

Types of Minor Clauses in Kindergarten English Interactions

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Abstract

This research aims to find minor clauses in the utterances issued by Kindergarten students that convey meaning in their interactions at school. The researcher uses Systemic Functional Linguistics (SFL) in analyzing this kind of discourse to find minor clauses in interpersonal function. There are several minor clauses found in the process of data transcription in kindergarten interactions. There are four types of minor clauses, namely vocatives (calls), greetings, shouts (exclamations), and alerts (alarms). All this types shared variously in the clauses both by the students and also the teachers. The conversations among participants by using the minor clause is bonding the emotion and attention in each activity happening in the class. It is suggested in building the friendly situation in the class without spared the space between teachers and students. The discourse analysis of it is needed to create the leavily interaction that is supported the communication skill for the students since the early age.

Keywords: systemic functional linguistic theory, interpersonal functions, minor clause, kindergarten

1. Introduction

Several studies have brought towards critical thinking about how children develop their social behavior, communication, and knowledge starting from the 20th century (Sebart & Hocevar, 2018). Kindergarten is also present as a place for non-formal education that stimulates children to various stimuli from an early age, including communicating verbally in social interactions with their daily environment.

Sinar & Putri (2021) said that the world of children's language does not require theoretical thoughts and situations which is different from students at the upper level as elementary and secondary. It has the goal of writing when compiling sentences that the sentence becomes something meaningful. With the different needs of these children, schools provide teachers to the school need to facilitate comfortable and friendly situations. It also helps to encourage the needs of each child to take the initiative to use their ability to verbally communicate with others in speaking and sharing ideas or opinions with others. This situation, of course, will be different from the next school level, it conveyed by Adisaputera et al (2021) who stated that speaking skills were found to be the most difficult thing to learn. Under these conditions, schools in various circumstances have the right to design activities that can support the quality of kindergarten independently and sustainably, especially in terms of language. Teachers who have been recruited by school management will greatly influence the guidance of children in the education process in kindergarten to create a comfortable and fun learning environment. By doing so, the children proved to be more actively involved in activities including interpersonal conversation.

Both parties in the classroom, namely children (students) and teachers have an important role in building communication together in the classroom. This was conveyed by Salameh (2021) that communication is one of the most important ways to convey language according to its aims and objectives and will certainly distinguish humans from one another. Children in kindergarten also play a role as humans in social change in the current industrial revolution, so respecting their ability to speak and express opinions is also necessary to determine their own lives for the better. Hence, children ought to be included within the social setting that they take after frequently in an institution given, specifically a kindergarten. Teachers too, however, must provide opportunities for children to explore language in their communication with friends and other parties at school. This is contrary to the traditional paradigm which states that the teacher has an authoritarian role, namely provider, leader, controller without giving broad opportunities to children (Zlokovic & Bilan, 2018). This is important because children have gone through a

series of activities in preschool interactions that sometimes come spontaneously and can not be predicted, especially when speaking. Their skills will continue to be honed and cannot develop if the teachers do not work together to provide ample space for them to interact with each other. The two-way interaction that occurs in the classroom will be very helpful and is an important result that becomes the object of study that is quite interesting in classroom discourse to be discussed further.

Many researchers have conducted classroom discourse analysis with many approaches to develop their different scholarship (Tay, 2019). Classroom discourse investigation may be an uncommon discourse examination that happens in an arrangement of exercises in a certain scope orally which is often part of the discourse that occurs in the classroom. Characteristics in this discourse is the interaction between teachers and students (Al Smadi & Ab Rasyid, 2017). Interpersonal interactions that occur in this discourse also have an impact on the conversations between students in it. The role of each participant, namely teachers and students, will influence the clauses created within the classroom talk. Thus, not as it were instructors but understudies will moreover greatly influence each other's speaking roles in the classroom. This important thing is the main factor in this article, particularly in minor clauses that are seldom talked about in other talks and articles. Meanwhile, the study of this minor clause is one of the characteristics of the interaction between children in kindergarten and instructors within the kindergarten environment that truly has to be considered. Interpersonally, the success of communication in social competence is also shown by this kind of clause in classroom discourse, especially in early childhood. This is the reason that makes this discussion very important to study because clauses of this type when pronounced often depend on the major clause and can provide additional meaning functions from the attached clause (Iskandar et al: 2021). The mother tongue interaction attached by the minor clause also helps develop the quality of relationships with peers and adults in the classroom, this is important and also contributes to basic competencies for continuous learning at the next age level throughout life (Zlokovic & Bilan, 2018). By conducting this analysis, by examining each utterance in the spoken clause, the process of interpreting the resources of the participants involved in the discourse is based on an SFL approach (Sabriandi et al, 2021).

