriented:

- focus on achieving a goal or service
- checking into a hotel
- shopping
- ordering a meal

examples :

- Classroom group discussion and problem solving activities
- Discussing needed repairs to a computer with a tecnician
- Making a telephone call to obtain flight information
- Asking someone for directions on the street
- Ordering food from a menu in a restaurant

From the defenition above, the writer concludes that in daily life, humans commons tend to use interactional to maintain social relation and also to make their relation more friendly. Whereas transactional rarely is used in daily life, people use transactional to serve in expression of conten. It can be said that human relationship more important rather than message itself.

4. Learning process

In learning process one of the main component is language. The learning process will not be good without language. In onother word languge can not be seperated from learning process. According to Hornby in oxford dictionary (1995:671) say that learning is knowledge obtained by study. Where the process is a series of actions or tasks performed in order to do, make or achieve (Hornby 1995:922). Then expert give explanation about learning process.

Philiphs et al (2000:5) states that Learning processes are the ways in which students engage with the learning environment and the learning activities embedded in it. Further more Philips explain that The learning processes may also include interaction between the student and technology, whether with resources delivered by computer or learning activities facilitated by a computer or other device.

METHOD

This research employed qualitative research design. The population of this research was lecturers in English Department of UKI Toraja. There were 21 lecturers, therefore the population of this research was 21 lecrturers. The writer used snow ball to collect the data. The writer took 5 lecturers as sample. This research used instruments by conducting record video in learning process of English Lecturers at English Department of FKIP UKI Toraja. In analysing data, there were some steps that have been conducted by the writer as follows :

1. The first step is the writer made transcript from the result of recording video in learning process.
2. After that, the writer analyzed the language that lecturers used in learning process based on utterances.
3. From the result of analysing data, the writer determined which is more dominant used by the English lecturers in learning process at English Department of FKIP UKI Toraja interactional or transactional language and in what situation it is used.

FINDING AND DISCUSSION

Findings

Table 1. Lecturer A

NO	NUMBER OF UTTERENCE	INTERACTIONAL	TRANSACTIONAL
1	1	U1	-
3	13	U2,U3	U4,U5,U6,U7,U8,U9,U10,U11,U12,U13,U14,
5	1		U15
7	3		U16,U17,U18
9	8	U23	U19,U20,U21,U22,U24,U25,U26
11	21		U27,U28,U29,U30,U31,32,U34,35,U36,U37,U38,U39,U40,U41,U42,U43,U44,U45,U46,U47
13	7	U52	U48,U49,U50,U51,U53,U54
15	4		U55,U56,U57,U58
17	20		U59,U60,U61,U62,U63,U64,U65,U66,U67,U68,U69,U70,U71,U72,U73,U74,U75,U76,U77,U78
19	6		U79,U80,U81,U82,U83,U84,U84
21	3		U85,U86,U87
23	4		U88,U89,U90,U91
25	11		U92,U93,U94,U95,U96,U97,U98,U99,U100,U111,U112
27	13	U113	U114,U115,U116,U117,U118,U119,U120,U121,U122,U123,U14,U125
29	12		U126,U127,U128,U129,U130,U131,U132,U133,U134,U135,U136,U137
31	6		U138,U139,U140,U141,U142,U143
33	2	U144,U145	
35	3		U146,U147,U148
37	5		U149,U150,U151,U152,U153
39	5		U154,U155,U156,U157,U158
41	1		U159

43	4		U160,U161,U162,U163
45	1		U164
47	5		U165,U166,U167,U168,U169
49	2		U170,U171
51	18		U172,U173,U174,U175,U176,U177,U178,U179,U180,U181,U182,U183,U184,U185,U186,U187,U188,U189
53	3		U190,U191,U192
55	26		U193,U194,U195,U196,U197,U198,U199,U200,U201,U202,U203,U204,U205,U206,U207,U208,U209,U210,U211,U212,U213,U214,U215,U216,U217,U218
57	1		U219
59	13		U220,U221,U222,U223,U224,U225,U226,U227,U228,U229,U230,U231,U232
61	1		U233
63	3		U234,U235,U236
65	1		U237
67	40		U238,U239,U240,U241,U242,U243,U244,U245,U246,U247,U248,U249,U250,U251,U252,U253,U254,U255,U256,U257,U258,U259,U260,U261,U262,U263,U264,U265,U266,U267,U268,U267,U268,U269 U270,U271,U272,U273,U274,U275
69	1		U276
71	2	U277,U278	
73	2		U279,U280
75	2	U282	U281
77	1	U283	
79	1	U284	
81	4	U285,U286,U287 U288	
83	8	U289,U90	U291,U292,U293,U294,U295,U296,U297
	286	19	267

From the table above, it points out that lecturer A used transactional language more dominant in learning process that is 267 while interactional language is 19. the total of utterance is 289.

