

CHAPTER I

INTRODUCTION

A. The Background of the Study

Indonesia is one of the countries in the world that has used English as first foreign language. It has been taught as the first foreign language and has become compulsory either in junior or senior high school. Because of that, there is only a little experience for the students in using language through out several periods of English class in school week. English teachers should work hard how to make the students able to accomplish the goal stated by the scaffolding in interpersonal function.

The term scaffolding can have more than one meaning regarding the teaching and learning process. Bruner said that scaffolding occurs when the learning takes places most effectively through the provision of appropriate social frameworks (Corden, 2000). The appropriate social frame work in this

study refers to the convetion between teacher and the student . The scaffolding in this study was the teachers talk which show the stages in which the teachers it's make scaffolding talks the role of teachers is very important to mediate the students to reach the desired expression well. The help, guidance, assistant of the teachers make the students easily cross the bridge to achieve the main talk.

In this case, the teachers can give more learning experience in teaching and learning process and expose the students a lot in using English so that it will make the students easy to pass through the bridge without any difficulties.

In the classroom activities usually the teacher who decides who will speak. The teacher tend to know the answer, but in fact when the teacher asked a question, there was no response from the students, due to the students were silent and sleepy. There was not good interaction in the class, student become lazy to participate. The situation in teaching learning process become monotonous, teachers just talked without focusing on whether the student understand what the teacher explain, the students just keep silent, become not be active, just listen what the teacher says and become lazy to participate in the class. In addition, they did not understand and difficult to catch what the teacher explain the material and made the students bored. This condition happened the teacher did not know the types of interpersonal. Additionally to raise a good communication between teacher and student, the teacher as the learning facilitator needs to practice the interpersonal function concept, (Wood and Bruner 1976, 17).

Halliday (2000) states that the interpersonal function concerns with how the language to realize the dynamic meaning of language, to show the relationship between the speaker and the hearer, and how to use language to express one's attitude and to influence the hearers in communication.

Interpersonal function as function that expresses speakers attitudes and judgments. It is a part of functional grammar used for describing language as a resource for making meaning. It attempts to describe language in actual use and focus on text and their context. It also focuses on the scaffolding and the

use of the language. In learning functional grammar we can use any kinds of method. One of the method is scaffolding talk.

Scaffolding talk was the teacher's experssion to interact or give instruction to his/her students in the classroom. Scaffolding talk is interesting to be analyzed because it takes important part in teaching and learning process, but in fact the teacher did not use the scaffolding talk well for the student's. Dealing with scaffolding talks, Anderson (2003) proposes that scaffolding talk is good guidance for teachers in construction of a semanatic unit. In accordance to the statement above, an attempt to reform and to improve English teaching, teachers of English have paid much attention to teaching and learning process. To be succesful in achieving it, teachers of English should be able to scaffold well the students in teaching learing process.

This study only interested in analyzing clause from the aspect of interpersonal function in teachers scaffolding talk. (Halliday, 1985) states we use language to interact, one of the thing we are doing with it is establishing a relationship between us (between the person speaking now and the person who will speak next). The most fundamental types of speech role which lie behind even more specific type that may eventually be able to recognize are just two, (i) giving and (ii) demanding either the speaker is giving something to the listener or he is demanding something for him. However there is basic distinction between giving and demanding that relates to the nature of the commodity being exchange. This may be good and service and information.

Eggin, (1994: 150) refers these four basic move types in interpersonal function there are statement, question, offer, and command to speech function.

It is supported by the preliminary study done by the researcher on Februari 2018 at Mas Proyek Univa Medan. The researcher found that the teacher talked dominantly in the class and the students just listen during teacher explained the material. This situation became monotonous and the students often became reluctant to participate in a classroom interaction because of their lack of turn-taking as the signals of their interactions with each other and the teacher. The students became not active in the class, and some of them feel sleepy in teaching learning process. This situation did not show an interpersonal interaction between teacher and student because the teacher use a little interpersonal functions.