SFL analysis, an analysis pioneered by Halliday, is an interesting theory that can be applied in discourse analysis (Al Murashi, 2016). The variety of spoken language found in the world of education is very suitable to be associated with social phenomena that occur in classroom discourse situations built using SFL theory. The language spoken by each individual is very closely related to the function and social context rather than just a symbol in terms of SFL theory (Sinar et al, 2021). The approach through SFL theory includes three very important simultaneous meanings (Humaizi et al, 2021) which are referred to as semantic-discourse metafunctions which have three important meanings both textually, interpersonally, and experientially. Each of these language metafunctions has an important role in the study of SFL.

Table 1. Language metafunctions found in discourse semantic study (Halliday, 2014)

Language Metafunctions	Function clause used as what...	System used	Structure used
Textual metafunction	As the message conveyed	Theme system	Structured in theme followed by rheme
Interpersonal metafunction	As the exchange talked about	Mood system	Structure in mood and residue
Experiential metafunction	As representation experienced	Transitivity system	Structures in Process and participants followed

The trade of clauses that happen between members within the course is related to the work of language in interpersonal exchanges. The interpersonal work that occurs in conversation is one of the metafunctions that direct researchers in a discourse topic to conduct so many studies of interactions between many parties. Regarding interpersonal meaning, language is conveyed as an act of speaking in very unique semantic strata. Alternating turns will occur to help build the sequence of interactions that occur in a discourse study that is being analyzed.

So far, many studies on classroom discourse have been carried out, a number of studies discuss the dominance of teachers in speaking and the unequal role of teachers with their students in the classroom (Lai, 2010). This study then becomes a reflection of the purpose of education where it is found that there are many teacher instructions that must be followed by students. The impact of this is not positive. The results showed that the passive role of students occurred in the classroom as a result of this situation. This of course will be different in kindergarten interactions that

occur because children have a more speaking role in it. Besides this, research on kindergarten interactions is also still limited. Some of the analyzes carried out include an analysis of classroom discourse on teacher practices towards students in high school mathematics classes (Ilhan & Erbas, 2016). The research shows how teachers and students have per class there are some indicative utterances also shown by teachers and students. This is different from kindergarten students because at the stage of students at this age the teacher tries to adjust the delivery that's reasonable in a straightforward way to the children within the classroom. In this interpersonal work, it can be seen that there are written dialogues and meetings (Feng & Liu, 2010; Suhadi, 2015). Then there are stages of kindergarten which will be very different in the context of the situation that occurs in it.

In an interpersonal function, two types of clauses can be found, namely major and minor clauses. Indicative speech acts can be found in the clause while the independent clause is found in the mood seen in the minor clause (Halliday, 2014). One of the differences between these two clauses is that the major clause has a different mood and residual structure than the minor clause which does not. In a typical speech act function, the major clause forms its mood structure. In an interpersonal conversation context, it can be found that a few clauses work as vocatives, welcome, shouts, and caution. If a clause is found in the form of these 4 things, then the clause is classified as a minor clause. The minor clause that happens does not continuously depend on the expression within the major clause and has its emphasis on meaning. With its uniqueness, it becomes interesting to discuss this minor clause. At the stage of kindergarten age, the minor clause is very often said in the classroom discourse. This can be exceptionally distinctive from grown-ups where they can pass on the prevailing discourse work. In spite of the fact that the minor clause does not have a topical structure, it contains a work that will proceed with the interaction between the speaker and the questioner, counting in kindergarten classroom talk.

In the nuances of kindergarten education sometimes tend to educate children to act accordingly in communicating in everyday life with their environment (Pelissier, 1991). Children at that age attempt to specific their capacities through talked dialect communication. Kindergarten classroom talk delivered both teachers and children who have the same language role, not just listening. Because of this, as a child's expressive expression, there are many types of minor clauses in kindergarten. However, this type of research is still rare. Vocative research is still only found around telephone conversations between adults (McCarthy & O'Keeffe, 2019). The vocatives discussed are also indirect language, not in a particular language (Parrot, 2010). Other research on vocatives as a sign language (Hill, 2007). Whereas in the minor clause it is not only in the form of names or nicknames, the vocatives found can be more than that, especially in the discourse of the childhood class. There is also a study on praise in children (Henderlong & Lepper, 2002) that has not focused on minor clauses spoken by children. There is also a discussion about continuatives in conversation (Halliday, 2014). The latter becomes important to be discussed in the minor clause. The reason for this consider was to discover the sorts and capacities of minor clauses talked within the setting of kindergarten.

