

CHAPTER I

INTRODUCTION

A. The Background of the Study

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, doing presentation in a meeting, and also conducting teaching and learning process in the classroom. Language itself is used in an interaction where the interaction has system and structure. System is used by speaker to make the conversation better. Each participant must pay attention to talk for interlocutor, must care about the topic in conversation and must know the situation. A speaker will produce the effective communication when the speaker known the system. The process itself involves an interaction which occurred between speaker (addresser) and listener (addressee). When speaker talk to another one, they transmit information. This information is very useful for their social interaction and for the improvement of their knowledge about the world. This is commonly found in teaching learning process when the teacher ask the question to the students. Sometimes, the teacher's aim in asking a question was merely to check the students' linguistic knowledge, the answer to which was already known to the teacher, at other times the answer to the question asked by the teacher was not known to her/him beforehand, rather the purpose was to provoke the student to share his/her world knowledge or opinions with the other participants in the classroom. For example:

- Teacher Dk1 : What are some of the things I mentioned you are going to try to think about when we do this one today? Filippa?
- Filippa K2 : Not to, um, put an argument into the thesis.
- Teacher K1 : Good. Right.
- Teacher Dk1 : Something else.
- Richard K2 : Don't repeat yourself
- Teacher K1 : Don't repeat. Excellent

Failure in the activities of teaching and learning process on the general cause of factor. The researcher observed teaching and learning process at SMA Negeri 11 Medan, this study found that the common interaction that occurred in the classroom was students would participate to talk if the teacher initiate and asked them to talk. Based on the researcher's observation at SMA Negeri 11 Medan, the teacher was too dominant in talking than the students, so in the case the students only had a little chance in talking, but actually students must be have big chance to talk more and students to be more active to interact and to participate during the teaching and learning process. That was the basic reason why the researcher wanted to know learning process in English and Indonesian classroom interaction and which classroom has more dynamic exchanges structures, English or Indonesian classroom interaction. As we know, we can find exchanges structures that occurred in classroom interaction when the teacher can create harmonious atmosphere and more friendly to the students.

An exchange does not progress smoothly. This is to say that a conversation does not necessarily flows like the structures previously presented. In reality a speaker often stages challenges, asks clarification and requires

confirmation of the interlocutor (Saragih, 2014). Below is the example of teacher and students in a short interaction in English classroom.

T dk1 : Who knows, what is the descriptive text?
 S :(silent)???

T dk1 : Yes, Fillipa, do you know?
 S k2 : Describe something.
 T k1 : Any body else?
 S :(silent)
 T k1f : OK, I will explain again.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. For example sizes, kinds, colors, etc.

Based on the example, that is conversation that occurred in English classroom. The teacher asked the students to know how far the students know about descriptive text, but in fact, process of communication is not effectively in the learning process. The students can not give a good responses to the teacher in the conversation between teacher and students in the teaching and learning process. Thereby, it is a must for teacher to deal with the appropriate utilization of language as a medium of interaction with students in the classroom in order to help them to give their active participation during the learning process. Because, teacher should be able to stimulate students to participate actively in the

classroom. Different from Indonesian classroom, below is the example of teacher and students in a short interaction in the Indonesian classroom.

T	dk1	: Who is can explain poem including old literary or new literary?
S	k2	: Old literary mam.
T	cl	: Why?
S	rcl	: Syair from old literary mam.
T	k1	: How many poems in the syair?
SS	k2f	: hmm... there are four?
T	k2	: Good. What is differences of poetry?
S	cf	: The differences? Both of them is old literatures
Teacher	rcf	: Yes... What is the differences?
SS	k1	: The poems.
Teacher	k2f	: That's right. Can you explain?
SS		:(silent)

Based on the conversation above, where the teacher raise the question for the students. The teachers knows the answer to the question and it is the students who are supply the answer. It shows a continuity between teacher and students in the learning process in the classroom are not monotonous. We can see from the exchanges structures that occurred to the transferring of information between teacher and students. This condition can ultimately stimulate students to participate actively in the classroom.

In the process of communication, there is also the process of transferring information performed by speaker and listener. Based on the example, in the classroom interaction teacher dominant to talk after that followed by students. The

conversational that occurred in the classroom interaction teacher didn't give chance to the students when they express their views, how they are think the problem. In a fact, teacher should be able to influence to make the students be active in the classroom. Furthermore, the use of exchanges structures in the process of transferring information is important in teaching and learning process. The teacher can improve how the students transfered their knowledge and give chance of process language acquisition to the students. Knowing the fact, transferring information between teacher and students is still not dynamics, in the other word atmospher in the classroom is still monotonous. Here, the structure of interaction is one of the important aspect of the language use that should be considered by speaker and listener while transferring the information. Based on the explanation, the writer choose to do the analysis of discourse focus on exchanges structures in English and Indonesian classroom interaction.

Functional grammar is an instrument in discourse analysis. Saragih (2004:1) state the discourse is a meaning that realized in the text. Although, there are many linguist who give different definition of discourse and text, the reseacher use the term discourse as the same perspective. Since discourse is the realization of meaning in the text, we can use it to analysis exchange structure. There are three layers of realization of conversation, namely exchange structure (move), speech function, and mood (Saragih, 2004 : 14).

Discourse analysis helps us understand how real people use real language, as opposed to studying artificially created sentences. It is therefore of immediate interest to language teachers because we need to consider how people use

language when we design teaching materials, or when we engage learners in exercises and activities aimed at making them proficient users of their target language, or when we evaluate a piece of commercially published material before deciding to use it (Yu. W, 2009)

Considering the description above, reasons are provided by the writer to analyze the language case in the view of discourse analysis of systemic functional linguistic. This study will focus on the exchanges structures in English and Indonesian classroom interaction of SMA Negeri 11 Medan. First, this study will be describes the conversation clearly. Secondly, how do the speakers' exchanging information in a conversation to be analyzed. Third, which classroom has more dynamic exchanges structures, English or Indonesian classroom.

B. The Problems of the Study

Based on the background above, the problems of the study were formulated as follows.

1. What pattern of exchanges structures are found in English and Indonesian classroom interaction?
2. Which classroom has more dynamic exchanges structures, English or Indonesian classroom?

C. The Objectives of the Study

The objectives of the study are:

1. To derive the pattern of exchanges structures in English and Indonesian classroom interaction.
2. To find out which classroom has more dynamic exchanges structures, English or Indonesian classroom.

D. The Scope of the Study

The study focus on pattern of exchange structure in English and Indonesian classroom interaction. The structures of interaction has three layers (speech function, mood, and move), This study focus on the exchanges structures (move). Then, analyzed the exchanges structures (move) that are found in conversation between teacher and students, especially XI-2 IPA consist of 35 students of SMA Negeri 11 Medan.

E. The Significances of the Study

Finding of the study are expected to give someone relevant contributions theoretically and practically. Theoretically, the finding are expected to add up more horizons in theories of conversation or exchanges structures. In addition, the findings can be preferences for further studies.

Practically, firstly to the finding of this study is expected to be useful as a model to identify and understand exchange structure of interaction, especially in classroom interaction, where it involves teachers speeches so that it can be used as an evaluation matter to become guidelines for work and references for having an effective conversation in the class.

Secondly, the finding can be a helpful way for developing and increasing the education world especially for English students, it becomes reference matter to conduct the research deals with studying exchange structure in conversation in different cases.

And thirdly, the finding are also useful for other researchers who want to use the result of this research as a comparison or reference of the next researchers.