Table 2. lecturer B

No	NUMBER OF UTTERANCE	INTERACTIONAL	TRANSACTIONAL
1	8	U1,U2,U3,U4,U5,U7	U6,U8
3	2	-	U9,U10
5	1	-	U11
7	8	-	U12,U13,U14,U15,U16,U17, U18,U19
9	4	U20,U21	U22,U23
11	26	U24	U25,U26,U27,U28,U29,U30, U31,U32,U33,U34,U35,U36, U37,U38,U39,U40,U41,U42, U43,U44,U45,U46,U47,U48, U49
13	52	U53, U61,U62, U100	U50,U51,U52,U54,U55,U56, U57,U58,U59,U60,U63,U64, U65,U66,U67,U68,U69,U70, U71,U72,U73,U74,U75,U76, U77,U78,U79,U80,U81,U82, U83,U84,U85,U86,U87,U88, U89,U90,U91,U92,U93,U94, U95,U96,U97,U98,U99,U10 1
15	17	U105,U106	U102,U103,U104,U107,U10 8,U109,U110,U111,U112,U1 13,U114,U115,U116,U117,U 118
17	21	U139	U119,U120,U121,U122,U12 3,U124,U125,U126,U127,U1 28,U129,U130, U131,U132,U133,U134,U13 5,U136, U137,U138,
19	44	U153, U169	U139,U140,U141,U142,U14 3,U144,U145,U146,U147,U1 48,U149,U150,U151,U152, U154,U155,U156,U157,U15 8,U159,U160,U161,U162, U163,U164,U165,U166,U16 7,U168,U170,U171,U172,U1 73,U174,U175,U176,U177,U 178,U179,U180,U181,U182
21	7	U184,U185,U186,U187, U188,U189	U183
23	14	U190,U191,U192,U193, U194	U195,U196,U197,U198,U19 9,U200,U201,U202,U203
25	38	U220,U231	U204,U205,U206,U207,U20 8,**U209,**U210,U211,U112,U2 13,U214,U215,U216,U217,U 218,U219,U221,U222,U223, U224,U225,U226,U227, U228,U229,U230,U232,U23

			3,U234,U235,U236,U237,U238,U239,U240,U241
27	17	-	U242,U243,U245,U246,U247,U248,U249,U250,U251,U252,U253,U254,U255,U256,U257,U258,U259,
29	6	-	U260,U261,U262,U263,U264,U265
31	29	-	U266,U267,U268,U269,U270,U271,U272,U273,U274,U275,U276,U277,U278,U279,U280,U281,U282,U283,U284,U285,U286,U287,U288,U289,U290,U291,U292,U293,U294
33	42	-	U295,U296,U297,U298,U299,U300,U301,U302,U303,U304,U305,U306,U307,U308,U309,U310,U311,U312,U313,U314,U315,U316,U317,U318,U319,U320,U321,U322,U323,U324,U325,U326,U327,U328,U329,U330,U331,U332,U333,U334,U335,U336
35	1	-	U337
37	11	-	U338,U339,U340,U341,U342,U343,U345,U346,U347,U348,U349
39	2	-	U350,U352
41	42	-	U353,U354,U355,U356,U357,U358,U359,U360,U361,U362,U363,U364,U365,U367,U368,U369,U370,U371,U372,U373,U374,U375,U376,U377,U378,U379,U380,U381,U382,U383,U384,U385,U386,U387,U388,U389,U390,U391,U392,U393,U394,U395
43	1	-	U396
45	6	-	U397,398,399,400,401,402
	364	31	333

From the table above, it points out that lecturer A used transactional language more dominant in learning process that is 364 while interactional language is 32. the total of utterance is 333.