2. Method

In the observations made in this article, the researcher uses a qualitative method that aims to provide a description of the linguistic phenomena found in the discourse of the kindergarten class. In accordance with the purpose of a research method that must be able to draw conclusions from valuable data collected from observations that occur (Williams, 2007). From the methods that have been carried out, the findings of data investigations are based on theories that are applied as a systematic flow in the stages of research. Qualitative data was obtained from observations in two different kindergartens, namely Buah Hati and Al Marhamah located in Aceh, Indonesia. The data taken were collected from classroom discourse that occurred for twenty-one hours in the learning process in class. At the age of kindergarten within the educational handle, children within the classroom are not known as objects but subjects (Zlokovic & Bilan, 2018). It is they who participate in the interaction and will produce speech in the form of language. The object of research here is linguistic data spoken by children and teachers. Natural data collection (Mohajan, 2018) is needed to get a social activity that occurs naturally in discourse without any intervention from teachers or researchers. In the language data observed, it was found that there were three kinds of interactions, namely conversations between teachers and students, students and teachers, and between students in kindergarten. At the learning arrange, each course has an opening, movement, and closing stage. The subjective information collected within the pondering makes a difference to uncover and get it the clarifications of information investigation on explanations that are more than just words (Creswell, 2014). Each data tells about the relationship and the functions that occur in it.

3. Results

The number of research findings of the world of children has increased in the last few centuries (Novovic, 2018).

This has developed more intensively since kindergarten is believed to accommodate children to be stimulated for their growth and development and cognitive abilities. Seeing these conditions, teachers should always improve the quality of classroom management. With the learning process in kindergarten – one of which is in the form of interaction between teachers and children in two directions – there are so many interactions in the classroom, even though it is only with one word or expression which is as a rule called a minor clause in SFL investigation. This time we are going to examine a number of minor clauses that occur from kindergarten interactions. The minor clauses are found in four forms, namely vocative (call), greeting, exclamation, and alarm, each of which has its own meaning depending on the context.

3.1 Vocatives (Calls)

A vocative is an imperative component that's found in numerous discussions. The vocative that occurs between speech participants is a kind of greeting that is said directly (Hill, 2007). In some daily conversations in kindergarten interactions, especially in Aceh's Kindergarten namely Buah Hati and also Al Marhamah it was demonstrated that a few vocatives were used in the clauses he said. Some of these direct greetings occur repeatedly in various ways and forms. Minor clauses are certainly different from major clauses, namely statements, offers, questions, and orders. Major clauses have their own defining structure. This minor clause becomes interesting and important to discuss compared to the major clause. There are so many minor clauses that frame their possess meaning indeed even though they don't have a settled structure in the interactions that are collected from each transcription of data.

3.1.1 Pronoun

A number of vocatives are categorized in the form of pronouns. These pronouns include 'I' and 'us'.

- (1) I know.. I know. What question do you want to share.

At the time children communicate with their classmates, he frequently employs this kind of individual pronoun to precise what happened to them. 'I' is a pronoun that never occurs between child and teacher. The child-teacher interaction is different, the word 'we' is utilized to speaking to the child as the primary individual plural for the instructor and is considered more formal and respectful than saying 'I'.

- (2) Yesterday we dont study,

The calls types spoken by these children indicate that there is a high linguistic involvement of children in the kindergarten class. This is the opposite, usually distinctive from past investigate that understudies have to meet etymological capacities in kindergarten (Bustamante et al, 2018).

- (3) We cut the nail together...

Furthermore, there is an uncommon vocative that is utilized haphazardly in this kindergarten. The vocative that was found occurred between teacher-child interactions, namely the pronoun 'you'. This pronoun is replaced 'us'. In this case, the meaning is not simply the primary plural individual but implies the instructor, who is included as a portion of the clause being examined or passed on to the children.

