

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a type of behavior that it is state of mind and it is a means of communication (Siobhan, 2006:25). The function of the language is to transfer information or messages and express ideas and emotions. In addition, it is a representation of thoughts, feelings, objectives and actions. Human beings use a language in their lives for various purposes. In order to achieve the purposes, the language is adjusted to the context in which it is being used. Further, people use language to talk about their experiences of the world, to ask, to give information, to describe events or to transfer knowledge around them. In the process of transferring knowledge, language plays a significant role especially in the social interaction.

Talat (2015) stated that interaction is commonly defined as a kind of action that occurs as two or more objects has an effect upon one another. It is a process through which people act in relation to one another and it is what communication is all about. Furthermore, Tuan and Nhu (2010) also stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdown. So, interaction is basically a meaningful action among two or more objects which is intended to transfer or exchange information. Further, this interaction is actually occurred in the classroom. It involves teacher to students and students to teacher. The entire relational processes between teacher and students in teaching learning process are commonly known as “classroom interaction”.

Classroom interaction refers to the mutual action among two or more objects that occurs when they are participating in teaching and learning process in a classroom. Tsui (1995:6) stated that classroom interaction is co-operative effort among participants in which each participant contributes in determining the direction and outcome of the interaction. At this point, the quality and quantity of teacher-student interaction is the most important thing which fundamentally influence the effectiveness and outcome of a teaching learning process in a classroom. In the other word, teacher represents the central figure in the classroom interaction who is expected to apply an interactive communication in teaching learning process through their language employment.

The language used by the teacher in the classroom interaction is commonly known as “teacher talk”. It can be said as magical thing because it can probably change everything in the classroom interaction. Some experts do not only define what language is but also they account for its importance and impact upon the teaching and learning process. Weddel (2008) reveals that the language that teachers use in class can have a tremendous impact on the success of interaction they have with students. In addition, Yanfen & Yuqin (2010) suggest that language used by teachers is an indispensable part of foreign language teaching in organizing activities and way of choosing language do not only determine how well they make their lectures, but also guarantees how well students will learn. Furthermore, classroom interaction is a two-way process between the participants in the learning process. So, it is expected that every classroom interaction applies two-way process in teaching learning process where any initiation given replied by a response.

This two-way process is highly supported in the Curriculum 2013 which is currently applied by the Indonesian Ministry of Education. It has been clearly stated in the Permendikbud No. 81A about the implementation of Curriculum 2013 about learning transformation from teacher-centered into students-centered learning. Moreover, it emphasizes on the students' activeness by increasing their participation either initiating or responding information by the time teaching and learning process is occurred. So, the teachers have to be able to transform their teaching method into more students participation oriented.

Unfortunately, many classroom interactions, simply, conduct one-way process. The teacher initiates the exchange of information without any response or feedback from the students. S/he expresses her/his idea in the classroom, but the students do not respond to the action given. In Indonesia, survey on sixty-two junior and senior high school teachers in west Java, Banten and DKI revealed that most of the teachers rate their students' participation as very low and low (Suherdi, 2009). Suherdi explains it is because students tend to be low confidence and lack of independence in organizing their learning. Another research shows that in EFL classroom, teachers spend 70% to 80% class time talking (Yuliati, 2013). From these researches, the evidences indicate the teacher's ability to provide an interactive language classroom through his communicative language is very important. Substantially, the use of an appropriate function of clause in a certain situation do determines the acceptance of the message that wants to be delivered.

In classroom interaction, teacher and students perform two roles namely giving and demanding for the commodity, such as information and goods and

service (Halliday, 1994:69). In short, both teacher and students, practically, try to exchange their experience through either role of giving or demanding information, goods or services. In systemic functional linguistic (SFL), it is named speech function.

Speech function is an exchange communication between speaker and listener where the speaker adopts a speech functional role and assigns the addressee a complementary role. It is a way of someone delivers ideas in communication to make listeners understand the ideas well. Halliday (1994:68-69) divides speech function into four basic forms: *statement*, *question*, *offer*, and *command*. The speech function of *statement*, *question* and *command* are realized by *declarative*, *interrogative* and *imperative* mood respectively. However, the speech functions of *offer* potentially coded by any of the three Moods (Saragih, 2016:25).

When the teachers talk in the classroom, they adopt the role of speech functions in any situation of classroom interaction to deliver their functional instruction in a certain situation. They use statement while lecturing in declarative mood, imperative mood as the realization of command in directing students or interrogative mood in demanding information from the students. But, sometimes, there are situation in which speech function is not congruently realized. In speech function, it is termed as metaphorical coding or realization (Saragih, 2014:25).

Metaphorical realization is the coding of speech function in which the common realization are flouted or violated (Saragih, 2014:26). It means that any of the four speech function can be realized in any different moods by putting aside the common realization of speech function as stated previously. For example, a

statement can also be realized in an interrogative mood while commonly it is realized by a single declarative mood. In addition, a command which is commonly realized by an imperative mood is now realized by an interrogative mood as in “I wonder whether you can close that door”. In conclusion, the functional use is still the same; however, its realization or coding is just being flouted.

