

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Every aspect 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. Eggins (2004:1) illustrates 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. The language itself is communication practice mediated by linguistic system (Shitemi, 2009). In the instructional process, for instance, a teacher must utilize language as a means of instruction in the classroom which is called "teacher talk".

The language or teacher talk employed by the teacher in the classroom can be said a magical thing. It can probably change everything in the classroom. Some experts do not only define what teacher talk is but also they account for its importance and impact upon the teaching and learning process. Weddel (2008) reveals that the language that teachers use in class, or "teacher talk," can have a tremendous impact on the success of interactions they have with students. In addition, Yanfen and Yuqin (2010) suggest that teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk do not only determine how well they make their lectures, but also guarantees how well students will learn. Learning English takes place mostly in classrooms and is frequently carried out under the guidance and supervision of teachers. The interaction between teachers and students constitutes the most important part in all

classroom activities. 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 the primary source of linguistic input in a second language classroom to illustrate how important it is. Krashen (in Cullen, 1998: 179) asserts that teacher talk is now generally recognized as a potentially valuable source of comprehensible input for the learner. Since this is essential for language acquisition.

When the teachers talk in the classroom, there are role of speech function in giving and sharing information fro their students. They use statement in giving information for their students or they can use question to demand information from the students. But, sometimes, the teacher use statement by forming the interrogative mood. It can make confuse the students in getting information. For example,

Teacher : We can refuse by saying *sorry, i can do it*. *Sorry* can be initiated as polite sentence, for example can i help you? *Response : sorry, I can do it*. The sentence *sorry, I can do it* can be identified as refusing by politely, so what function of *sorry* in this sentence?

S : Refusing by politely Mam...

From the short conversation, it can be described that teacher always use speech function to exchange their experience to share information. In giving information, the teachers not only use statement in formed by declarative mood but also by interrogative mood. It is aimed to make their students more understand the teaching material and make the classroom interaction.

Speech function is an exchange communication between speaker and listener where the speaker adopts a speech functional role and assigns the addressee a complementary role. It is a way of someone delivers ideas in

communication to make listeners understand the ideas well. Speech function itself can be divided into four kinds: statement, question, command and offer. Halliday (1994: 68-69) divides the four basic speech functions: statement, question, offer, and command.

Analysis of speech function is conducted for the reason that the analysis of classroom discourse is in line with various important phenomena of language use, texts and conversational interactions or communicative events in the classroom (Suherdi, 1997). However, the study of classroom interaction under analysis of systemic functional grammar (SFG) which focuses on the role of communicative functions of classroom participants, has not been investigated intensively (Fairclough, 2003). Therefore, it will be worth conducting this research which focuses on grammatical features of teachers and students in their interaction in the classroom, particularly in their EFL classroom.

This study is concerned with the analysis of classroom interaction, focusing on the analysis of spoken language in the classroom utilizing systemic functional grammar analysis of Mood types of interpersonal metafunction, which is concerned with the analysis of communicative function what Halliday refers to as speech functions (Eggin, 1994). This analysis provides examples of teacher's roles and their communicative functions by investigating actual language employed by teacher and students (Eggins, 2000).

In relation to male and female of teacher talk of Mood realization, there is also assumption that they tend to be different in terms of teacher talk by referring to Holmes (2001) proposing a question "Do men and women speak differently?", in explaining the difference of linguistic forms used by men and women. This

study also deals with male and female of teacher talk in relation to mood realization under investigation.

Based on the description in previously, this study was primarily intended to identify the realization of the speech functions in classroom interaction. It is analyzed through Mood in teacher talk and the realization of Mood in teacher's role and communicative functions, to identify linguistic features; micro features of interpersonal metafunction, i.e Mood used by the teacher in interacting with students in EFL class by the systemic functional grammar as the framework of the analysis, and to identify the Mood realization difference between male and female teacher talk in EFL classroom.

For profession, the results of this study is probably attracting for further research for those who are interested in conducting classroom research. It was expected that this study would 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 teachers. More studies on classroom interaction will of course enrich insights of teachers, EFL teacher in particular, to have more awareness and options to teach their students effectively and constructively.

1.2 The Problems of the Study

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

1. What types of speech functions are used in classroom interaction ?
2. How are the speech functions realized in classroom interaction?
3. Why are the speech functions realized the way they are?

1.3 The Objectives of the Study

The objectives of the study are:

1. to find out the types of speech functions are used in classroom interaction.
2. to describe the realization of speech functions in classroom interaction.
3. to mention the reasons of speech functions realized in that way.

1.4 The Scope of the Study

In this study, the writer discusses only on speech function in classroom of different participants and topics. In this case, there are 2 teachers as participants; English and mathematics' teacher. It means that it is very interesting to help the reader in identifying the character of the speaker (teacher) and students (hearer) in classroom interaction.

1.5 The Significance of the Study

The results of this study are expected to provide some information about interpersonal function used in classroom of different participants and topics. This research finding will be expected to have both theoretical and practical significance:

1. Theoretically, the speech function findings will be useful for enlarging the knowledge toward speech function in order to making interaction.
2. Practically, the research finding will be useful for:
 - a. the English teacher in the school who teach English to increase their teaching through interpersonal function.
 - b. the Mathematic teacher in the school who teach mathematic to overcome the students' problem in communicating.