3.1.2 Solemnness

In conversations in class, sometimes formal situations are found so that some vocatives show their function in giving respect from the speaker to the other person. However, the conversations that occur in kindergarten are not as serious as those that occur in adult classes. There are several mangrove vocatives that are used but do not change the friendly and relaxed atmosphere in the classroom (Kleek, 2014).

The vocative is used in conveying statements, questions, and complaints from children to teachers in kindergarten. Commonly used are 'mam'.

- (4) Mam, then after crying? – question clause
 (5) Mam... I have finished... – statement clause
 (6) Look, mam's nail is clean... – complaint clause

The special type of 'mam' call that occurs in PAUD can make the atmosphere more intimate between the participants involved in the class. Teachers also call themselves with the vocative 'mam' as a substitute for parents at school for children who are still at an early age. This creates a 'mam' impression full of solutions and protection when students complain about something in order to make the atmosphere more friendly. This can be seen in the example.

- (7) Mam counts until three. One... Two... Three...

The example show that the teacher use the word 'mam' refer to her self. This make the situation more enjoyable for

the children.

3.1.3 Kinship

Different ways are utilized by instructors to make interact in the classroom with various activities. Therefore, teachers have an exceptionally critical part in invigorating early childhood language advancement, particularly in kindergarten. Several participatory activities attended by children in schools with various themes of activities such as exercises for another level of instruction is straightforward but enormous affect way (Kleeck, 2014) to maintain harmonious relations between communities and hone courage in creating their thoughts.

(8) Twenteen students only dear... so many students do not come today.

(9) Brother Syauqi.. sit down please dear.

(10) Please sit backwards honey, your friends can not see.

Vocatives can also be used by teachers by using family calls when involving children in the classroom. In this case, it is not a genetic kinship, but rather a person who needs special attention such as a family. The vocative types 'dear' and 'honey' are used in conversation to precise a near relationship and comfortable and wonderful communication to the child from an instructor. Vocatives in the form of 'brother' and 'sister' not only function as regular calls but to attract children's attention when the teacher speaks and also to influence what children should do when the teacher advises them.

(11) If mother pick me up, sister (me) will go home.

(12) Little sister(I) want to make a letter. What do you want to make sister?

Kinship calls are also formed when there is a conversation in the classroom. Calls for kinship such as 'sister' and 'little sister' sometimes occur indicating that the child is older than his friend. The vocative call is also used to attract the attention of other friends.

3.1.4 Gettering Attention

Some verbal expressions are not commonly found in the conversation between teachers and children and vice versa in kindergarten. This unusual clause can take the form of an exclamation in the form of words or phrases. This can also be classified into interjections (Ting, 2013) which offer assistance to the speaker in calling and attracting the attention of the participant spontaneously to the interlocutor.

(13) Hey, it is there..

(14) Oh... dear.. please move your foot okay...

Various vocatives have been used maximally to attract the attention of the interlocutor. This minor clause is not just a normal greeting (Rydblom, 2014) but this expression is also a kind of call to convey a state of urgency or an important statement.

(15) Honey, not to do that oops.

(16) Letter 'F' hello...

From the data (15) and (16) it can be seen that the clause was made by the teacher, the minor clause was used to attract attention. Usually, the expression of the clause states greetings, but here with the context of the situation it is a caution to understudies by calling them 'oops' and also 'hello'.

These two types of vocative forms show how important it is to choose the teacher's speech in a kindergarten class so that it can attract the attention of class participants more than formal speech that can be said in other contexts (Ting, 2013).

3.1.5 Personal Name

Interpersonal conversations that include various clauses that occur between participants in ordinary classes also pronounce personal names as nicknames (Halliday, 2014) directly. The vocative which is a minor clause at first glance is not so important but forms a significant part within the preparation of shared meaning in a clause. Vocatives used in conversational conversations stream orally by each member within the lesson with their discourse.

(17) Come on Alwi, I am ready.

The personal name is used as a vocative in this clause to show the given information by the speaker (student) to his friend's 'Alwi' by saying 'ready' and finding out through the question word.

3.1.6 A Truncated Vocatives

In the conversations that took place in kindergarten, unique vocatives were also found. Its function is to show the close relationship of the participants as they speak. This is encountered several times in informal situations in preschool classes (Parrot, 2010).

(18) He do it mam, put the water on our veil.

In the English translation what is said is 'mam' but in fact, in kindergarten, the phrase is truncated and incomplete.

