

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

In the classroom, a teachers' role is like a movie director who knows how a movie making should flow and how it ends. All crews and characters involved in the movie making process cooperate at their best under the director's direction to achieve what is aimed. "A teacher opens up unknown or only half suspected areas of skill or knowledge; he makes things clear; he makes things as simple as possible. He enables pupils to do more things and to do them better, to understand more things and to understand them better. "(Marland, 1993 in Capel et al., 1995: 79).

Similarly, a teacher action in the classroom and teacher-students' interaction are important to the life of the class. Teacher-students' interaction and classroom management are inseparable classroom practices. Both are crucial in determining the lesson objectives attainment (Allwright & Bailey, 1991; Brown, 2001; Tsui, 2001). Otherwise, the teacher's roles in the classroom depend upon the function of the language employed by the teacher (Christie & Unsworth, 2000). Therefore, the effect of the language used in classroom settings is an important educational question (Nunan, 1989; McCarthy, 1990; Arnold, 1999).

Cazden (1988) proposed that there are several features of educational institutions that make communication essentially important. Those aspects are:

- a. Spoken language in the classroom is used as an educational medium, in which teachers transfer their educational objectives to students, and students demonstrate what they have learned from the teacher (Christie, 2000).
- b. Most interactions between teacher and students take place in the classroom. In the classroom, the teacher, as the director of classroom activities, is in charge of controlling all the talk that occurs while class in the session, to raise the effectiveness of education.
- c. Spoken language is an important part of the same initiation of all the participants. Teachers and students come from different identities, cultural backgrounds, and use the classroom as the first large institution to integrate their expectations individually or overtly, which will cause many problems of ineffective teaching and learning. For this reason, it is critical to consider that classroom interaction should be improved in order to enhance the effectiveness of the teaching and learning process.

To study what happens in the classroom, going inside what Ellis (1994) called 'the black box' of the classroom, is interesting, since classroom is a 'place where interactions of various kinds take place, affording learners opportunities to acquire L2' as well as foreign language (Ellis, 1994: 565). Allwright (1984:156) assumes that interaction is 'the fundamental fact of classroom pedagogy' for the reason that 'everything that happens in the classroom happens through a process of live person-to-person interaction'. Focusing on *what is said* i.e studying specific

linguistic features (van Lier, 1988:90) of the teacher and the learners are the central concern of this study.

As the classroom is regarded as a communication system, structural interactions will take place within it. There will be a “sharing of experience, expression of social solidarity, decision making and planning, and if it is a hierarchical institution, it will be likely forms of verbal control and transmission of order” (Cazden, 1988, p.2; Christie, 2000), through communication. Thus, communication between a teacher and students becomes a form of discourse in the classroom (Kress, 1985).

Then, in relation to other research studies around discourse analysis as well as teacher’s roles in the classroom, several related research studies have been done by experts. Mehan (1985), for example, conducted a study on the organization of classroom instruction. This study suggests that participation in the classroom community involves a unification of social and academic matters. Hilsom and Cane (1971) and Dalin et al. investigate the role of the teacher in Colombia under the EN (Escuela Nueva) program, in which the teachers act as developers, organizers and motivators for their students. Then, Stubbs (1996, cited in Maolida, 2005) analyzes classroom talk using discourse analysis based on the metacognitive functions that characterize teacher-talk. Using this analysis, he shows clearly some strategies employed by teachers to keep in touch with their students.

The last, Eggins (2000) proposed one research about everyday talk between two men and one woman under the analyses of mood choices shown that

mostly the speaker used declarative clauses, suggesting that the speaker initiates and prolong more exchanges. Overall, these findings are consistent with the general trends identified in mixed-sex interaction: women ask more questions, talk less about themselves than about others and respond rather than initiate.

Meanwhile, Riggerbach (1999, see also Painter, 2000) proposes that many research results under classroom discourse analysis are not only about macro level features of the discourse, such as explanation of social and cultural factors that influence the learning environment, but also are related to micro-level features of language. Such micro-level features might include audio taping of conversations, taped telephone announcements or announcements by the lecturers, followed by listening to the contrasts between rising and falling intonation, or for contrasts between stressed and unstressed syllables. This research is in line with Riggerbach's research program, which aims to describe not only the macro-level features of classroom discourse, but also the micro-level features of the classroom discourse which focusing on the role and communicative functions of each participant in the classroom.

