CHAPTER I

INTRODUCTION

A. The Background of Study

The language is used by teacher in the class is able to influence the student''s attitude. Additionally, this study focuses on the nature of classroom interaction and analysis of speech function used by teachers in language instruction because speech function that used by teachers in their instruction has an important role to support the student understanding. The communication of them is at least different from people as usual. Teachers have limited time when talking in the classroom, so they should use language function properly. The Researcher know that speech function is the way of speaker to transport ideas in communication to make listener understand it well. So when a teacher gives instruction to the students, it is automatically the teacher uses speech function, if the use of speech function is appropriate with the function and situation, it will support learning effectively. For instance, when a teacher wants to give information about what is going to do or clarify the answer, to make students understand what the teacher means, teacher should use speech function which has a function to inform in this case a referential function. It is simply to investigate what happens inside classroom when learners and teacher come together.

Considering the importance language, systemic functional linguistics theory describes that human beings use language in order to fulfill the three functions of language known as metafunctions, namely: to represent, to exchange, and to organize experience. Technically, the three metafunctions are divided into three, they are ideational, interpersonal, and textual function.

As a member of the society, people adopt one of the metafunction of language that is interpersonal function. It is the use of language to exchange experience which means that language is organized as an interactive event involving speaker or writer, and audience. When they are communicating each other, they obviously produce sentences that consist of its meaning and structures. Here, the semantic aspect (meaning) of sentence is termed as speech functions and at the level of lexicogrammar (structural form), an aspect of interpersonal function is termed as mood (Saragih, 2014:40).

Basically, Saragih (2014:37) states that speech function refers to a function of languge performed by a speaker in a verbal interaction or conversation which specifies his or her role (asking and demanding) and the content or commodity transacted (information and goods & services). Speech function denotes the speaker's attitude and judgement called as moods. It is used as the medium to exchange experiences among speaker and listener in order to fulfill their needs.

Speech function is a communication between speaker and listener where the speaker adopts a speech functional role and assigns the addressee a complementary role. It is a way of someone delivers ideas in communication to make listeners understand the ideas well. Speech function itself can be divided into four kinds: statement, question, command and offer. Halliday (1994: 68-69) divides the four basic speech functions: statement, question, offer, and command. Analysis of speech function is conducted for the reason that the analysis of classroom discourse is in line with various important phenomena of language use, texts and conversational interactions or communicative events in the classroom (Suherdi, 1997).

In English vocational classroom, the use of English by students as the target language is really crucial to be improved because they must be able to communicate orally and in writing accurately to support their compentences for their future career. However, there are still incompatibilities in the practice of teaching and learning process to respond what it is expected from the theory of the English language teaching which focussing on the students-centered. The reality shown that the previous researches found that teachers tend to do most of the classroom talk in the English language teaching. Teacher talk makes up over 70 percents of the total talk (Tsegaye & Davidson, 2014:2). Those facts are also supported by Purwanigara's findings (2015) in vocational classroom interaction. Those findings from three different levels of education revealed that the teachers played the dominant roles in the classroom, meanwhile the students have less opportunities to interact and participate actively during the teaching and learning process.

A conversation or verbal interaction is analyzed with reference to the speech function and Mood. By Referring to the two features a better Understanding of Verbal interaction can be obtained. Specifically, it can be obtained whether the speech function is Congruently or methaporically realized.

The incongruent or uncommon realization of speech function is termed metaphorical coding or realization. In other words, methaporical realization is the coding of speech function in which the common realizations as specified are flouted or violated. Although a metaphorical coding is an uncommon or unusual one, it should be noted that not every uncommon or unusual aspect in discourse is called a methaporical realization. One of the characteristics of methapor is that it causes tension between 'meaning' and expression in the semiotic system as the methaporical

coding flouts the common or the most probable coding. (Saragih, 2014;45).

For example:

(1)

A. Where did you spend your last holiday?(Q:

congruent/interrogative)

A. I want to Bali.   (RSQ: congruent/declarative)

(2)

A. I want to know where you spent your last holiday? (Q: congruent/interrogative)

B. Do you think I can forget Bali? (RSQ: metaphorical/declarative)

The following conversations represent congruent and methaporical coding. Normally or commonly a Q is realized by an interrogative Mood. When it is coded by a declarative Mood, it becomes methaporical as indicated in (1). In (2) both speech functions of A and B are metaphorical.

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the classroom, meanwhile the students have less opportunities to interact and participate actively during the teaching and learning process.

Based on the observation at SMPN 1 Hinai, the researcher met the teacher in SMP 1 Hinai to do face to face activities. The researcher noticed that several students did not show their active participation in responding the teacher, only some students. They could not express their ideas or opinion related to the material discussion. So that, in answering the teacher's questions, they used Indonesian language it was difficult for them to respond the teacher using English and even they tried to give the answer in English, they needed longer time then expressed it intermittently. Students only gave short answer when they were asked to answer the teacher's questions. Finally, the classroom interaction became monotonous and it was dominated by the teacher.

Interaction between teacher and students and students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process.

Therefore, this study will be intended to analyze the classroom interaction focussing on the analysis of speech function based on systematic Functional

Linguistic theory and an analyzing conversation or verbal interaction in the classroom. There are two possibility coding, they are typical clause mood or congruent coding and non-typical cluase mood or metaphor coding. (Saragih, 2014;45).

B. The problem of the study

1. What types of speech function are used by the teacher in English Classroom Interaction at SMPN 1 Hinai ?

2. How are the speech functions realized in Mood in English classroominteraction ?

C. The Objectives of Study

The objectives study are :

1. To investigate the types of speech function that are used by teacher in Englishclassroom interaction.

2. To describe how the speech functions are realized in Mood in English classroom interaction.

D. The Scope of the Study

This study will be focused on the analysis types of speech function and its realized in mood in English classroom interaction at SMPN 1 Hinai based on Systemic Functional theory (Halliday, Liu and Saragih) and to analyze conversation or verbal interaction in the classroom.

E. The significance of the study

The findings is expected to be useful for teachers and students on their

attempts to improve the language teaching and learning process in the classroom. The results of the findings will provide valuable input to:

1. Theoretically, it will be useful to provide beneficial information about the linguistics characteristics of the classroom interaction.

2. Practically , the findings will be useful for:

   a. For teachers

      The research may help to get much information related to their activities in the classroom to improve the quality of language teaching, develop activities in the classroom, make learning activities interesting in the classroom. So, students are interested in learning and do interaction with the teacher.

   b. For students

      The writer hopes this research make the students can be good interactions in the classroom. Students can be more active in the classroom.

   c. For the readers

      The writer hopes this research can be useful for the reader to get much information related to their activities to communicate with other people.