3.2 Greeting

The activities that children go through are sometimes not always the same, especially if there are children who come late. However, the teacher at the kindergarten still greeted the children even though they arrived late and the activity had started. After greeting – regularly every meeting – the participants in the class carry out various activities regularly according to the theme (Jule, 2003) whether it is about religion, language, art, games or other important activities for early childhood.

3.2.1 Religious Salutation

Classes in the area of Aceh, Indonesia tend to use the islamic greeting more often. However, in its structure, it is still not possible to find the mood structure (Halliday, 2014) which is also a characteristic of minor clauses. There are several types of greetings that are usually conveyed Islamically, including:

(19) Assalamu'alaikum every body...

This is a type of greeting in Arabic which means 'peace be upon you'. This greeting is in the form of a prayer, streamed orally by each member within the lesson with their discourse the speaker welcomes the questioner by supplicating for him to be great. The answer is also specific, the children utter an automatic response:

(20) Wa'alaikumsalam...

This can be too the same as the input given by the instructor to the child, namely 'assalamualaikum'. This greeting is delivered daily at activities at the opening and closing of PAUD classes in Aceh. But if the interlocutor is a non-Muslim then this greeting does not have to be conveyed.

3.2.2 Chumminess

Warm greetings from teachers to their students at school are very important (Ostrosky & Jung, 2003) especially in childhood. This also becomes very important as children attend new situations and are abandoned by their guardians but after picking them up for school. If this is created, then familiarity will be formed and of course support the learning process in PAUD. The teacher occasionally shares:

(21) Can you see children that this is mam?

(22) Friends, it is accidentally, I(mam) am sorry.

Types of greetings and answers will vary. Students answer happy greetings by saying 'yeah'. Teachers also try to create intimacy by greeting the children every time they meet in the morning and usually saying greeting.

(23) Good afternoon, good afternoon, mam we will go home.

There are two kinds of words that indicate equality by the teacher in some of these utterances. 'friends' and 'children' are deliberately used by teachers to create intimacy and are responded positively by children during morning circles (Bustamante et al, 2018) or routine activities in the morning.

In addition to these various activities, the teacher also greets students directly, simply by offering what they need when starting activities in class.

(24) Ais, please wash your hands.

It is exceptionally critical to welcome the understudies within the morning in making a chumminess in regular school exercises that will offer assistance the children adjusting the course and be upbeat within the circumstance.

3.2.3 Encouragement

Encouragement is the motivation in the kindergarten activities or session by giving shouts to the students. Motivation is actually also part of the learning provided by the teacher (Nurpahmi, 2017) that occurs in the discourse of the kindergarten class.

(25) Spirit applause! Yes, keep spirit all.

(26) Lets say it together... one two three... chocolate...

In arousing children's enthusiasm for learning in the classroom, teachers can use greetings in the form of yells. Children will usually also give an enthusiastic response if the teacher enthusiastically shouts good encouragement for them. And they have a cohesive reaction to what their educator says. Understudies will proceed with the hollers given by the educator boldly and cheerfully.

3.3 Exclamation

The call is conveyed by the speaker to show strong emotions at the target (Ting, 2013). Exclamations are also delivered repeatedly in kindergarten class interactions. Exclamatory clauses cannot take various forms and are not standard or distinctive (Halliday, 2014).

3.3.1 Praise

One of the important things to convey to early childhood is praise. Praise uses substantial terms in communicating with children in class. By using praise, the teacher is building the successful nature of children after or before their failure (Zental & Morris, 2010). The calls made by the educator to persuade understudies are mostly in the form of praise.

(27) Wow, It is amazing.

(28) Yes, how beautiful is the picture.

(29) Yeah, Jihan is great!

There are lots of appeals made in the several clauses above. The call was an enthusiastic compliment addressed by the teacher to the class participants, such as 'great' and 'clever'. This also looks like an example of 'Give a round of applause to Siska's mother!'. The role of praise conveyed by the teacher can be in the form of appreciation for children's achievements. In addition, praise can also stimulate children's thinking power to be more enthusiastic about being involved in classroom activities. Any praise given should not be underestimated because it is a reward for the child's performance (Henderlong & Lepper, 2002). Praise can also affect the achievement of his business in activities in kindergarten. The teacher is more dominant in sharing it but there are times when some children also express the clause as below:

(30) Sweet, sweet, so sweet.

