

CHAPTER I INTRODUCTION

A. The Background of the Study

Every aspects of human's life must be fulfilled by a language in undergoing their daily routines, for instance, sign, symbol, or the oral speech, etc.; those belong to a language. People use language in their daily life for chat to family members, speak at meeting, serve customers and also organize children in classroom. All of these are activities involving language. Language as the media of transferring information and knowledge, communication and interaction in the classroom should be noticed by all the elements related to the teaching and learning process. It is used to enable the participant to participate in communicative acts with other people; this function is known as the *interpersonal function* (Yeibo, 2011). The function of language itself in exchange experience (interpersonal), is an important factor in determine the pattern of the teacher and students interaction in the classroom. It can be run effectively, or not.

Classroom interaction can be defined as a two-way process between the participants in the learning process, the teacher influences the learners and vice versa (Dagarin, 2004: 128). In the EFL (English Foreign Language) speaking classroom, the interaction using target language is really important to support the students' speaking ability. Unfortunately, the use of target language all the time in classroom seems to be difficult. It is happened since the EFL students have common native languages (Brown, 2001).

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 independence in organizing their learning. Those facts are supported by Huraerah's findings in their research that revealed the percentage of teacher talk is more than 54%. In other words, the practice of teaching English as foreign language in Indonesia tends to be teacher centered while the curriculum in Indonesia KTSP (Kurikulum Tingkat Satuan Pelajar) focused on students centered. It can make students have less opportunity to speak and motivation to increase their ability to talk in target language.

From the survey above, there is something that is still inappropriate yet in the teaching and learning process. As a teacher who takes an important role in the classroom, he is faced on the situation that requires an ability to do his function as a teacher who conveys knowledge to the students through the languages. The language or teacher talk employed by the teacher in the classroom can be said a magical thing (Fikri, Dewi & Suarnajaya, 2014). Some experts who focused on classroom interaction do not only define what teacher talk but also they account for its importance and impact upon the teaching and learning process. The way teachers talk do not only determine how well they make their lectures, but also guarantee how well students will learn in foreign language teaching activities (Yanfen & Yuqin, 2010). Appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students. Even, teacher talk is claimed as a potentially valuable

source of comprehensible input for the learner since it is essential for language acquisition (Krashen, in Fikri, et al., 2014). In addition, the power of teacher talk can stimulate the students to improve their ability in speaking using target language.

The interpersonal relationships between teacher and students in the teaching and learning process is very helpful in materialized the harmonious teaching and learning process. The used of the appropriate kinds and functions of clause in the certain situation determines the acceptance of the message that want to deliver. For instance: the used of interrogative mood by the teacher and students in the classroom interaction. In what kinds of situation it will help them determine the acceptance of the lesson? If the interpersonal relationship in the classroom runs well, then it will stimulate the students to speak in target language actively. That is why the importance of the interpersonal relationship between teacher and students not only as the media of transferring information but also has roles as the motivator and stimulator in supporting the students to speak.

Based on the elaboration above, the writer is interested in analyzed the classroom interaction in the EFL speaking classroom, focussing on the analysis of spoken language in the classroom interaction 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 (Egins, 2004).

B. The Problem of the Study

1. What types of speech function are used by teacher and students in the EFL speaking classroom?
2. Why is the most dominant speech function realized in the way it is?

C. The Objective of the Study

Based on the problem formulation above, the objective of this study is to analyze the types of Speech Function of teacher's and students' talk in the EFL speaking classroom. Besides, it is also aimed to identify the most dominant of Speech Function that is teacher and students made in the EFL speaking classroom and the reason for the use of the dominant speech function.

D. The Scope of the Study

In order to reach the expected goal, the writer limits the problem on the following terms:

1. The study is limited the analysis on the realization of speech function of teacher's and students' talk in the EFL speaking classroom interaction using systemic functional linguistic.
2. The subject of the research is limited to the A' class of eighth grade students of SMP Santa Maria Medan

E. The Significance of the Study

From this study, the writer expected that the result of the research can give a contribution to the language teaching and learning theoretically and practically:

1. Theoretically for other researchers, who are interested in getting prior information about linguistic features of classroom interaction
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.