CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Interaction is as reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another (Wagner, 1994:8). In other word, interaction is a reciprocal action or influence. Therefore, interaction does not occur only from one side, there must be mutual influence through giving and receiving messages. Interaction is more than action followed by reaction. When someone acts an action, the other one is expected to react the action.

Interaction is inherently interactive; typically it does not involve simply one move from one speaker. It is also to recognize that after one speaker has initiated an exchange, another speaker is very likely to respond. In other word, interaction is a process to communicate with or react to each other. Like in classroom interaction, when a teacher expresses his/her idea, the students have also to respond it.

Interaction is also occurred in the classroom. Interaction in a classroom does not only involve the teacher, it involves all participants. Tsui (1995: 6) says that classroom interaction is co-operative effort among participants in which each participant contributes in determining the direction and outcome of the interaction. In other word, when the teacher acts an action, so the students are also expected to react the teachers' action. Teacher and students are active to give the contribution in classroom interaction.

Classroom interaction is as 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.

Unfortunately, many classroom interactions apply one-way process. The teacher initiates the exchange without any responds from the students. Teacher and students as the participant in the classroom interaction do not apply two-way process in teaching learning process. The teacher acts by expressing his/her idea in the classroom but the students do not respond to what the teacher's exchange. The students do not react to the action given. Teaching method "I lecture, you listen" is still used in the classroom. A lecturer represents the central figure, and more than 80% of time is used to transfer the knowledge conventionally (one-way process), meanwhile the students only sit listening with the minimum activity without activating their prior knowledge which is relevant to the material. Recent research shows that in ELT classroom teachers spend 70 percent to 80 percent class time talking (Yuliati, 2013).

The one-way process in classroom interaction will be the problem because the classroom interaction is not active. This problem occurred in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat. Most of the students of semester four students do not respond or do not react to what the lecturer acts. This situation revealed based on the interviewing some lecturers of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat. They fell difficult to invite the students to be more active in teaching learning

process. The problem can happen because of language used by the lecturer. In the teaching learning process a lecturer must utilize language as a means of instruction in the classroom.

The language employed by the lecturer in the classroom interaction can be said a magical thing. 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 lecturers use in class can have a tremendous impact on the success of interactions they have with students.

In addition, Yanfen & Yuqin (2010) suggest that language used by lecturers is an indispensable part of foreign language teaching in organizing activities, and the way of choosing language do not only determine how well they make their lectures, but also guarantees how well students will learn.

Learning takes place mostly in classrooms and is frequently carried out under the guidance and supervision of lecturers. The interaction between lecturers and students constitutes the most important part in all classroom activities. Appropriate language used by lecturers can create harmonious atmosphere and at the same time promotes a more friendly relationship between lecturers and students. Even, language used by lecturers is claimed as the primary source of linguistic input in a second language classroom to illustrate how important it is. Cullen (1998: 179) asserts that language used by lecturers is now generally recognized as a potentially valuable source of comprehensible input for the learner. Since this is essential for language acquisition.

Based on the problem above, the writer is interested to solve the problem by applying speech function theory i.e. speech function is used as the medium exchange of language users' experiences (Halliday, 1994: 30). In other words, lecturer and students as the language users in classroom interaction together exchange experience, like exchanging information.

This research was conducted for the reason that the analysis of classroom analysis is in line with various important phenomena of language use, texts and conversational interactions or communicative events in the classroom. However, the study of classroom interaction under analysis of systemic functional linguistic (hereby SFL) which focuses on the role of communicative functions of classroom participants, has not been investigated intensively. Fikri, et.al. (2014) focused on how male and female teacher talk in EFL classroom. The finding revealed that male teacher produced seven speech functions, while female teacher produced eight speech functions. The result also revealed that there was a relation between teacher's role and mood realization. The last found that the differences between male and female teacher's utterances influenced by cultural and social factor. Therefore, it will be worth conducting this research which focuses on grammatical features of lecturer and students in their interaction in the classroom. In this research the writer will investigate how each participant as a language users respond to the speech functions that will be given.

In relation to the students of semester four, there is also assumption that they tend to be more active in exchanging experience by referring to Halliday (revised by Matthiessen, 2004: 109) states that in the life history of an individual child, the exchange of goods-&services, with language as the means, comes much

earlier than the exchange of information. Based on the theory, it means that, in contrast, an adult human is easier to exchange the information than a child although exchange information is more complicated than exchange goods-&-services.

Based on the description above, this study was primarily intended to identify the speech functions in university classroom interaction and the realization of speech functions in mood system, and the context of using speech function as realized in mood system.

The result of this study is expected to be useful theoretical, practical, and methodological significance in relation to English language education in Indonesia as well as to research in language teaching.

1.2 The Problems of the Study

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

1. What speech functions occur in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat?
2. How are speech functions realized in mood system in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat?
3. In what context do the students and the lecturer of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat use speech functions as realized in mood system?

1.3 The Objectives of the Study

With reference to the above problems previously, the objectives of the study are:

1) to know types speech functions that occur in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat.
2) to describe the realization of speech functions in mood system in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat.
3) to investigate the context which are the students and the lecturer of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat use speech functions as realized in mood system.

1.4 The Scope of the Study

This research focused on the types of speech functions, the realization of speech functions in mood system, and the context which are the students and the lecturer use speech functions as realized in mood system. In the case of context, this research only focused on tenor of situational context.

1.5 The Significances of the Study

The result of the study is expected to be important to provide some information about speech functions, especially in classroom interaction. It is

hoped that the result of the study will help theoretically, practically, and methodologically.

Theoretically, the result of this research is expected to provide beneficial information about linguistic features of classroom life, to provide information about speech functions analysis, particularly analysis of classroom interaction, so that this research will gain many insights into this relationship, which in turn will contribute, even probably in small scale, to the theories of language education, teaching and learning English as a foreign language.

Practically, this research may provide information about the use of functional linguistic as a tool for speech functions analysis in language studies. The insights will gain from the investigation informed futures decisions regarding effective and appropriate classroom pedagogy for teaching English practice in EFL classroom. This research of speech functions is also expected to enrich research on investigation classroom behavior which is so central to improve teaching and learning practices that the findings conclusions of this study, particularly, may stimulate lecturers to improve their teaching behavior in order to maximize students' learning.

For profession, the results of this research is probably attracting for further research for those who are interested in conducting classroom research. It is expected that this study will provide information about the role and communicative functions of teachers in English classroom and also provide information about the linguistic features of classroom life for students and lecturers. More studies on classroom interaction will of course enrich insights of

lecturers to have more awareness and options to teach their students effectively and constructively.

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