3.3.2 Vocalization

Exclamation can also be in the form of vocalization (Wharton, 2003) for example what we hear from the expressions of giggling, sobbing, surprised, groaning, and baffling. This expression often occurs in kindergarten and must be analyzed concurring to the setting of the talk that happens within the clause.

(31) Ugh how jaded. Hi, do you know how much is our space?

(32) Ouch, I am sorry.

(33) quack quack quack...

(34) oh yeah... hm... speed bump...

There are many ways for children to lock in in discussion in course. All of these minor clauses are a kind of children's ability to engage in conversation in class in order to show how they feel to the other person. It can be seen from the various data above how the vocalizations that show various feelings of children such as feelings of surprise ['huh', 'oh', 'ouch'], annoyed ['ugh'], confused ['hm'], embarrassed ['Aa'], and imitate animal sound ['quack' & 'mbeek'].

3.3.3 Continuative Work

The response of a conversation on a topic is also an appeal in various circumstances. This response is usually placed at the beginning of the theme (Halliday, 2014) so that the interaction occurs naturally in a discourse. In some conditions, interpersonal interactions are one-sided (Araghi & Shayegh, 2011) so it is necessary to focus on what is happening to the other person. This also often happens in kindergarten classroom works.

(35) Mam, earlier Jihan said that Ikis's picture is bad...

(36) You can, if it has finished, take your book

(37) Please help me to open this mam...

The expressions 'earlier', 'you can', as well as 'please help me to' are expressions of an exclamation in a continuative works clause when a conversation happened between the talker and the recipient about what was said or done. In addition, in the context of Aceh as a Muslim-majority area, there is a spontaneous expression of praising God. That is 'masyaallah'.

3.3.4 Arresting Attention

An exclamative mark is also a way to attract attention (Rydblom, 2014) so that the speaker becomes heard, seen, or done.

(38) Come on Alifah... uh alas!

The speaker inquires about the recipient to see what has been done for him. It can be seen as the exclamative clause 'My god':

(39) wow, my god... how great it is...

Now and then the shout is done to do an activity by ceasing or quickening:

(40) Don't do that Syaui.

(41) Hi, Sister Zahra, come on go down stairs.

To calm down the recipient, in this case when a student calming her friend who is scared.

(42) It's okay, if we are fishing and it moves it means there is a fish.

Exclamations play a very important role in giving important functions in minor clauses. In general, the call is spoken spontaneously in every situation.

3.4 Alarm

In addition to the various types of minor clauses previously mentioned, alarms are also found. The alarm is an interjection call from the speaker in a minor clause which is expressed as a mental process (Ting, 2013). Compared to the exclamation in the previous explanation (exclamation), it is more expressive, the alarm is more in the form of a warning. It is information that is conveyed through the thought process. However, in this case, the minor clause does not require an internal structural arrangement that distinguishes it from the major clause (Halliday, 2014).

Alarms are also often used in kindergartens, below:

(43) Prepare the note book!

(44) Watch your step.

Something that may or may not be done is often conveyed by the children or teachers using this type of clause. The alerts used by the interlocutor include, for example, 'prepare' when participating in school activities and standing 'watch out'.

(45) It's a loss!

(46) It's over...

The alarm also alerts the time spent both inside and outside class activities. Understanding each function in an alarm will help us to see the different groups of alarm usage according to the context of the clauses used:

3.4.1 Caution

Caution is frequently utilized to dodge something by saying it to others, words utilized in kindergarten by each member, specifically students or teachers, such as 'please, be careful', 'is not permitted', and 'slowly'.

(47) Milo yes, but this one is not permitted...

(48) Please, be careful!

3.4.2 Appeal

Caution is frequently utilized to pull in the consideration of the interlocutor. In spite of the fact that the shouting point has nearly the same work as this, the caution work is distinctive. It too takes a center position (Halliday, 2014) meaning that it is categorized as not a minor and major clause but is still classed as a minor clause because of its structure that has not one or the other mood nor residue. Examples include:

(49) It's time to go home!

(50) Already finished! Thank you for listening mam well.

3.4.3 Praise

Other than the two caution capacities over, there are also other functions found in Aceh's kindergartens. The function of the alarm in question is an alarm in the form of gratitude delivered by the educator to precise laud to God when appearing understudies that something was done well or as an expression of prayer talked by members within the course. This speech is delivered in the language of Arab, it is also commonly used in class. In kindergartens in Aceh, warning expressions such as *masyaallah*, *bismillah*, and *alhamdulillah* are taught to show happiness when activities take place at school.