There have been some relevant studies related to the use of interpersonal function in teachers' scaffolding talk. Yuliati (2013), Interpersonal Meaning Negotiation in the Teacher-Student Verbal Interaction. This research was aimed to reveal the role relationship among the teacher and the students of Senior High School 4 Semarang Year XII and the way the teacher negotiate her interpersonal meaning to the students. The results showed that most of the utterances produced by the teacher were in the form of command which means that the teacher's authority was dominantly appeared. The research's result show that most of the utterances produced by the teacher were in the form of command which means that the authority of the teacher was dominant. Declarative was 90%, interrogative was 80%, and imperative

was 80%. Besides the teacher also tried to be equal with the student by using some declarative and interrogative types of mood. These made the students respon well but no really elaborated her/his responses.

Araghi and Shayegh (2011) discuss Interpersonal metafunction of Gender Talk in ELT Classrooms it was aimed to explore the interpersonal metafunction of gender talk in ELT classrooms. The objective was to determine different clausal structures (declaratives, integratives, imperatives and exclamatives) used by interlocutors with different genders using Azeri as their mother tongue, Farsi (Persian) and English as their second and foreign languages respectively.

Surtiati (2013) analyzed Teacher's Scaffolding Talk in English Class at Senior High School. The result finding shows that Mood types are dominated by declaratives and the least is Yes/No questions for the first until the fifth data. While for the sixth data the least is imperative. The finding shows that the speech functions used by the teachers are statement, question, command and offer. Statemnt was 76,3, question was 16,7, command was 7,54, offer was 5,3. Finally statement has the biggest amount of speech functions and offer is the least.

Another study by Tuahman (2016) discussed metafunction realization on student's descriptive paragraph. The students expressed the interpersonal meaning on descriptive text through declarative, imperative, modality, and personal pronoun. It showed that descriptive mostly dominated with declarative form was 98,51%.

Based on the observation in Mas Proyek Univa Medan which was conducted on Februari 2018, it was found some problems, they were : The resume of the preliminary data above showed that the teacher did not give more chance to the students, the teacher usually explains the material, in addition there was no good activities in classroom interaction. While in fact, the teacher need to use varieties interpersonal function in teacher scaffolding method that can be involved by the students when learning process happened.

From the condition, it can be seen that the teacher needs to make the creaete and active in taeching learning process in classroom interaction so the research will focus on the interpersonal function in teachers' scaffolding talks for grade XI of Mas Proyek Univa Medan.

B. The Identification of Problems

After having an explanation of the background above, the identification problems could be identified as follows:

1. The students often become reluctant to participate in the class, they also were not involved actively in teaching learning process, because the teacher talked dominant in the classroom activities during the teaching and learning process.
2. The teacher did not give more chance to the student for speaking and sharing their opinion, so there was good feedback from the students and teacher in teaching learning process. Furthermore the chance for the students to speak for the students was rarely given.

3. The teacher just explained the material that related to the lesson without asking the students to read it. In addition, teacher talk so much more than the students. The students were bored to learn, sleepy when the teacher explained the materials. Therefore, classroom interaction that can be very monotonous.

C. The Problems of The Study

Based on the background of study and identification of problems, the problems were formulated into the following:

1. What types of interpersonal function were used in teacher's scaffolding talks for grade XI of MAS Proyek UNIVA Medan ?
2. How was the interpersonal function realized in teacher's scaffolding talks for grade XI of MAS Proyek UNIVA Medan ?

D. Objectives of the Study

Based on the problems of the study, the objectives of this study were stated as follows:

1. To find out the types of interpersonal function used in teacher's scaffolding talks for grade XI of MAS Proyek UNIVA Medan ?
2. To describe the realization of interpersonal function in teacher's scaffolding talks for grade XI of MAS Proyek UNIVA Medan ?

E. The scope of the study

This study was limited to the investigation of the types of interpersonal function which used in teachers scaffolding because there are several elements in this research that can be analyzed. It can be focused on types of the interpersonal function that involves Speech Function and Moods. This study limit in teachers' scaffolding talks for grade XI of MAS Proyek UNIVA Medan?

F. Significances of the study

Findings of the study were expected to offer the theoritically and practically significance.

1. Theoretically, this research was expected can be the reference to give a contribution for further study.
2. Practically, this research was expected to enrich the knowledge about types and functions of interpersonal. Then, teachers will give more information about the Interpersonal. Functions through literary works and make easier and more interesting way to understand interpersonal in teacher's scaffolding talk.