

CHAPTER I

INTRODUCTION

A. The Background of the Study

Human is the social creature, They need to interact with other people. In this case language has a big role in human life. Language is essentially a means of communication among the members of a society. Freeman (2003: 2) states that language is a means of interaction between and among people. Then, the function of language here is as a tool which connects one to others. People realize that language becomes a bridge that can connect people in different places and cultures. People can get information, knowledge, and experience by using language. They also can show and express what they think and feel.

In teaching learning process, language is the basic means of communication in the classroom. The language used in a classroom is transactional and interactional use of language. Transactional language is mostly used by teachers in delivering information knowledge for students.

In other hand, interactional language is used by teacher to interact with students. The main case faced by teachers in the teaching and learning process of English in a classroom is how to give a clear understanding easily to students. In English classroom, teacher's language is not only the object of the course, but also the medium to achieve the objective of teaching. Nunan (1991) states that teacher's language is important, not only for the organization of the classroom but also for the process of acquisition of knowledge.

Sinclair and Coulthard (1975) felt that classroom language provided a relatively simple and more structured type of discourse than normal everyday conversation with all its unpredictable and ambiguities. Nunan (1987) argues that the language used by teacher in the classroom may seriously affect a students' ability. Therefore, it is useful for classroom language to be analysed. Sinclair and Coulthard (1975) developed a model for analysing spoken language, i.e. Classroom Discourse Analysis. The language of the classroom differs from many forms of spoken language that is formally structured and controlled by one dominant, i.e. the teacher.

Teacher is considered as a main factor in education successfulness. The language used by the teacher should have good linguistics features. Their words are chosen and constructed carefully with good linguistic devices that make their talk have big attentions and easier to understand by the students. Teacher talk needs to be organized accordingly so that the coherence and cohesion of the talk can be maintained. When texts are not coherent, they do not make sense or they make it difficult for the reader/listener to understand (Halliday and Hassan, 1976:324.). In order to make the speech coherent, consistent, easy to follow and understandable, a speaker can use cohesive signposts in discourse, that is Discourse Markers (DMs) (Granger,1996: 80 in Muller, 2005:19).

In teaching English as Foreign Language classroom, the words *oh, well, but, you know, and, okay, Listen, right etc* were often found in teacher talk. Those words are typically discourse markers and perform a

very important function in signalling changes in the interaction or organisation of learning (Walsh,2011:12). Discourse markers in teacher talk play an important role for students to understand teacher language better, which hence helps them to improve learning efficiency (Othman,2010).

Teachers in teaching English as Foreign language classroom used different discourse markers in their talk to make the teaching effective and enhance learner's participation in classroom. Othman (2010) stated that the appropriate used of discourse markers by the teacher in teaching and learning process not only can improve the participation of the students but also contribute to the effectiveness of learning. Discourse markers have an especially important role in enabling teacher to structure their discourse, in that way making it possible for learners to interpret the communicative demands of the context and participate in activities more successfully (De Fina, 1997).

Based on the researcher's observation in SMP Swasta Pahlawan Nasional Medan it was found that there was a lack of interaction between teacher and students. The students were bored to learn,lack of attention and lack of participation and there was not found the students responded or listened to the teacher's explanation because the teacher are too dominant in classroom activities.The teacher just explained the material discussion and give the questions without paying attention to the used of discourse markers in the language used. So, the teacher's explanation difficult to

follow by the students and the class will not stay together and will not work in harmony.

Below is teacher and students interaction :

T : What is present tense and past tense?

S : (silent)

T : What is present tense? Who knows? Who can answer it?

S : Present tense is action that occur in the past.

T : **Ok, Now.** Everyone **Listen!**. What is past tense? Who knows?
Yang tahu saya kasih nilai tambah. raise your hand!

S : (almost all the students raising hand)

T : **Ok.** You shanti. What is present tense?

S : Present tense is tell about daily activities that happens right now.

T : **Yes, Right. So,** Present tense is not simple past. Simple past is action that occurred in the past.

From the preliminary data above, the teacher asks the students a question without guided the students attention. Then, the students were silent, but it was not because the students did not know the answer, but the teacher did not guide them. When the teacher asked the question for the second time, the students give the respond and answer the question because the teacher guide the students by using discourse markers (*ok, now, listen, so, right, etc*) before asking the question.

Therefore, discourse markers in teacher talk play an important role for students to understand teacher language better, which hence helps them to improve learning efficiency and make the students more active in classroom. Discourse markers also help establish interpersonal relationships in the classroom, creating a better atmosphere for active participation. With the use of discourse marker by the teacher, it will make the texts appropriately construct. Moreover, to express an utterance, discourse markers are also needed to make it meaningful. From those

ideas, the researcher considered that it is very necessary to study regarding the use of discourse marker since its important function in language use. The researcher is interested in exploring the use of discourse markers in classroom interaction which is included in spoken discourse.

Based on explanation above, the researcher conducts this research to find out the types and the reasons why the teacher used the dominant type of discourse markers in English classroom interaction based on Fung & Carter's and Gages' theory.

B. The Problems of The Study

Based on the background of the study, The problems of the study were formulated in the form of questions:

1. What dominant types of discourse markers are realized by the teacher in English classroom interaction ?
2. Why does the teacher used the dominant type of discourse markers in the way she/he does in English classroom interaction ?

C. The Objective of The Study

Based on the problem of the study , The objective of the study are:

1. To describe the dominant types of discouse markers are used by the teacher in English classroom interaction.
2. To find out the reasons why the teacher used the dominant type of discourse markers in the way she/he does in classroom interaction.

D. The Scope of The Study

Every analysis needs limitation in order to make the analysis does not go far from the topic of discussion and make the analysis focus to what being discussed. in this research the researcher focuses on teacher's talk

that shows discourse markers in teacher-student and student-teacher communication .This study is located in SMP Swasta Pahlawan Nasional Medan at grade 8th.

E. The Significant of the Study

Based on the problems of the study, the objectives of the study are:

1. Theoritically, The result of the study can be a reference for other teacher so it can improve their language used in teaching way in the classroom. For the students of English department who want to conduct further researches, this result of study it will be useful reference. For the researcher, it will give them new useful information and improve researchers' knowledge regarding speech and discourse.
2. Practically, for the teachers as a reference to know how the teacher used discourse markers in classroom interaction. For the readers and the learners of English, the findings will be useful for helping them to develop their English skill especially in how to make good speech or text with appropriate discourse marker.