Table 3. Lecturer C

N0	NUMBER OF UTTERENCE	INTERACTIONAL	TRANUACTIONAL
1	2	U1,U2	-
3	1	U3	-
5	2	U4,U5	-
7	2	U6,U7	-
9	1	U8	-
11	4	U11,U12	U9,U10
13	2	U13,U14	-
15	9	U15,U17,U19	U16,U18,U20,U21,U22
17	6	U27	U23,U24,U25,U26,U28
19	3	-	U29,U30,U31
21	2	U31	U32
23	3	U33	U34,U35
25	1	-	U36
27	2	-	U37,U38
29	3	-	U39,U40,U41
31	2	U42	U43
33	7	U44,U48	U45,U46,U47,U49,U50
35	8		U51,U52,U53,U54,U55,U56,U57 ,U58
37	1	-	U59
39	1	-	U60
41	1	-	U61
43	5	U62	U63,U64,U65,U66
45	1	-	U67
47	3	U68	U69,U70
49	3	-	U71,U72,U73
51	7	U74	U75,U76,U77,U78,U79,U80
53	3	U81	U82,U83
55	3	U85	U84,U86
57	3	-	U87,U88,U89
58	3	U90	U91,U92
60	11	U93,U99,U102	U94,U95,U96,U97,U98,U100,U1 01,U103
62	4	U107	U104,U105,U106
64	1	-	U108
66	4	U109,U110	U111,U112
68	1	-	U13
70	1	-	U114
72	1	-	U115
74	1	-	U116
76	4	-	U117,U118,U119,U120
79	1	-	U121
81	1	-	U122
83	5	U125,U126,U127	U123,U124
85	3	U129,U130	U128
87	1	-	U131
89	1	-	U132

91	1	-	U133
93	1	-	U134
95	1	U135,U136	-
97	1	U137	-
99	1	U138	-
101	6	U139,U140,U141,U142	U138,U143
103	1	-	U144
105	1	-	U145
107	2	U147	U146
109	5	U148,U149,U151	U150,U152
111	2	U153	U154
113	1	-	U155
115	2	U156	U157
117	5	U162	U158,U159,U160,U161
121	1	U169	-
123	1	U170	-
125	1	U171	-
127	1	U172	-
129	2	-	U173,U174
131	1	-	U175
133	6	U176	U177,U178,U179,U180,U181
135	3	U182	U183,U184
137	3	-	U185,U186,U187
139	1O	-	U188,U189,U190,U191,U192,U193,U194,U195,U196,U197
141	11	U198,U199	U200,U201,U202,U203,U204,U205,U206,U207,U208
	204	61	143

From the table above, it points out that lecturer A used transactional language more dominant in learning process that is 143 while interactional language is 61. the total number of utterance is 204.

Tabel 4. Lecturer D

NO	NUMBER OF UTTERANCE	INTERACTIONAL	TRANSACTIONAL
1	4		U1,U2,U3,U4
3	19	U12,U15	U5,U6,U7,U8,U9,U10,U11,U13, U14,U15,U16,U17,U18,U19,U20, U21,U22,U23,U24
5	29		U25,U26,U27,U28,U29,U30,U31,U32,U32,U33,U34,U35,U36,U37,U38,U39,U40,U41,U42,U43,U44,U45,U46, U47,U48,U49,U50,U51,U52
7	43		U53,U54,U55,U56,U57,U58,59, U60,U61,U62,U63,U64,U65,U66,U67,U68,U69,U70,U71,U72,U73,U74,75,U76,U77,U78,U79,U80,U81,U82,U83,U84,U85,U86,U87,U88,U89,U90, U91,U92,U93,U94,U95
9	11		U96,U97,U98,U99,U100,U101, U102,U103,U104,U105,U106
11			U107
13	11		U10,109,U110,U111,U112,U113, U114,U115,U116,U117,U118
15	3		U119,U120,U121
17	4		U122,U123,U124,U125
19	8		U126,U127,U128,U129,U130, U131,U132,U133
21	1	U135	
23	1	U136	
25	1	U137	
27	8		U138,U139,U140,U140,U141, U142,143,U144,145
29	6	U148,U149	U146,U147,U150
31	7		U151,U152,U153,U154,U155, U156,U157
33	5		U158,U159,U160,U161,U162
35	9		U163,U164,U165,U166,U167, U168,U169,U170,U171
37	2	U172	U173
39	14	U174	U175,U176,U177,U178,U179, U180,U181,U182,U183,U184, U185,U186,U187
41	10		U188,U189,U190,U191,U192, U193,U194,U195,U196,U197
43	40		U198,U199,U200,U201,U202, U203,U204,U205,U206,U207, U208,U209,U210,U211,U212, U213,U214,U215,U216,U217, U218,U219,U220,U221,U222, U223,224,U225,U226,U227,U228,U229,U230,U231,U232,U233, U234,U235,U236,U237

45	3		U238,U239,U240
47	7		U241,U242,U243,U244,U245,246,U247
49	4	U250	U248,U249,251
51	1		U252
53	3		U253,U254,255
55	3		U256,U257,U258
57	1		U259
59	4		260,U261,U262,U263
61	1		U264
63	1		U265
65	3		U266,U267,U268
67	1		U269
69	2		U270,U271
71	6		U272,U273,U274,U275,U276, U277
73	1		U278
75	3		U279,U280,281
77	13	U292,U293	U282,U283,U284,U285,U286, U287,U288,U289,U290,U291
79	5		U294,U295,U296,U297,U298
81	21	U319	U299,U300,U301,U302,U303, U304,U305,U306,U307,U308, U309,U310,U311,U312,U313, U314,U315,U316,U317,U318,
83	1	U320	-
	320	14	306

From the table above, it points out that lecturer A used transactional language more dominant in learning process that is 306 while interactional language is 14. the total number of utterance is 320.

