CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In students' English textbook, conversation text takes a part. Conversation text patterns are not always written in natural patterns or congruent coding but in various patterns; some of which can be in metaphor coding. The diversity of the conversation text patterns make students misinterpret the meaning or information. In listening section, the students are asked answer the questions about the conversation that they heard or read. In reading section, the students will answer some questions from the conversation texts. It means that if they do not understand the conversation, they will not be able to answer those questions. One of the important things in understanding conversation texts is through understanding the structure of the conversation. If they cannot understand the structure of conversation or exchange they will not be able to get the meaning of the conversation texts. These weaknesses make students fail to learn English effectively.

The writer conducted a conversation with the students, firstly the writer conducted a daily conversation, but several of their answers were far from the writer's meant. The the writer continued the conversation where the conversation taken from their textbook. Students have difficulties in comprehending and interpreting the meaning of the conversation texts found in the English textbooks. The difficulties can be seen from their ways in answering questions based a

conversation. Their answers are far from the aims or theme of the conversation, because in the conversation text, the direct answers are not presented. It means that to answer the questions they need to understand coding patterns of the conversation. They need to know move, speech function and its realization in mood of conversation. Here is a piece of example which is taken from the students' English textbook "English Zone" on page 134.

A : Do you know the greatest adventure story ever?
B : Is it Indiana Jones story?
A : No. It's Gulliver and the little people. Have you ever heard before something about it?
B : Oh, I see. It is someone whose ship was broken in a storm and accidently landed on an island resided by small people, right?

The conversations show marked or unusual conversation, because the question is answered by the question. If it is analyzed through move and speech function and its realization in mood, it is found that almost all of the clauses are in metaphorical coding. For example, the first B's utterance in answering the first A's question "*Is it Indiana Jones story?*", B is expected to answer the question in unmarked or usual answer, that is statement by using the declarative mood. But here B answers A's question by giving statement through interrogative mood. In addition, if it is analyzed through *move*, it can be found the A's question is answered by B by making a confirmation, while B is expected to answer by giving statement.

A study conducted by Dalimunthe (2010) indicated that the function of grammatical metaphor used in English textbook of Senior High School actually is aimed at help of students understand the information shared through

the text, but in reality it makes students confused in understanding information. Their failures in comprehending and interpreting the massages or information provided in the conversation can be predicted because there are various type of the exchange structures of information and goods and services in the conversation text.

After observing some conversations in the students' textbook: *English Zone* by Astuti (2010), it is found that the book consists of some metaphor coding. The metaphorical coding in conversation can lead the students to be misunderstanding or interpreting the aims of the conversation. The students' absence in mastering coding pattern of conversation will result their misunderstanding.

There are two factors that influence students' achievement in studying English, they are; internal and external factors. Internal factor means the factors that come from the students themselves, such as; motivation, interest, curiosities, etc. While external factor is the factors that come from outside of the students themselves, such as; the use of the textbook, teachers' strategies or methods, facilities, etc.

One of the external factors which makes the class has weakness is the use of the textbook. The book predicted is not so relevant or it is so complicated, especially in conversation section where it has some differences in exchange structures of information and goods and services from the usual one. It makes the students face some difficulties in understanding the conversation texts in the textbook.

Wooffitt (2005; 13) states that conversation examines language as social action. It means that everybody cannot avoid it in daily life. To share experience or knowledge we can conduct a conversation as the purpose of conversation is to exchange information, establish and maintain the relationship between people (Zhang, 2008: 60). The addresser and addressee in a conversation always follow certain principles to understand each other. Conversation analysis has provided an invaluable tool to dissect the most mundane, everyday social action, talk, and explicate its orderliness and meaningfulness. A conversation will run well when the addressee comprehends addresser's expression.

Meanwhile, According to Becker and Meier (1999: 19) in Lepschy (2008: 315), conversation means verbal and non-verbal human acts aimed at mutual understanding. Understanding here must be understood in the broad sense of establishing common meanings for practical goals. It means that the most important is about the comprehending meaning.