Moreover, this study is conducted for the reason that the analysis of classroom discourse is relevant to various important phenomena of language use, texts, and conversational interactions or communicative events in the classroom (Van Dijk, 1985; Cazden, 1988; Suherdi, 1997). However, the study of classroom interaction under analysis of systemic functional grammar (hereby SFG) which focuses on the role and communicative functions of the classroom participants, has not been

investigated intensively (Christie & Unsworth, 2000; Fairclough, 2003). Hence, it is necessary to conduct this research which focuses on grammatical features of teachers and students in their interaction in the classroom, in their EFL classroom.

This study is concerned with the analysis of classroom interaction, focusing on the analysis of spoken language in the classroom utilizing systemic functional grammar analysis of mood types of interpersonal metafunction, which is concerned with the analysis of communicative function which are what Halliday refers to as speech functions (Egins, 1994). This analysis provides examples of teacher's roles and their communicative functions by investigating actual language used by teacher and students (Egins, 2000).

## **1.2 Purpose of the Study**

The aim of the research, as mentioned above, is to identify the realization of mood in teacher's talk and the realization of mood in teacher's roles and communicative functions. The study also identifies linguistic features; micro-features of interpersonal metafunction, i.e. Mood used by teacher in interaction with students in EFL class by applying the systemic functional grammar as the framework of the analysis.

### **1.3 Research Question**

In accordance to the aim of the research, the study is to answer the following questions:

1. How is mood realized in the teacher's talk in EFL classroom interaction?
2. Are different teacher's roles related to the mood realization?

### **1.4 Significance of the Study**

With its central focus on teacher-talk-in interaction with students, this study has significance for a number of areas including theory, practice, and profession.

#### *For Theory*

This study has significance regarding theories concerning the relationship between classroom interaction and student learning (Pinter, 2006; Brown, 2001; Tsui, 2001; Ellis, 1994; van Lier, 1988). The result of this study is expected to provide beneficial information about the linguistic features of classroom life to provide information about textual analysis, particularly analysis of classroom discourse, so that this study will gain many insights into this relationship, which in turn will contribute, even probably in the small scale, to theories of language education, teaching and learning English as a foreign language (Huda, 1999; Allwright and Bailey, 1991; van Lier, 1989; Ellis, 1986).

### *For Practice*

This study may provide information about the use of functional grammar as a tool for textual analysis in language studies. The insights gained from the investigation will inform future decisions regarding effective and appropriate classroom pedagogy for teaching English practice in EFL classroom. This study of mood system is also hoped to enrich research on investigating classroom behavior which is so central to improve effective teaching-learning practices that the findings and conclusions of this study, practically, may stimulate teachers to improve their teaching behavior in order to maximize students' learning (Inamullah et al, 2008).

### *For Profession*

The result of this study is probably attracting further research for those who are interested in conducting classroom research. It is hoped that this study will provide information about the role and communicative functions of teachers in English classroom and also will provide information about the linguistic features of classroom life for students and teachers. More studies on classroom interaction will of course enrich insights of teachers, EFL teachers in particular, to have more awareness and options to teach their students effectively and constructively.

#### **1.4 The Structure of the Thesis**

Chapter 1 of the thesis gives an overview of this study describing its central focus. It provides the synopsis of the problem, a description of the research question, and the significance of the study. Chapter 2 reviews the literature from which this study draws. It includes a review of classroom interaction theories as well as an exploration of theories relating to classroom interaction research and Systemic Functional Grammar (SFG). Chapter 3 explains the research design and methodology, which calls on two methodological perspectives, discourse analysis and functional linguistics,. This chapter also explicates the research study's sampling strategy, data collection, data validity and ethical considerations. Chapter 4 presents the analyses of the data, classroom talk. The description uses the Discourse Analysis approach with Systemic Functional Linguistics as the framework of the analysis. Chapter 5 presents the conclusion and the suggestion of the study.