As explained previously, statement is congruently used to give information and realized in a declarative mood. It could probably make confusion and create ambiguity among the students in getting the information comprehensively when information is metaphorically delivered. For example:

Teacher : Another expression besides *according to me* can be suitably used in delivering opinion. So, students, I want to know what expressions used in giving opinion.

Student : (*silence*)

From the short conversation above, it can be described that teacher uses statements in the form of declarative mood. However, she also declares a question which is realized by a declarative mood as in “*I want to know what expressions used in giving opinion*”. This actually raises an ambiguity among the students whether the teacher stating information or otherwise, demanding them. This results in a moment of silence or periods of confusion in that classroom interaction. If this remains, the quality of the classroom interaction will be decreased and ended in an ineffective classroom interaction outcome.

Arif (2013) notes that classroom climate is built up by the pattern of interaction between teacher and students’ verbal exchange, asking and responding to question. In this case, the teacher is an important factor in classroom activities

because the way teacher gives a speech will influence the learning outcome of the learners. But practically, teacher found some difficulties in inviting students to be more active in teaching learning process. This problem might happen because of the language used by the teacher is not congruently realized as Saragih (2014) refers to.

Ultimately, the teacher's tendency of using declarative mood while lecturing was relatively high. It is shown while the teacher was dominant in lecturing the speaking material. It means that the teacher, unconsciously, provided few opportunities for students to participate in teaching and learning process because the teacher's declarative statement will not be considered as a window for students to give any feedback. It is contrasted to permendikbud No. 81A about the implementation of Curriculum 2013 which has clearly stated that the current method of teaching and learning is students-centered. It means that the teacher should provide as many as opportunities for students to be actively involved into the teaching and learning process.

These two phenomena were revealed based on the writer's experience in Praktek Pengalaman Lapangan (PPL) as the writer did an observation in English speaking classroom at the second grade of SMA IT Al-Fityan School Medan. In short, the phenomena were teacher's dominance in using statements which were realized in declarative mood and incongruent used of speech function by the teacher while giving and demanding such information to the students.

The analysis of speech function is conducted for the reason that the analysis of classroom discourse is in line with various important phenomena of language use, texts and conversational interactions or communicative events in

the classroom (Suherdi, 1997). Moreover, the study of classroom interaction under analysis of systemic functional linguistic (SFL) which focuses on the role of communicative functions of classroom participants has not been investigated intensively (Fairclough, 2003). Ultimately, previous phenomena will potentially violate the goals of Curriculum 2013 which are both to transform teaching and learning method into the students-centered learning and to emphasize students' participation in order to be more active learners.

Based on the elaboration above, the writer is interested in analyzing the classroom interaction in the EFL classroom focusing on the analysis of spoken language. It is regarding Systemic Functional Linguistics analysis on Mood types of interpersonal metafunction which is concerned with the analysis of communicative functions what Halliday refers to as speech function (Eggins, 2004). After all, this research offers an in-depth analysis on the use of speech functions in classroom interaction.

B. The Problem Identification

Based on the writer's observation at SMA IT Al-Fityan School Medan which was conducted on November 2017, the writer found some problems. They are:

1. The speech functions which were used by the teacher in the teaching and learning process created an ambiguity among students. This may cause the teaching and learning process ineffective since the teacher's instructions are very essential factors which determine successes of a classroom.

2. The speech functions which were used by the teacher were dominantly statement and they were realized by declarative mood. It means that the teacher spends most of the teaching time by lecturing the material. In fact, the present curriculum emphasizes on the students-centered learning where the participation of students are highly necessary to support the successes of the curriculum goals.
3. Teacher's dominance in teaching and learning process caused students' lack of motivation to be actively involved in teaching and learning process. Especially, for the students who have not been able to follow the lessons, the motivation given by the teacher will keep them on the track to catch up the lesson intensively. Permendikbud No. 81A also explains the same way. One of the teacher's role is as motivator. S/he has to be able to motivate the students through various communicative language.
4. Teacher's dominance in teaching and learning process caused students' lack of critical thinking which is fundemantally expected in the implementation of Curriculum 2013. Critical thinking appears when there is a democratic atmosphere and mutual intensive discussion among the students in teaching learning process. Otherwise, an old teaching model will only create a passive communication in classroom interaction which puts teachers as the whole class needs.

C. The Scope of the Study

This research deals with interpersonal functions of language in which Halliday refers as speech function (Eggin, 2004). Specifically, this interpersonal function defines clause as an *exchange* of interaction between speaker and

listener. In this study, the term speaker and listener specifically refer to the teacher-students and students-teacher in classroom interaction of one English teacher and 25 students at the second grade of SMA IT Al-Fityan School Medan.