(51) *Masyaallah*, thank you Jihan!

(52) Prayer attitude, put your hands up, bow your head, *Bismillahirrahmaanirrahiim*.

(53) Thank you for listening mam well *Alhamdulillah rabbi 'alamin*.

Praise to God for what happened is also often conveyed by speakers showing their Islamic identity (for example the expressions *Alhamdulillah* and also *Masha Allah*). Both of these praises show awe to God for what happened in the context of the conversation that took place. This clause is more than just an ordinary interjection but is more meaningful (Indah, 2017) this is because it is used as an expression that shows the influence on the listener. For example, the teacher is inviting the children to be grateful for what God has given them by saying '*alhamdulillah*'. This is a unique expression because it is used in conversation and used by teachers in class. The repetition of these clauses several times during class observations shows the importance of this lexicon for clauses for class discourse linguistics in this research area, namely Aceh. In previous research (Munazar, 2019) it was shown that there are many religious expressions as characteristics of the Arabic language, for example, *inshaallah*, *alhamdulillah*, and *subhanallah*. In beginning the activity at school especially in this research place, the teacher and students usually say *bismillahirrahmaanirrahiim*.

4. Discussion

Various contexts of speech events are closely related to interpersonal functions as a frame of speaker support in them. The clauses are spoken by speakers also have different functions. Kindergarten students at the age of five to six a long time ought to be effectively included in different course dialogs and intuitive sometime recently proceeding with primary school (Novovic, 2018). Teachers should have a variety of teaching approaches to teach students (Habbash, 2021). This condition is certainly related to the simple theme taught in kindergarten compared to the next level of education. This is often since kindergarten may be a kind of endeavor at empowering children to conversation interpersonally without speaking so analytically. Various analyzes of the clauses above show that the clauses produced by both students and teachers have their own functions that create meaning for the recipients. Minor clause is also a protolanguage (Halliday, 2014) which appears in different sentiments such as surprise and irritation. It is also intending person by different calls. The last it can be an alert and caution for activities in courses.

The minor clauses found in this classroom discourse research clearly have shown their function in conversation. All the minor clauses contained here show their role in giving each participant a turn, whether from calls, greetings, exclamations, and alarms in order to change and continue the interaction. This is also proof that the role of teachers and students is very important in schools, the indirect emotional relationship between children and parents for them certainly makes every utterance influential and meaningful (Horstman, 2018). Linguistically, children's abilities need to be continuously honed and developed at this informal school stage, namely kindergarten. At this level, the success of academic achievement in the form of scores is not so important compared to the next school level (Mumin & Saleh, 2021). The most important thing is how to build their mastery to continue to achieve linguistic intelligence in the form of vocabulary from an early age compared to the mastery of metaphorical expressions that occurs at a more mature age (Halliday, 2009). So that the results of this study in the form of minor clauses also play an important role in stimulating children's language skills. That is why indeed even though the minor clause has no remaining temperament and structure, it can too influence the interpersonal preparation of interaction in kindergarten classroom talk. Both minor clauses in the form of calls, greetings, exclamative words, and alerts all play a role in influencing the context of social interactions that occur in them. This research will greatly help educational practitioners to manage social and environmental interactions to be meaningful with language investigations (Drakhsan et al, 2015).

The learning ecosystem is the result of a comprehensive social setting and action that includes children, teachers, guardians, and the community who play a role in exploring the potential and quality of a child in kindergarten (Brenselovic & Krnjaja, 2018). The party can also influence the child by motivating them to have various kinds of conversations. Kindergarten as an informal institution is actually the most important level because it does not only talk about achievements in learning called "school" so that the target that should be achieved in the development of

early childhood is greater than that. Various themes carried by the environment interpersonally are also needed to construct children's ways of thinking, for example about family, hobbies, and interests and talents. Adults who play a role in children such as teachers and parents as well as the community take an important role as reflective practitioners who can collaborate with children to increase awareness of issues that develop in the social environment (Maksimovic et al, 2018). Collecting more data will certainly enrich the findings of this study. Therefore, further research can further expand its research by collecting data from different institutions and places. In order to find more varieties of minor clauses in classroom discourse, it is still necessary to participate in research by linguists or school educators in the future.

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