

CHAPTER I

INTRODUCTION

This chapter presents several points as an overview of the study. It covers several subchapters, the first is background of the study, research question, objective of the study, significance of the study, and the last is scope and limitation of the study.

1.1 Background of the Study

Communication is a specific action when one or more people, group, organization, and the general participate use information to interact with other people and the surrounding environment. According to Miller (2012), communication is important in all levels of society so that every branch of social sciences pays attention to it, studies it, and adds to the general found of knowledge about communication matters itself. Communication is simply the act of transferring information from one place, person, or group to another. Humans use both spoken and written words to convey their messages during the communication. Direct communication is accomplished through speaking. This includes basic conversation as well as speech and meeting. Additionally, the use of verbal and non-verbal symbols and processes to negotiate and communicate information between at least two people is referred to as communication (Richards & Schmidt, 2014).

In the communication process, language functions as an interactive medium to convey messages from one addresser to addressee. Language consists of sounds that are pronounced in spoken or written elements and considering the meaning used language. There are several functions of language such as communication, as an expression of identity, play, imaginative expression, and emotional release. In addition, a language may consist of several ways of conveying, such as symbolic elements with hand movements or gesture in sign language (Rabiah et al., 2018). The function of language has a big impact on various aspects especially in social life, whether used in formal or non-formal aspects. The grammar used in communication is an important thing that needs to be considered. According to

Halliday (2004) Functional analysis of grammar is a form of grammatical description and it is part of a social semiotic approach to language called (SFL) Systematic Functional Linguistics.

The area of linguistic known as Systemic Functional Linguistic (SFL) looks at the systemic and functional aspects of language. Because SFL employs the theory of meaning as a choice, which views languages or any other semiotics systems as networks of interconnected alternatives in the problem systemic. It highlights meaning as the key component in language analysis, because it is intended to take into consideration how language is used which is language also functional (Setyowati, 2016). There are essential parts of meaning called metafunction within the context of SFL. A success full speech can be achieved by having a good information connection among the speakers who are able to stir the attitudes and way of the audiences which in linguistics termed as an interpersonal metafunction or interpersonal meaning.

The interpersonal metafunction concerns the interaction or conversation between the speaker and the hearer. The way people express their felling, like or dislike, and other things that can be known by paying attention well on using interpersonal meaning. According to Halliday (2004), metafunctions are three types of meaning. They are ideational, interpersonal, and textual meanings, and they are all called metafunctions. The ideational meaning is the function used to employed for expressing patterns of experiences. While the textual meaning is served by picking a theme and a rheme. The last component is interpersonal meaning this component concerned with the interaction between speaker or writer and listener or reader. Its function is to enabling of exchanging roles in rhetorical interaction: statements, questions, offers, and commands (Setyowati, 2016).

Nowadays there are many institutions that provide the students with a bilingual class or language learners can be called bilingual program. Bilingual program are those leaners who learn two or more languages to some level proficiency, they may be learning languages like Vietnamese, Spanish or Chinese in Germany or the United States or they may be learning English as a foreign language (EFL) in countries like Indonesia (McKay, 2009) . Based on statements

about there are many institutions that add bilingual programs to their activities, of course these programs are also widely implemented in schools in Indonesia. The application of the class bilingual program can be applied in the classroom or can be called English Language Teaching (ELT).

In the learning process, a teacher can utilize language as a tool for teaching knowledge in the classroom. Besides that, the kinds of language use by teacher for instructions in class can also be called as a teacher talk. Teacher can communicate with students through teacher conversations whose aim to make all learning activities successful in class. Teacher talk is not only to transfer information and knowledge, but also to control or manage the class. So, the language used in classroom interactions determines the success or failure of classroom learning. In addition, teacher talk is an important component in foreign language education when conveying information or lessons. Especially in most of the English Language Teaching (ELT) is carried out in the classroom, where there is a teacher who provides direction and supervision during learning activities.

Based on the phenomenon found by the writer that at the junior high school level regarding the number of teachers who when delivering English material in class are less effective. In addition, some teachers more often use teaching methods that tell students to read and work on books that have been provided. Whereas when a teacher chooses to teach language and how to convey material in the field of language, the teacher should use more methods of teaching speaking practice. This can be exemplified by the teacher when delivering material in class and inviting students to communicate or interact using English orally during teaching and learning activities in the classroom.

