CHAPTER I

INTRODUCTION

1.1   The background of Study

English is now well established as the core language for the dissemination of academic knowledge and academic communication around the globe and, as a result, English language proficiency is a key contributor to the success of overseas students. English has been taught as a compulsory subject in Indonesia. The students are forced to learn English as early as possible. They are fostering to master English based on the curriculum applied in their schools. The teachers or English instructors are also demanded to meet the challenges facing the global   competition. They are urged to build their students' competencies especially in using English. The expectation from teaching English Indonesia is the students are demanded to pass the English exams to prove that they have mastered the subject. Their mastery should cover their knowledge and it can be proven through the certificate. This requirement is made by the government because the government has schemed to build better nations through education; one of them is through teaching English.

But the expectation does not meet the reality. When we observe the classroom, the teachers and the students use source language commonly than English. The teachers forget that the purpose of teaching English is to make the

students able to communicate in English rather than to know the grammar it self (Martin, 2003). The teachers forget that discourse which enables the human society to develop through school education activities in the classroom (Sinar 2007:2). If the teacher had to choose one technique that is the most effective for getting students motivated and speaking in English this would definitely be their choice. The choice is they should have classroom discourse in English. It warms the students up, and it gives them the sense that English can be used for real communication David, M 2003). To get students able to communicate in English at school; there should be teachers who have good discourse in English. Somewhat many teachers, especially English teachers, who teach English in school, almost do not teach in English. They focus on their attention on the transformation of academic knowledge or skills in source language.

Weinstein who had done the previous study about classroom interaction found that lessons where students have multiple opportunities to communicate with the teacher are essential for the effective construction of student knowledge. By welcoming curiosity and encouraging students to raise their own questions about the content or claims being discussed, the instructor can guide students to develop habits of mind for framing and answering questions. When an instructor creates a climate of respect in the classroom and encourages students to generate their own ideas involving scientific ways of thinking, students are more likely to think deeply and persist in the face of challenges (AAAS, 1989; Weinstein et al., 2006).

It is also said that classes with an emphasis on lecture are effective for delivering large volumes of content in limited time but provide few opportunities for student-instructor interaction. While this teaching method may appeal to a few highly motivated students, it can often leave much of the class disengaged from the content. Such classes are often characterized by instructors who take the first shout-out answers to questions (often from the same few students) or answer their own questions too quickly.

From the phenomenon above, the teachers must improve the quality of teaching process in the classroom. The teachers should discover ways in which students can process the information given accurately. The success of the goal depends on the teachers' discourse. Teachers' discourse will enable the students develop through activities in the classroom (Sinar 2007: 2).

By that reason above, Phasal structure enables the teachers to achieve the goal. According to Young (1990: 83), Phasal Analysis provides a means of discovering the ways in which speakers and writers structure and organize discourse. Phases are strands of discourse that recur discontinuously throughout a particular language event and taken together, structure that event. These strands recur and are interspersed with others resulting in an interweaving of threads as the discourse progresses. What this suggests is that in speaking or writing one doesn't just begin a topic, discuss it and then conclude it before going on to a new one; rather, one's discourse is composed of different topics which are introduced, described, summarized, returned to and are interspersed with other subtopics which are themselves announced, discussed and exemplified.

As it has been indicated above, classroom discourse as a particular kind of discourse may be seen as a general concept to refer to any discourse which takes place in the classroom setting in general. An investigation into lecture discourse is an investigation of classroom discourse, which developed by members of school society. The success or failure of school development needs to be measured against the background of the success of failure of human resource development of a school institution. One critical process of human resource development of a school institution relates to the teaching-learning process that actually takes place in the classroom or, to be exact in the teaching room. Teaching activities in the classroom, which form and represent the intrinsic notion of lecture discourse, are the forefront of the teaching-learning process representing a critical part of the process of student resource development in the school life. The point is that the theory of phase can provide a more realistic nature of the academic lectures. Only an accurate representation of macro-structure will facilitate students' processing of information. The question of how teachers' activities in the classroom have motivated the researcher to carry out this research.

1.2   The Problems of the Study

The problems of the study are formulated in the form of research question as follows.

1. What are the phasal realizations characteristic of the classroom discourse?

2. How are the phasal realizations used by the teachers in classroom discourse?

3. What are phasal lexicogrammatical realizations in classroom discourse?

1.3 The Objectives of the Study

The objectives of study are stated:

1. To describe the phasal realizations characteristic of the classroom discourse.

2. To describe how the phasal realizations are used by the teachers in classroom discourse.

3. To describe the phasal lexicogrammatical realizations in classroom discourse.

1.4 The Scope of the Study

The scope of the study focuses in finding the phasal realizations in classroom discourse.

1.5 The significance of the Study.

The findings of the study are expected to have both theoretical and practical significance for the readers, English teachers as well as English Applied Linguistics students.

Theoretically, the findings deal with the two aspects, first, about the practices of spoken academic discourse that realized in classroom-discourse-in-text, how knowledge is packaged at the tertiary level, and how the resulting discourse is constructed may contribute to enrich the research of discourse studies in general. Second, this study is a study that investigates classroom discourse phenomena. This being the case, whatever this study has achieved may contribute to the enrichment of classroom discourse studies in general.

Practically, the findings deal with the two aspects, first, on account of the fact that the object of this study is concerned with classroom discourse phenomena, it is clear that whatever this study has achieved may contribute to the English teachers to the enrichment of the classroom discourse studies in specific situation types such as that of SMKN 1 Karang Baru. Second, the classroom discourse phenomena find their expression in teachers texts and the texts belong to and derive from the institutional linguistic domain, that of SMKN 1 Karang Baru as an institution in which English as a foreign language is taught. In this respect the findings of this study may contribute to the enrichment of textual studies of English as a foreign language used in tertiary education institution such as SMKN 1 Karang Baru.