Tabel 5. lecturer E

NO	NUMBER OF UTTERANCE	INTERACTIONAL	TRANSACTIONAL
1	1	-	U1
3	1	-	U2
5	14	U11	U3,U4,U5,U6,U7,U8,U9,U10,U12,U13,U14,U15
6	2	-	U16,U17
8	1	-	U18
10	3	-	U19,U20,U21
12	1	U22	-
14	3	U24	U23,U25
16	2	-	U26,U27
18	2	-	U27,U28
20	8	-	U29,U30,U31,U32,U33,U34,U35,U36
22	1	-	U37
24	12	-	U38,U39,U40,U41,U42,U43,U44,U4

			5,U46,U47,U48,U49
26	2	-	U50,U51
28	2	-	U52,U53
30	9	U54,U60	U55,U56,U57,U58,U59,U61,U62
32	10	U66,U71	U63,U64,U65,U67,U68,U69,U70,U72,U73
34	3	-	U74,U75,U76
36	5	-	U77,U78,U79,U80,U81
38	5	-	U82,U83,U84,U85,U86
40	1	-	U87
42	12	U88	U89,U90,U91,U92,U93,U94,U95,U96,U97,U98,U99
44	1	-	U100
46	16	-	U101,U102,U103,U104,U105,U106,U107,U108,U109,U110,U111,U112,U113,U114,U115,U116
48	1	-	U117
50	1	-	U118
52	6	U119	U120,U121,U122,U123,U124
54	1	-	U125
56	6	-	U126,U127,U128,U129,U130,U131
58	5	-	U132,U133,U134,U135,U136
60	4	-	U137,U138,U139,U140
62	1	-	U141
64	9	-	U142,U143,U144,U145,U146,U147,U148,U149,U150
66	3	U151,U152	U153
68	5	-	U154,U155,U156,U157,U158
70	10	-	U159,U160,U161,U162,U163,U164,U165,U166,U167,U168
72	1	-	U169
74	1	-	U170
76	1	-	U171
78	9		U172,U173,U174,U175,U176,U177,U178,U179,U180
80	1	U181	-
82	4	-	U182,U183,U184,U185
84	1	-	U186
86	10	-	U187,U188,U189,U190,U191,U192,U193,U194,U195,U196
88	6	-	U197,U198,U199,U200,U201,U202
90	7	-	U203,U204,U205,U206,U207,U208,U209
92	5	-	U210,U211,U212,U213,U214
94	1	-	U215
96	1	-	U216
98	7	-	U217,U218,U219,U220,U221,U222,U223
100	3	-	U224,U225,U226
102	1	-	U227
104	1	-	U228

106	5	-	U229,U230,U231,U232,U233
108	3	-	U234,U235,U236,
110	2	U237	U238
	249	13	239

From the table above, it points out that lecturer A used transactional language more dominant in learning process that is 239 while interactional language is 13. the total number of utterance is 249.

DISCUSSION

From the finding study above, we can answer the problem statement of the study, which is more dominant used by the English Lecturer in learning process at English Department of FKIP UKI Toraja interactional or transactional language and in what situation it is used by lecturers.

The table 1. Shows that lecturer A used 298 utterances of transactional and 19 utterances of interactonal, the total number of utterance are 267, table 2. Shows that lecturer B used 133 utterances of transactional and 32 utterances interactional, the total number of utterance are 364, table 3. Shows that lecturer C used 204 utterances of transactional and 61 utterances of interactional, the total number of utterance are 143, table 4. Shows that lecturer D used 320 utterances of transactional and 14 utterances of interactional , the total number of utterance are 306 and table 5. Shows that lecturer E used 239 utterances of transactional and 13 utterances of interactional, the total number of Utterance are 249.

From the finding discussion above, it can be defined that the more dominant language used by the English Lecturers at English Department of FKIP UKI Toraja is transactional language that is 1.194 utterances ofTransactional language from the total number of utterances 1.329.

CONCLUSION

Based on analysis and discussion in the previous chapter, the writer would like to put forward a conclusion as follows:

There are 1.194 utterances of transactional used by the English lecturers at English Department of FKIP UKI Toraja in learning process from the total number of utterences is 1.329. Most of the Transactional language used in situation when the lecturer greets students at the begining of the class, when the lecturer explains the topic, answer and giving a question and when the lecturer give example to the students.

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