The analysis is based on the four primary speech functions, namely *statement*, *question*, *command* and *offer*. They are investigated in their realization of moods.

D. The Problems of the Study

In line with the background of the study, the problems of the study are formulated as follows:

1. What types of speech functions are used in English speaking classroom?
2. Which type of speech function dominantly used in English speaking classroom?
3. Why is the dominant speech function realized in the way it is?

E. The Objectives of the Study

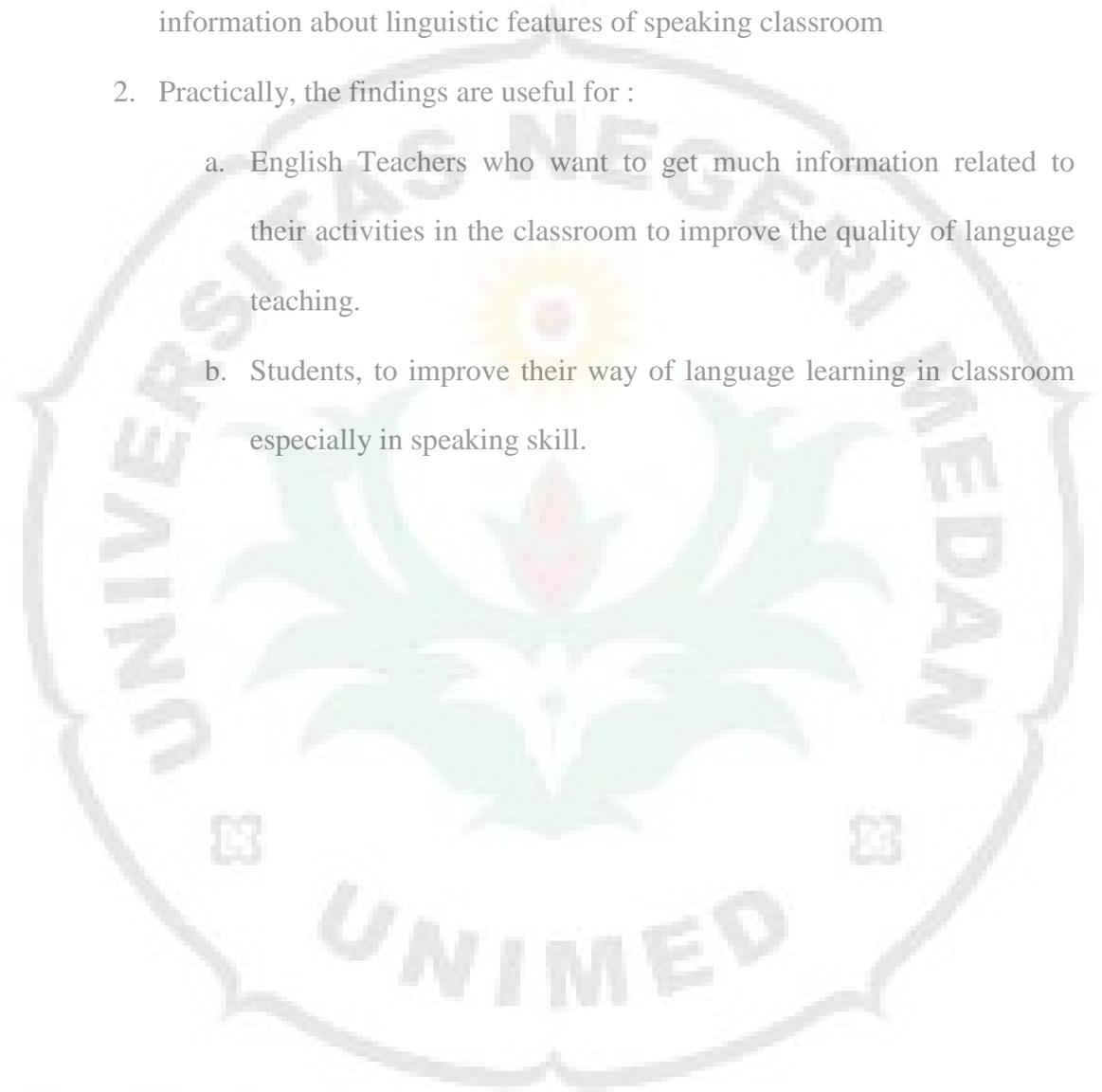
The objectives of the study are:

1. To investigate the types of speech functions are used in speaking classroom
2. To investigate the dominant speech functions used in speaking classroom
3. To investigate the reason of speech functions realized in that way

F. The Significance of the Study

From this research, the writer expects the result of this research provide contributions to the language teaching and learning, both theoretically and practically:

1. Theoretically for other researchers who are interested in getting prior information about linguistic features of speaking classroom
2. Practically, the findings are useful for :
 - a. English Teachers who want to get much information related to their activities in the classroom to improve the quality of language teaching.
 - b. Students, to improve their way of language learning in classroom especially in speaking skill.



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