

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Textbooks in every school provide acceptable quality materials for teaching, either from the government or not. English textbooks in school, for instance, are crucial to making students master the English language as a foreign language. It is the same though as Pusporini (2009), who thinks that textbook is one of the knowledge sources that make it most accessible to obtain and becomes one of many aids to help the students acquire the main concepts of the subject. It means teachers and students need textbooks to conduct teaching and learning activities well. In general, the textbook serves as the core for much of the language practice that occurs in the classrooms.

Kim and Hall cited in Vellenga (2004:3), state that textbook plays an essential role in English Language Teaching (ELT), especially in the English as a Foreign Language (EFL) classroom, providing the primary (perhaps only) form of linguistic input. That is the reason why English textbooks that important to English learning activities. It also can be proved by one of the advantages of English Textbooks, which is to provide some sources for improving English skills such as reading, speaking, and writing. That is why Richard (2001) also thinks that teaching materials are key components in the most language programs. Other advantages of the

English textbook can also be seen through reading material that helps students learn how to pronounce words, comprehend the content of the text, get vocabulary, and also understand the grammar (Ginting: 2014). The students can get information and knowledge related to some contexts through the text.

Under that skill, it is the premise that the textbook usually provides some conversational texts to increase speaking skills. Those examples of conversation are attached in the textbook in order to intensify students' practice of speaking English by doing such role play based on the script of the text that is appropriate to the context of the lesson for each chapter. Conversation in English textbooks also makes students practice English in dialogue work and role-play, as mentioned above, which is covered in pronunciation practice where which forms part of the course package. These elements combined normally ensure that students receive well-spoken models from the source of learning and opportunity to practice themselves. By doing activities like this, students can gain confidence in participating in conversations while in relative safety (Cunningsworth, 2005: 70). That also has the intention to make students presumably practice it in their daily life, which is need to face unpredictable context called as a dynamic conversation as human usually used in life. It can be seen by the theory used to determine whether the English textbook is dynamic or static.

However, there are some shortcomings that are found in some conversation texts available in the textbooks. For instance, the issue of the authenticity of textbook content is whether or not they approximately reflect the communication in daily life that people usually use. As Vellenga (2004:5) suggests that although English textbooks are considered a core component in English language teaching programs, that researcher has been criticized for not offering classroom learner's adequate opportunity for learning the authentic language. To analyze the book which is used by the most student currently, here is one example of a conversation from the English textbook.

#### Dialogue

Rini: Agus, have you ever been to Raja Ampat in West Papua?

Agus: Oh..., never. Why?

Rini: I'm curious about that place. Raja Ampat is known for its beaches and coral reefs rich with marine life. You see, I love driving.

Agus: It sounds interesting. Why don't you go and visit it?

Rini: I think I will have come to Raja Ampat by the end of this year.

*Taken from: Benyamin, Herman. 2017. English Skills for the future.*

The example of dialogue above shows that there is only a short conversation that does not really help students increase their speaking skills because it does not support the conversation on a daily which presumably contains challenges or clarification. We can also see other examples of the

problem related to this research from the book that will be analyzed in this research. Another issue concerns the realization of the structure of interaction and discourse pattern. Moreover, a textbook should match the objectives of the curriculum due to its advantages to help teachers and students achieve the objectives of the curriculum that follow the needs of the era. Thus, a good textbook should conform to them.

Conversation in the textbook examines language as social action (Wooffitt, 2006). It defines that language cannot be separated from human lives as a social creature. As some experts stated, the textbook function could refer to that statement. Aswani (2021) states that conversation sometimes can also not run smoothly and needs to be improved. It can be found in the dynamic of the conversation, namely clarification, confirmation, and challenge. It can be concluded that conversation is dynamic, and it always occurs in daily life. It also can be determined by analyzing the structure of the interaction, such as speech function, move, and mood.

In conversation, sometimes it can run smoothly (static) and have some dynamic in some conditions. The dynamic of conversation can be influenced by some reasons. The theory called Exchange, the theory of exchange structures based on metafunction in SFL (Systemic Functional Linguistic) was developed by Martin (1992). It can be seen in the English Textbook that is has to be analyzed to see whether it is dynamic or static conversation appropriate with the condition based on the theory. Then, the

preliminary data has been made to strengthen the statement or the expectations for this study. The data obtained is as follows:

No	Move	Conversation	Speech Function
1	K1	A: You make any dress come to my life, my dear.	S
	K1	How ravishing you look!	S
2	K2 (K2f)	B: (Pouting and whining) but I will be disgraced!	AS
3	C1	A: Disgraced?	Q
	K2	What can you possibly mean?	Q
	K1	You will be the most beautiful woman there!	S
4	Rc1	B: You just don't understand!	RSQ
	K1	It's so annoying!	RSQ
	K2f	I don't have a single piece of jewelry to wear with my gown.	RSQ
5	K1	A: There is one thing, one possibility that you've forgotten.	AS
6	K2	B: (Sniffs.) What's that?	RSQ
7	K1	A: You're old classmate, Madame Jeanne Forestier!	RSQ
	K1	She is really well off.	S
	A1	I'm sure she would be willing to lend you some of her jewelry!	O
8	A2f	B: (Her sniffs turn into laughter and joy.) Of course I can borrow something suitable from Jeanne.	AO

