

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

The quality of classroom interaction to a greater extent is determined by the effectiveness of information given to the students. It is a fact, at present that the quality of Indonesian education is declining. The question is why education is poorly conducted. This leads to an expectation that education should be well carried out.

In the process of transferring knowledge language plays an important role especially in social interaction. It is used for communication either for spoken or written interactions. In addition, it is a representation of thoughts, feelings, objectives, and actions. Human beings use a language in their lives for various purposes. In order to achieve the purposes, the language is adjusted to the context in which it is used. Further, people use language to talk about their experiences of the world, including the worlds in their minds, to describe events, and the entities involved in them. They also use language to interact with others, to establish and maintain relations with them, to influence their behavior, and to express their viewpoint on things in the world. In using language, people organize messages in ways which indicate how they fit in with the other messages around them and with the wider context in which they are talking or writing. All of these are activities which involve the use of language.

Language serves many functions. The prime function of language is as a tool of communication. Communication itself is an activity or process of expressing ideas and feelings or of giving information. Giving information involves transferring knowledge, facts or news by the speakers as the doers to the listeners as the receivers. In the classroom, the interaction is between teacher-students, students-teacher, and students-students. Communication refers to roles played by the two sides, namely by the addressers (speakers) and addressee (listeners). While communicating the addressers and addressee express their thoughts by speech. On the one hand speech is used by a teacher in a classroom among others teach, to direct, to guide, to instruct, to suggest, and to persuade students. On the other hand, teachers use speech to silence students and deprive them of their own words. All speeches they used have their own functions. It is functional in the sense that it is designed to account the language is used. Based on Halliday (1994:30) states that speech functions are realized in four types, namely : statement, question, offer, and command. Thompson (2003:12) emphasizes the important point that the use of language lies at the very heart of social lives. In general, it is noted that communication and language are important components of social life.

When people use language to express meanings, they do so in specific situation, and the form of the language that they use is influenced by the complex elements of those situations (health institutions, in community, in educational institutions, for example: hospital, court, school, etc). A school is an important place for students to learn not only the values and rules of the surrounding

educational community but also of the society at large. The improvement of students' interaction and social skills has been seen as an important aim for education. The management of classroom discipline is one of the moral and ethical activities that enable students to improve their social and interaction skills. In the human lives' activities, communications and interaction cannot be separated from one another.

There are various kinds of interactions, of which teaching-learning interaction is the interaction which runs the process of education. Teaching-learning interaction involves interactions between teacher-students, students-teacher, students-students in the teaching-learning process.

This research addresses the interaction between teacher-students and students-teacher in English classroom interaction during the teaching-learning process. The importance of interaction in classroom language learning is precisely that it entails this joint management of learning. The management of classroom discipline is one of the moral and ethical activities that enable students to improve their social and interaction skills. For teachers, classroom discipline management is an important but difficult aspects of their job. The organization of classroom interaction and discipline management is an interplay between the verbal and nonverbal activities as well as the visual and special resources used by teacher and students. Verbal and nonverbal interactions are required in classroom interaction.

In verbal interactions, teachers use prosodic signals like timing, pitch, and emphasis to clarify their verbal messages. All paralinguistic signals, messages independent of the content of speech such as emotional tone of speech (for

example hurt and excitement), are present in the interactions. Nonverbal signals are used when attitudes, experiences, and emotions are not so expressible by words (Argyle in Robinson, 1994:23). Nonverbal interaction consists of unconscious body movements, expressions, gestures, the use of personal, social, and public space, appearance, touch, and the way people view time and environment. It also serves many functions in a classroom. Nonverbal behavior provides a social channel for providing information, regulating social interaction, expressing intimacy, exercising social control and facilitating service (Patterson in Robinson, 1994:36). Other functions of nonverbal communication are: expressing emotion, communicating interpersonal attitudes, accompanying and supporting speech, self presentation and rituals, for example: greetings and classroom rituals (Argyle in Robinson, 1994:24). Teacher communication can be intentional, for example when directing students through a transition; it can also be unintentional when treating students indifferently without meaning to do so. Thus, an effective classroom interaction plays an important role in the English classroom. And classroom interaction should be intensified in order that students can fully express their ideas and thoughts in English.

Based on the above explanations, this research is planned to provide an in-depth analysis on the use of speech functions in classroom interaction.

## **1.2 The Problems of the Study**

The problems of the study are formulated as follows.

- (1) How are speech functions linguistically coded in the classroom interactions?
- (2) What types of speech functions are used and how are speech functions patterned in classroom interactions?
- (3) Why are the speech functions realized in the ways they are?

## **1.3 The Objectives of the Study**

In relation to the problems, the objectives of the study are

- (1) to describe how the speech functions are linguistically coded in classroom interaction,
- (2) to investigate the types of speech functions are used in classroom interaction, to describe how the speech functions are patterned in classroom interaction, and
- (3) to investigate why the speech functions are realized in the ways they are.

## **1.4 The Scope of the study**

Analyzing the process of classroom interaction is very interesting in a way that a teacher must show his/her powerful talent in managing a classroom because in the classroom the teacher is the manager and s/he should be able to practice the classroom management strategy. In conducting the teaching-learning process, a teacher should be professional because s/he is not only a leader, but also a facilitator, motivator, innovator, developer, initiator, and moderator.

This study deals with interpersonal functions of language in which it is used to interact with other people. Specifically, this interpersonal functions defines clause as *an exchange*, an interaction between speaker and listener. In this study, the term speaker and listener specifically refer to the teacher-students, students-teacher, and students-students in classroom interactions of Grade X in Senior High School 3 Medan.

The analysis is based on the four primary speech functions, namely *statement, question, command, and offer*. They are investigated in their realizations of mood.

### 1.5 The Significance of the Study

A study conducted on classroom interaction is very challenging in terms of observing the dynamic process of communication and analyzing the activities of the students in sharing their full participation in the teaching-learning process. It is intended to observe the practice of a two-way horizontal and vertical, top down and bottom up between teacher-students and students-teacher.

The findings are expected to be useful especially for teachers to show that students should be involved and students' participation is a prerequisite.

The findings are expected to be useful as an input for the linguistic developments, the linguists, and those who learn English. Furthermore, the findings would be useful for the English teachers, who are in charge of the English teaching-learning process in the classroom. It is expected that the findings of the study will contribute some bright ideas to teaching-learning process of

English in the classroom and thus there should be an extensive and intensive interactions between teacher-students and students-teacher.



