

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, objectives of the study, significance of the study, and scopes and limitation of the study.

1.1 Background of the Study

Language is a tool to make an interaction and communication with each other. Language is the most important thing when interacting with other people. Through the use of language, people express their thoughts, ideas, information and feelings to others. Without language, we cannot interact and communicate with others. Therefore, using language makes communication easier to understand. The importance of language learning is to reduce misunderstandings when communicating with others and conveying information.

As we know, communication is the way people send a message, information, or ideas easily through a language that is understood by other people among the community. Communication has various patterns for conveying something in all situations and language is the main tool for conveying it to others. Communication is divided into two forms, namely spoken communication and written communication (Rahmah and Kholiq, 2018). In our daily life, people communicate verbally by using language and saying words to communicate with each other that called as spoken communication. Meanwhile, written communication is carried out through writing which is usually found in correspondence activities.

While doing conversation, people need language to convey messages and the message must have a pattern to make the message can be understood and conveyed clearly. That pattern is called grammar. Gerot and Wignell (1994) stated that there are three grammars which are traditional grammar, formal grammar, and functional grammar. Traditional grammar focuses on the rules to product the correct sentences in due to describe the grammar of standard English. Formal grammars are concerned to describe the structure of individual sentences which view language as

a set of rules which allow or disallow certain sentence structures. While, functional grammars view language as a resource for making meaning. Functional grammar or in other hand, systemic functional linguistics describes language in actual use and focuses on texts and their contexts.

Systemic Functional Linguistics or SFL is a linguistic approach developed by Halliday (1994) that views language in a social context. Systemic Functional Linguistic begins in a social context and looks at how language acts and it is constrained by social context. According to Halliday (1994) the basic component of meaning in language is a functional component. All languages are organized around three main types of meaning such as ideational meaning, interpersonal meaning, and textual meaning.

Based on the Systemic Functional Linguistic theory, language is used by people to fulfill the function of language as an interpersonal meaning concerning the role of speakers in speech functions. From that statement, interpersonal meaning is divided into two components, namely mood element and residue element. The mood element consists of subject and finite, while the residue element consists of predicator, complement, and adjuncts (Eggins, 2004). When people communicate each other, they will produce sentences as the tool for communicating that consist of its meaning and structure. The meaning of sentence is termed as speech functions and the structure is termed as mood. The speech function determines the role played and commodity exchanged by the interlocutor in the conversation. The role played by the interlocutors in conversations is giving and demanding. Speech function is defined as the way speaker conveys their ideas in order to make the listener or reader understands that idea. According to the Halliday (1994), speech functions through the grammar of the clause were statements, questions offers, and commands. The four basic speech functions are related to both of the exchanged process and they are used in daily conversation with other people.

According to Gerot and Wignell (1994), mood plays the important roles in exchanging goods and services, making offers, providing information, asking questions and also giving commands as a tool for exchanging the meaning. There

are two main categories in mood types: indicative mood which are divided into declarative and interrogative, and imperative mood (Gerot & Wignell, 1994). According to Halliday and Matthiessen (2014), indicative mood is used to exchange information. From that statement, indicative mood is realized by the features subject + finite, whereas imperative mood can be in the form of command or offer.

The researcher attempts to conduct this study of speech function used between teacher and students in IQRA' Course that is located in Krampo. The located of Krampo is in Tengket village, Arosbaya sub-district, Bangkalan. The researcher analysed speech functions between the teacher and students when they do an interaction. Interaction in the classroom is a two-way process between the participants in learning process which the teacher asks something and the students answer it and so do the students, but in reality, many classroom interactions apply only one-way process. One-way process means one of participant in that interaction does not respond what the other participants talk about is. For example: the teacher initiates the exchange without any responds from the students. While the teacher acts by expressing the idea in the classroom, the students do not respond to what the teacher's exchange. The students were not reaction to the action. The one-way process was the problem because the classroom interaction was not active. Example in teaching and learning English activities:

- T: Today, we will discuss about tenses. Open your book pages 24! We have learnt about simple present tenses, isn't it?
 S: Simple present?
 T: We have discussed about it right? Simple present is?
 S: (No response and look at their friends)
 T: Simple present is used when the action is happening right now or...?
 S: (Silent)

The example shows that the conversation only applies one-way process. Although the explanation or question is relatively an easy question from the teacher but the students are still reluctant to respond and answer that question. It appears when the teacher asks about simple present to the students and no one response the

question. The problem that happened is an ineffective communication between teacher and students. The students are passive and reflect on their language skills. Not only that, other problem that happened between teacher and students is misunderstanding between teacher and students. When the teacher asks something to the students, sometimes the students do not realize what the ideas that delivered by the teacher. Sometimes, the students feel wrong when the teacher deliver the explanation but the students think that it is questions or so do it. It can be happened when the students misunderstanding about the teacher's talk about.

Considering the problem above, the researcher conducts this study that was primarily intended to find out the speech function and mood system used by teacher and students in English classroom exactly in Iqra' Course. Furthermore, this research is interesting to do by using Halliday's theory (1994) which is rarely researched. Therefore, this research can give information and see other aspects contained in a conversation between students and teachers such as speech function.

1.2 Research Questions

Based on the background of the study above, the researcher is conducted to answer into the following questions:

- 1 What are the types of speech functions used between teacher and students in Iqra' course?
- 2 How are the speech functions realized in mood system that are used between teacher and students in Iqra' course?

1.3 Objectives of the Study

Based on the statement of research problems above, the objectives of this research are:

1. To describe the types of speech functions are used between teacher and students in Iqra' course.
2. To explain the way speech functions realized in mood system that are used between teacher and students in Iqra' course.

1.4 Significance of the Study

This study has two significances such as theoretical significance and practical significance. The explanation is as follow:

1. Theoretical significance

Theoretically, the result of this study was expected to give contribution in linguistics research especially in Systemic Functional Linguistic (SFL) point of view about speech functions between teacher and students. In addition, this research hopefully could give theoretical information concerned to the speech functions in daily conversation.

2. Practical significance

Practically, this study can be used as a reference for reader or other researchers who want to conduct a research about speech functions based on Systemic Functional Linguistic theory. Furthermore, it will be useful to improve knowledge and as reference for the students in English Department who are interested in Linguistics.

1.5 Scope and Limitation of the Study

This study focuses on Systemic Functional Linguistic (SFL) approach especially in speech functions and mood system between teacher and students in IQRA' English Course. The limitation of this study is only the interaction between a teacher and all the students during teaching learning process in a day in IQRA' English Course. The utterances which are spoken by other people out of the class are not analyzed and discussed because they are not a part of the data. The theory of speech functions proposed by Halliday's theory (1994) and realization of speech function proposed by Gerot and Wignell (1994) are used in this study.