The recent language education is focused on communicative competence. It means in education, the students are expected to be able to understand and comprehend conversation in the textbook. A conversation involves at least two persons. They conduct conversation to share the knowledge, opinion, feel, experience, suggestion etc, through the speech function. Furthermore, Harmer (1991: 83) states that Communication between humans is an extremely complex and ever-changing phenomenon.

Talking about the conversation, it relates to the speech function and mood. Where the speech function is released or coded by the mood. Speech functions

are; statement, question, command and offer while moods are declarative, imperative and interrogative. When students are reading a conversation in a textbook, sometimes they misinterpret the meaning or the theme of the conversation. It is caused of the coding of the mood in the text is not congruent or it is called metaphor (Saragih: 2006: 201)

Conversation has certain structure. So do the conversation texts in the students' textbook: *English Zone*. The conversation structures in the textbook are not always in usual or congruent patterns. The pattern in the textbook is very various. The diversity of the coding patterns make the students become fail in understanding the purposes or the aims of the conversation texts, because most of the students focus on the lexical meaning of the word rather than the coding patterns, meanwhile the coding pattern plays important role in transferring the message in the text. So that the students only know the lexical meaning of the text without looking the meaning based the context of the coding patterns.

Therefore, the understanding of conversation coding plays important role in understanding conversation texts to comprehend the conversation itself. In other words, reading conversation texts are shaped by the understanding the coding, whether the coding in the level of move, speech function and mood. It illuminates the exchange structure of conversation text of the students' textbook.

The purpose of this study is therefore to investigate coding patterns of conversation texts of students' English textbook that will lead students to get

understanding meaning, information, message which is conveyed in conversation texts.

In this study, the researcher analyses the conversation texts in order to see whether conversation texts of students' English textbook serves the best coding patterns development systematically by analyzing *move, speech function* and *mood*. In conclusion, the researcher wants to see the process of the analysis of *Coding patterns in Conversation texts in Students' English Textbook: English Zone*

1.2 The Problems of the Study

Based on the explanation in the background, the problems are formulated as the following.

(1) What patterns of coding are used in conversation texts of the *English Zone* textbook?

(2) How are the patterns of coding structured in conversation texts of the *English Zone* textbook?

(3) Why are the coding patterns used in conversation texts of the *English Zone* textbook?

1.3 The Objectives of the Study

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

(1) to investigate how coding are structured in conversation texts of the *English Zone* textbook,

(2) to formulate patterns of coding used in conversation texts of the *English Zone* textbook, and

(3) to reason why the coding techniques are used in conversation texts of the *English Zone* textbook.

1.4 The Scopes of the Study

This study deals with conversation texts in students' English textbook: *English Zone*, where in those conversation texts, the author uses congruent and metaphorical coding of *move, speech function* and its realization in *mood*. This study is also restricted to cover three points, they are (1) coding as the analysis of exchange structure in conversation texts in the students' English textbook, (2) various patterns by considering coding in conversation texts in the students' English textbook, and (3) reasons why the patterns are used with reference to social contexts in conversation texts of the *English Zone* textbook.

1.5 The Significances of the Study

Findings of the study are expected to be relevant and useful theoretically and practically. Theoretically, the findings of this study are expected to justify the use of Systemic Functional Linguistics (SFL) theories. Negotiation is applicable to the conversation in textbook which are used in to other disciplines such as Teaching English as a Foreign Language (TEFL). Practically, the findings are expected to be useful for

(1) the students themselves as the users of the book to improve their ability to understand and to comprehend a conversation text effectively,

(2) the teachers who also apply the textbook to guide the students to learn English and to analyze the contents of a conversation text,

(3) the Head Master, who frequently selects the text books which will be the handbook for use, should be more considerable to the content analysis of the English textbook, so it is a relevant textbook,

(4) the book publishers, in order to publish the textbooks, which are really suitable and good to meet the students' needs and linguistic perspective, and

(5) other researchers who want to use the findings of this research as the references.