Table 1 Conversation in English Textbook "Stop Bullying Now" for Grade XI

The analysis above makes it easier to know the structure of the conversation. This also can be seen from those clauses, which have made it easier for the researcher to find out the flow of the conversation or other elements that affect the movement from one context to another in a conversation. Therefore, from the analysis result of the

conversation as an example above, there are the structure of interaction from those moves as below:

No	Exchange	Move
	Information	Goods & Services
1	<b>K1</b>	<b>A1</b>
2	<b>K1 <math>\wedge</math> K2f</b>	<b>A1 <math>\wedge</math> A2F</b>
3	<b>K1 <math>\wedge</math> K2f <math>\wedge</math> C1</b>	
4	<b>K1 <math>\wedge</math> K2f <math>\wedge</math> C1 <math>\wedge</math> (K2) <math>\wedge</math> rcl</b>	
5	<b>K1 <math>\wedge</math> K2f <math>\wedge</math> C1 <math>\wedge</math> (K1) <math>\wedge</math> rcl</b>	
6	<b>K1 <math>\wedge</math> K2f <math>\wedge</math> C1 <math>\wedge</math> (K2) <math>\wedge</math> (K1) <math>\wedge</math> rcl</b>	
5	<b>K1 <math>\wedge</math> K2f <math>\wedge</math> C1 <math>\wedge</math> (K2) <math>\wedge</math> (K1) <math>\wedge</math> rcl <math>\wedge</math> (K1) <math>\wedge</math> (K2f)</b>	
6	<b>K1 <math>\wedge</math> K2</b>	
7	<b>K1 <math>\wedge</math> K2 <math>\wedge</math> K1</b>	
5	<b>K1 <math>\wedge</math> K2 <math>\wedge</math> K1 <math>\wedge</math> (K1)</b>	

*Table 2 Structure of Interaction (Moves of Information and Goods & Service Exchanges)-The Analysis of Conversation in English Textbook "Stop Bullying Now" for Grade XI.*

The conversation above shows the dynamic of conversation consisting of signs of moves taken from one of the English textbooks of senior high school that one of the examples of conversation that appropriate with a need of daily conversation which is many unexpected contexts happened.

Another name for this dynamic of conversation is multi-layered realizations. This should be a necessary thing in all of the English textbooks in every school because, as we know, English speaking skills, the conversation is important to increase the student's skill to practice their English Language.

Based on the description above, the researcher is interested in analyzing the structure of interaction that are existed in conversation in the English Textbook. The Textbook used in this research is one of the books published by Grafindo Media Pratama entitled "English Skills for the Future" for

Senior High School/Madrasah Aliyah Grade XI revised edition 2017. One of the reasons why this study uses this book is because this edition is the truth that the government, which so many researchers have researched. It will create novelty research which the fact is nowadays, many (state) schools use this book as an obligation to have by the students besides the books from the government.

Another reason comes from the amount of content served in many conversations, as an example related to the material being discussed in every chapter. Due to that, then this study raises the title of this research, "The Dynamic of Interaction in Conversation in the English Textbook." The intention is to see the structure of interaction in conversation in the English Textbook that will be analyzed by Halliday's theory to see whether the conversation has the dynamic of interaction.

Although this study discussed conversation and cannot relate to interaction because of the different focus theory, the context of this study which to analyze whether the conversation in the English Textbook support dynamic interaction if it is used in the classroom as an example and also used in daily life or not. The result then will show the truth about those issues that have been mentioned before.

## **B. Problem of the Study**

Based on the background of the study, this research is related to the structure of interaction (It focuses on mood) in conversation in the English textbook. The problems that will be analyzed in this study are as follows:

1. What basic patterns of the structure of interaction are used in conversation in the English Textbook “English Skills for the Future”?
2. How the dynamic in the conversation in the conversation in the English Textbook “English Skills for the Future” has been realized?

## **C. The Objectives of the Study**

Based on the questions list, the objectives of the research are as follows:

1. To show the basic pattern of interaction that is potentially appears in conversation in the English Textbook “English Skills for the Future”
2. To analyze the dynamic that are existed in every conversations in the textbook entitled “English Skills for the Future”.

## **D. The Scope of the Study**

This study focuses on the conversation in the English Textbook “English Skills for the Future for Grade XI” published by Grafindo Media Pratama.

This study also only analyzes the dynamic of the interaction in conversation, which is a study in systemic functional grammar. Then, moves should be analyzed first to see the dynamic of interaction. To limit those conversations in the textbook, the conversation is taken from chapter 1-3, which is chapters in the first semester.



## **E. The significances of the Study**

This study has theoretical and practical significance. Theoretically, the findings of this research are intended to contribute as a basis of discourse analysis in the textbook, particularly how the structure of interaction shows the dynamic or static interaction in conversation in the textbook. In practical terms, this study can lead to the following parties:

### **a. College Students**

This research is important for providing information on structure of interaction in conversation in the textbook, in particular how the component in the structure of interaction determine whether is dynamic or static conversation in textbooks that appropriate with daily life conversation.

### **b. Lecturer**

This research will be used as ancillary material to review the structure of interaction in discourse analysis materials to help them understand how elements (Speech function, mood, and move) determine meaning and to explain the structure of interaction.

### **c. Other researchers**

The findings of this study may stimulate further research into the structure of interaction in the textbook, especially how discourse analysis is used to analyze interactions in the form of conversations in this textbook to reveal the dynamics of interaction between speakers and listeners.