

CHAPTER I

INTRODUCTION

This chapter presents the general issues related to the present study. The first section starts with the research background that mainly deals with the issues for conducting this study, including the brief explanation of the previous related research. The second section discusses the research questions which then related to the objectives of the present study. The third section is followed by the research objectives. The fourth section covers the research significances which deal with the specific contribution of the present study. Finally, the last section discusses the organization of the thesis.

1.1 Research Background

Classroom discourse analysis has become the main topic in educational research for some years. The research on educational setting has been fulfilled with a great deal of research such as classroom discourse (Christie, 2002). Classroom discourse covers a number of issues that is happening in the classroom. It provides the contexts in which the second or foreign language is taught (Jouibar & Afghari, 2015). Moreover, classroom discourse analysis can be used to examine the teacher's and students' output, the teaching-learning procedures, and the features of teacher-students' relationship (Yoshida, 2008). However, the research on classroom discourse has tended to focus on the patterns of classroom discourse in a traditional way rather than in a more functional way. Therefore the present study focuses on analyzing the classroom discourse based on the functional perspective.

Based on the focus of the study, the study aims to analyze the classroom discourse in a functional perspective. The present study focuses on the analysis of the teacher's spoken discourse in leading the teaching-learning activities through the stages of scientific approach, utilizing interpersonal metafunction of systemic functional linguistics. Interpersonal metafunction is concerned with the analysis of communicative function which covers the mood types and speech functions (Eggins, 2004). This analysis provides examples of teacher's roles and their

communicative functions in leading the teaching-learning activities by investigating the actual language used by teacher and students.

Scientific approach is the new teaching strategy which is promoted in 2013 curriculum in Indonesia. It is the main teaching approach in 2013 curriculum which consists of five stages; observing, questioning, experimenting, associating, and communicating (Ministry of Education & Culture, 2016). Scientific approach is in line with the principles of genre-based approach in English language teaching. Thus, scientific and genre-based approach can be used interchangeably. However, English teachers still face some problems in implementing scientific approach because it is not a popular term in the area of English language teaching (Zaim, 2017). Therefore, it is important to investigate the classroom talk on how the teacher applies the theories into practices in leading the teaching-learning activities through the stages of scientific approach especially in English subject.

The classroom interaction is the main source to see how teachers apply the theories into practices. To lead the successful teaching-learning activities, it is important to consider the way teachers communicate through their talk. Teacher talk is an essential part of language teaching which provides the major instructional advantages for teachers and learning opportunities for learners (Kiasi & Hemmati, 2014). In other words, how teachers face the communication through the teacher talk with students determines the quality of the classroom interaction (Kawashima, 2008). In this point, teacher talk is necessary to reach the successful teaching-learning activities.

However, English teachers may not realize that their language use has the potency to build (or ruin) rapport with their students. The teachers sometimes are not aware of using the proper talk or language in the classroom which is necessary to create a non-threatening classroom environment. It is important since it can build a sense of belonging among students (Freeman, Anderman & Jensen, 2007). Teacher-students rapport also affects the students' motivation, academic success, and desire for learning (Davis, 2003). Therefore, it is important to analyze the realization of teacher talk, particularly how interpersonal meaning is realized in teacher talk to help students go through the stages of scientific approach.

One of the ways to analyze the teacher talk is by conducting the classroom discourse analysis. Classroom discourse is the realization of social interaction, particularly in classroom setting (Suherdi, 2010). The model of analysis to analyze the classroom discourse in the present study is based on the framework of Systemic Functional Linguistics key concepts. The systemic-functional perspective is chosen because it provides the more detailed description and comprehensive accounts of grammar (Christie, 2002). Furthermore, (Christie, 2002) also argues that systemic-functional perspective has given the significant contribution which did not exist when classroom discourse was first started, that is the theory of language as social semiotic. Therefore, it is clear that the concept of systemic functional linguistics provides detailed description of grammar and the rich discussion of language as social semiotic.

