CHAPTER I

INTRODUCTION

A. The Background of the Study

Language plays an important role in undergoing human's daily routine activities. The use of language as a device of communication enables people to fulfill their needs for instance in promoting a product, chatting to friends in the office, serving customers in a restaurant or hotel, doing presentation in a meeting, and also conducting teaching and learning process in the classroom. Those activities are also illustrated by Eggins (2004:1) that in the ordinary life of human beings, they constantly use language. They chat to family members, organize children for school, read paper, speak at meeting, serve customers, follow instructions in a booklet, etc. All of these are activities involving language.

Considering the importance of language, Systemic Functional Linguistics theory describes that human beings use language in order to fulfill the three functions of language known as metafunctions, namely: to represent, to exchange and to organize experience. Technically, the three metafunctions are divided into three, they are the ideational, interpersonal and textual function.

As a member of the society, people adopt one of the metafunction of language that is interpersonal function. It is the use of language to exchange experience which means that language is organized as an interactive event involving speaker or writer, and audience. When they are communicating each other, they obviously produce sentences that consist of its meaning and structures.

Here, the semantic aspect (meaning) of sentence is termed as speech functions and at the level of lexicogrammar (structural form), an aspect of interpersonal function is termed as mood (Saragih, 2014:40).

Basically, Saragih (2014:37) states that speech function refers to a function performed by a speaker in a verbal interaction or conversation which specifies his or her role (asking and demanding) and the content or commodity transacted (information and goods & services). Speech function denotes the speaker's attitude and judgement called as meaning and it is expressed in the structural form called as moods. It is used as the medium to exchange experiences among speaker and listener in order to fulfill their needs.

Furthermore, knowing the fact that the use of speech function is important in human's daily life, teaching and learning process in English classroom interaction is also cannot be separated from the existences of speech function. Thereby, it is crucial to know how the information is presented by teacher and students in the classroom. Speech functions and moods can be used to identify meaning and analyze the grammatical features of information being transferred, so that students can obtain a better understanding of what the classroom activities designed by the teacher in form of verbal classroom interaction by considering the use of speech functions (Saragih, 2014:47).

Equally important, nowadays, English as a compulsory subject that is taught in vocational school (SMK) is different from General English in the level of Junior and Senior High School. Those differences can be seen from some aspects underlying the learning system of vocational school, such as students'

learning styles, students' characteristics and the specific students' learning needs that must be met appropriately by the teacher in order to support their skills in relation to their work field in the future.

In English vocational classroom, the use of English by students as the target language is really crucial to be improved because they must be able to communicate orally and in writing accurately to support their compentences for their future career. However, there are still incompatibilities in the practice of teaching and learning process to respond what it is expected from the theory of the English language teaching which focussing on the students-centered. The reality has shown that the previous researches have found that teachers tend to do most of the classroom talk in the English language teaching. Teacher talk makes up over 70 percents of the total talk (Tsegaye & Davidson, 2014:2). Those facts are also supported by Purwanigara's findings (2015) in vocational classroom interaction, Sari's findings (2014) in the English language teaching process, and Pujiastuti's findings (2013) in English for Young Learners (EYL) classroom interaction. Those findings from the three different levels of education revealed that the teachers played the dominant roles in the classroom, meanwhile the students have less opportunities to interact and participate actively during the teaching and learning process.

Based on the researcher's observation in SMK Jambi Medan during the teaching and learning process of English which can be seen in appendix A, the researcher noticed that several students did not show their active participation in responding the teacher, only some students. They could not express their ideas or

opinion related to the material discussion. So that, in answering the teacher's questions, they used Indonesian language. It was difficult for them to respond the teacher using English and even they tried to give the answer in English, they needed longer time then expressed it intermittently. Students only gave short answer when they were asked to answer the teacher's questions. Finally, the classroom interaction became monotonous and it was dominated by the teacher.

To respond what has been described from the observation above, it is a must for teacher to deal with the appropriate utilization of language in the classroom in order to help teacher to provide students with more opportunities to take more roles in the classroom more than teacher. It is also in line as what has been explained in *Permendikbud No 19 Tahun 2005* about the Standard of National Education which states that teachers should be able to organize fun, challenging, and interactive learning process in the education unit that can encourage students to participate actively and provides sufficient space for them based on their talents and interest.

For that reason, since the role of teacher is as the facilitator in the classroom who facilitates students to talk much more than the teacher, teachers are expected to be able to use the appropriate utterances in a certain situation whether in organising the learning activities, managing the classroom, presenting the materials, checking the students' understanding, and giving the instructions. Thus, this condition can ultimately stimulate students to grasp the chances to participate actively in the classroom as one of the objective of curriculum which is oriented to the students-centered (Retnawati, et al., 2016). In other words, through the

interaction which presents the variety of speech functions, it can help teacher in creating a pleasant atmosphere during the teaching and learning process and achieving the goals of learning at the end of the lesson.

Based on the description above, reasons are provided by the writer regarding the importance of speech functions in the teaching and learning process. Firstly, as what stated by Christie & Unsworth (2000) and Fairclough (2003) in Fikri, et al., (2014), the study of classroom interaction under the analysis of Systemic Functional Linguistics (SFL) which focuses on the role of communicative functions of classroom participants, has not been investigated intensively. Secondly, presenting the appropriate and varied of speech functions during the teaching and learning process can help teacher in creating a communicative English classroom interaction as well as to avoid the monotonous classroom atmosphere.

Therefore, this study was intended to analyze the classroom interaction focussing on the analysis of speech functions based on Systemic Functional Linguistics theory and to find out the reason for the existences of the dominant speech function which was performed by teacher and students based on the variables which might affected to each other in the teaching process in the English vocational classroom (Gage, 2009:47).

B. The Problems of the Study

1. What types of speech function are dominantly realized in English vocational classroom interaction used by teacher and students?

2. Why do teacher and students use the dominant types of speech function during the teaching and learning process in English vocational classroom interaction?

C. The Objectives of the Study

The objectives of this study are:

1. To identify the dominant types of speech function realized in the teacher and students talk in the English vocational classroom interaction.

2. To find out reason for the existences of the dominant speech function performed by teacher and students in the English vocational classroom interaction.

D. The Scope of the Study

The writer gave a limitation in this study to avoid an overlapping and misleading discussion. This study focused on the analysis of speech functions and its realization in mood that was emerged in the English vocational classroom interaction in SMK Jambi Medan and find out the reason for the existences of that dominant types of speech function.

The subjects of this study were an English teacher and the tenth grade students of SMK Jambi Medan. The analysis of the speech function of teacher and

students talk in English vocational classroom interaction was based on Systemic Functional Linguistics theory and the conception of teaching, Gage (2004).

E. The Significance of the Study

The findings of this study were expected to be useful for teachers and students on their attempts to improve the language teaching and learning process in the classroom. The results of the findings will provide valuable input to:

1. Theoretically, it will be useful to provide beneficial information about the linguistics characteristics of the classroom interaction.

2. Practically, the findings will be useful for:

   a. The English teachers, who are expected to improve the effectiveness of teaching English and gain much information related to their classroom activities as well as to improve the teachers' performances.

   b. Students at vocational school, to improve their abilities and ways in learning English so that they will be enthusiastic and be motivated to participate actively in the classroom activities.

   c. Other researchers, as a reference for those who want to conduct a research about the classroom life or the classroom interaction.