Class interaction which is an English Foreign Language (EFL) certainly plays an important role in acquiring knowledge. In English Foreign Language (EFL) class students must be involved in class activities to undergo class interaction so, that students can improve their knowledge including pronunciation by communication. Especially in English Foreign Language (EFL) class more students are required to be active in class, both in interaction and practicing the material provided by the teacher. Teaching English as a second language for beginners or

students is a challenging task for every teacher. No matter the teacher background or level of experience, in this case teacher will always face new challenges when teaching English as a second language. Besides that, learning and teaching a language is not just about learning and teaching vocabulary and grammar, but we must understand the cultural context and meaning of other people in communicating both orally and writing.

This study focusses on teacher talk in classroom interaction which is the main subject analyzed by the writer. In the classroom interaction especially English Foreign Language (EFL) class have various important phenomena in the use of language, text, and conversational interaction that occur when communicating in the classroom. Beside that this study also utilizing systemic functional linguistic analysis of Mood and Modality types of interpersonal meaning based on the theory by Halliday and Matthiessen (2004). Based on the theory, MOOD is divided into three types, namely declarative MOOD which is expressed by statement and included when the position of the subject is before the finite. While interrogative MOOD is expressed by question and when the position of the subject after finite. The last is imperative MOOD expressed by command and there is no subject anymore and the sentence is starting with finite or predicator. The two elements of mood element and clause residue are addressed in the investigation of interpersonal meaning. The residue consists of predicator, complement, and a few adjuncts including mood, polarity, comment, vocative, or circumstantial. The mood element includes subject, finite, and or mood adjunct.

In this case, the writer took the object of the study as the talk of bilingual teacher at MTs Al Multazam under the auspices of the Al Multazam Islamic boarding school foundation in the 2023/2024 academic year for several reasons. First, the school has a bilingual program at the junior high school level. The existing bilingual use two languages, namely Arabic and English for the formal activities as well as some non-formal activities. The bilingual program which applies to the junior high school level has several provisions, where the bilingual program for grade seven and eight is only used on a switching basis depending on the specified schedule. However, for the ninth grade use full English if the bilingual program is

running. Secondly, this school is implementing a bilingual program for all its students. During the interaction process between students and teacher, they were used English a lot when communicating in the classroom.

1.2 Research Questions

Based on the background of the study, the writer wants to formulate the statement of the research problem, as follows:

1. What are the MOOD types found in teacher talks in English classroom interaction?
2. What are the Modality types found in teacher talks in English classroom interaction?

1.3 Objective of the Study

Based on the research question above, the following are the aims of particular study:

1. To find out and identify the MOOD types found in teacher talk in English classroom interaction.
2. To find out and identify the Modality types found in teacher talks in English classroom interaction.

1.4 Significance of the Study

This study's analysis is meant to provide both theoretical and practical significance to the readers:

- a. Theoretically

This study can expand knowledge about MOOD and Modality types based on interpersonal meaning analysis that occurs on teacher talk especially in English Foreign Language (EFL) class interactions. Through the finding of this study, the writer hope that readers can get deeper understanding of the use of mood types based on interpersonal meaning.

b. Practically

The practical benefits of this study are potentially giving a sight especially who major in linguistics and hopefully the readers can understand the essential of learning interpersonal meaning with the focuses of mood and modality types for the uses of Systematic Functional Linguistic (SFL). Besides that, the practical benefits of this research are also expected to provide encouragement or as an understanding of the grammatical structures of the sentences used by English teachers when teaching in class.

1.5 Scope and Limitation of the Study

The scope of this study is Systemic Functional Linguistic about interpersonal meaning. This study focuses on the MOOD and Modality types of interpersonal meaning. The theory of interpersonal meaning was proposed by Halliday and Matthiessen (2004). Furthermore, the limitation of this study is the teacher talks of the ninth-grade English teacher when teaching English subject in the class in one meeting for 45 minutes with one material delivered at MTs Al Multazam school on 28 October 2023.