Several studies about classroom discourse analysis which focuses on teacher talk have been conducted by some scholars. The interest of their research varies from classroom discourse in a non-functional and in a functional perspective. The classroom discourse in a non-functional perspective has been conducted in Iran (Jouibar & Afghari, 2015); (Cehan, 2007), Malaysia (Noor, et al , 2010), China (Yan & Yuanyuan, 2015), Indonesia (Sudar, 2017), and Thailand (Domalewska, 2015). In addition, the research of classroom discourse which focuses on the functional perspective has also been carried out in Indonesia (Yuliati, 2016); (Fikri, 2015), Australia (Stanley & Stevenson , 2017), and China (Xiaoting, 2016). However, the existing research only focuses on the huge number of basic classroom interaction patterns.

The past studies have overlooked to the large part of basic conversations between teachers and their students and little attention has been given to the realization of teacher talk which focuses on the series of teaching-learning activities. Those studies do not cover how teacher talk helps students engaged in the teaching-learning activities using the specific procedure, for instance, the scientific approach. In response to the gap, the current study merges two key topics which can explain how teacher helps students to deal with the teaching-learning activities through the scientific approach stages in English subject.

1.2 Research Questions

Based on the explanation of the research background, the present study examines how teacher talk is realized interpersonally in the stages of scientific approach. This problem is explored in two research questions as follows:

1. How is speech function realized in the teacher talk?
2. How is mood typicality chosen to realize the speech function?

1.3 Research Objectives

In line with the research questions, the objectives of the study are:

1. to describe how speech function is realized in the teacher talk.
2. to describe how mood typicality is chosen to realize the speech function?

1.4 Research Significances

The research about teacher talk has focused more on the language switch, the patterns of interaction, and the quality and quantity. The present research provides a new insight of research with the more detailed and deeper analysis by using the framework of Systemic Functional Linguistics key concept. Therefore, the current study gives the richness of theoretical aspects of educational research, classroom discourse analysis, and applied linguistics in one single study. As the practical significance, the present research can help teachers who need more practice to apply the particular teaching-learning activities procedure in the actual use. The analysis of the teacher talk will help teachers in adopting the way teacher guides the procedure of teaching-learning activities of 2013 curriculum following the stages of scientific approach. Finally, it is expected that other teachers could also learn from the practice.

1.5 Organization of the Thesis

This study is organized into five Chapters. Each Chapter presents different discussion of the study. Chapter I is the part of introduction in this study. It discusses the research background, the research questions, the research objectives, the research significances and the organization of the thesis. Generally, this

Chapter is the departure point about the topic in this study. This Chapter also covers the rationale and several previous research to conduct this study.

Chapter II provides the literature review related to the issues in this study. It covers the theoretical framework related to the issues mentioned in Chapter I. This Chapter is also consists of several theories that can be used in analyzing the data that relates to the discussion in Chapter IV. This chapter covers the place of this research among all the studies or research that have been conducted earlier.

Chapter III provides the discussion of method of the research. The parts discussed in this Chapter are the research design, research sites and participants, procedures in collecting the data, and the way the data are analyzed. This Chapter also includes the rationale for choosing the research sites and participants and other justification in conducting this study.

Chapter IV discusses the research result. The discussion of research result consists of the findings of the data analysis and the discussion of the findings. The issues presented in Chapter I, the theories stated in literature review in Chapter II, and the discussion of research methodology in Chapter III are linked in this Chapter. This Chapter also shows the detailed description of the data that have been collected and analyzed. The data, then, are interpreted and discussed related to the literature review mentioned in Chapter II.

Chapter V presents the conclusions, limitations, and recommendations of the study. The first section discusses the general conclusions based on the research result and the discussion in Chapter IV. Several limitations of the study are also discussed in the second section of this Chapter. Then, the last section discusses the recommendations, specifically for English teachers and further researcher interested in the similar study.