CHAPTER I

INTRODUCTION

A. Research Background

Classroom talk, stated by Smart and Marshall, is part of discourse.¹ It is one of the important elements in classroom discourse. Classroom talk is important because this is the chance to expose a target language for learners. When a teacher teaches the foreign language, he/she not only teaches the language but also uses it as a media to teach. Besides, it can deliver what a lesson is aimed. Both teacher and students can understand what the purpose of lesson is and what the lesson is about. In other words, teachers can achieve pedagogical goals through classroom talk. Thus, classroom talk is crucial because it discusses where teacher and students build the interaction and communication in a class.

According to McCroskey and Richmond, the communication in a classroom is happened because there is a requirement for information and understanding.² In a classroom a teacher initiates the communication and facilitates the learning. In addition, students need information and language input from a teacher as well. In classroom discourse a teacher creates communication with students to deliver the language itself and any information dealing with

¹ Julie B. Smart, & Jeff C. Marshall, "Interaction between Classroom Discourse, Teacher Questioning, and Student Cognitive Engagement in Middle School Science". *The Association for Science Teachers Education*. 2012, 2.

² James C. M., Virginia P. R., & Linda L. M, An Introduction to Communication in the Classroom: *The Role of Communication in Teaching and Training*. 27.

lessons. A teacher is a conductor of communication or interaction. This concept is discussed as well by Silver and Kogut that teacher is the conductor or controller of the interaction: he/she sets the topic, elicits the responses, decides who participates, and gives feedback.³ Obviously, a teacher frequently initiates the classroom discourse, repairs students' response or mistake, and gives feedback. The classroom is the place where the communication by a teacher and students happens.

Silver and Kogut stated that the controller of interaction in a class is a teacher.⁴ Yet, what happens if a teacher cannot deliver well a language or his/her idea in a classroom? The answers for this question are students may be confused what the teacher said. In addition, the teacher also may be probably confused what he/she is supposed to do. This situation becomes breakdown communication. Breakdown communication is when speakers can not deliver well their language or when listeners can not understand the speaker's language. The case of breakdown communication happens in classrooms when students of English Teacher Education Department (ETED) of State Islamic University of Sunan Ampel (UINSA) practice teaching in Pre-Service Teaching 1 or PPL 1 course. The problem causes the students can not maximize their teaching.

Student Teachers (STs), students who practice teaching, in PPL 1 course are confused in communicating with 'their students' (the STs' friends who

³ Rita Silver, & Galyna Kogut. "Teacher Talk, Pedagogic Talk and Classroom Activities: Another Look". 2009, 3.

⁴ Rita Silver, & Galyna Kogut. "Teacher Talk, Pedagogic Talk, 3.

pretend as students). It may cause that they probably are not ready to teach. Furthermore, they may not probably know the functions of language and how they are used in teaching. Thus, this problem causes the students confused as well. They tend to always ask their friends what the teacher said. This situation commonly appears while the STs practice teaching English in PPL 1, do teachers with limited experience in teaching English. Thus, this problem is arisen as the reason for this research. This research is done to analyze the STs' utterances or verbal language.

Language which is produced has some functions. The functions of language are noticed as the language functions. Herrel and Jordan describe the language functions which are designed by Halliday. The functions are instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational functions.⁵ Instrumental function is used when a teacher asks students to do something as a command, for example "Open your book!". Regulatory function has a function to control students' behavior. It deals with the rules or agreements which are made by a teacher and students in a class, for instance "Please submit your assignment next week! If you don't, we will not necessarily have a meeting again.". Interactional function has a purpose to create interaction such as "Hi!", "Hello!", "Good morning!", or "How are you?". Then, personal function is used to express about either personal opinion, response, or

⁵ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3-4.

feeling, for example "Good.", "I agree.", or "I don't think so.". Heuristic function can be used to discover or explore information such as "What is the past form of read?". In addition, imaginative function has a purpose if one uses a language to tell a tory or to create imaginative world by playing. Last, representational function has a function to communicate or deliver information such as "The past form of *read* is *read*.". Some or all of the functions of language may appear in a class. Moreover, one utterance may have one function or multiple functions. Thus, a teacher including a ST can use those seven functions of language in order to create classroom discourse.

Schiffrin, Tannen, and Hamilton state that the study about discourse analysis is quickly growing up.⁶ The researchers from abroad who discussed about classroom interaction are Biook Behnam and Yassamin Pouriran, and Michael A. Shepherd. In addition, there are the other researchers who studied about classroom discourse from Indonesia. They are Rakhmawati, Ellisy Aisyah, and Nur Jannah.⁷ Besides, the the examples of names of scholars and researchers in the field of teacher talk stated by Yanfen and Yuqin are Lindholm-Leary, Ellis, and Wright.⁸ The other researchers who discussed about teacher talk from abroad are Ma Xio-yan, Hsin- Yin Lin, Yanfen and Yuqin, Jenia P. Iyanoya, Silver and

⁶ Deborah Schiffrin, Deborah Tannen, & Heidi E. Hamilton, *The Handbook of Discourse Analysis* (Oxford: Blackwell, 2001), 1.

⁷ Nur Jannah, Unpublished Thesis: "An Analysis of Classroom Discourse in Speaking Class of English Department Students at University of Muhammadiyah Gresik" (Surabaya: IAIN Sunan Ampel Surabaya Press, 2012), 29-30.

⁸ Liu Yanfen, & Zhao Yuqin, "A Study of Teacher Talk in Interactions in English Classes". *Chinese Journal of Applied Linguistics*. Vol. 33 No. 2, April 2010, 77.

Kogut, Marlise Horst, and Marta Santiago. From the early studies by the previous scholars and researchers, the differences between this research with those early researches are the topic and the theory. This research focuses on the STs' utterances and the theory from Halliday about seven language functions. Hence, the researcher does not focus on another aspect of classroom discourse or teacher talk. Moreover, the analysis focuses only on spoken discourse or spoken language in the classrooms by the STs. Therefore, this research can be beneficial for further study about linguistics, discourse, communication, and other disciplines.

The subjects or participants choosen for this research are from the students who take PPL 1 course in ETED of UINSA. There is one reason why choosing the participants and the place to do the research. First, there is a problem in the STs' language or utterances. When they teach in classrooms, they play role as teachers. Thus, their language is important to be understood in teaching and learning process. They, furthermore, are the candidates of English teachers. Therefore, it becomes interesting to analyze the functions of language in their utterances and the problems faced when they perform their language.

There are two reasons why this research is important. They are the problem of breakdown communication and the theory used in this research. First, due to the problem of breakdown communication in PPL 1, the researcher attempts to analyze the language functions used by the STs and their difficulties in performing their language functions. Second, the theory about seven language functions proposed by Halliday is rarely taken as the basis for many researchers since they tend to use the theories from Sinclair, Coulthard, Brazil, and many others. It may be caused that this theory deals with the functions of language which are used by children. The researcher decides to use this theory since it is rarely used by other researchers. Besides, it is chosen since this theory is borrowed from linguistics to discourse analysis by the researcher. Even though this theory is from linguistics discipline, it can be used to analyze classroom discourse because classroom discourse is the branch of linguistics. The problem in STs' utterance and the Halliday's theory which is rarely taken in many researches are the reasons why this research is important to be done by the researcher.

There are two techniques to gather the data. They are observation and interview technique. There are nine STs who are observed and interviewed. The observation is done to know the language functions used by the STs. The nine STs are observed using observation checklist and video-recording. Video-recording is used to avoid the data missing from the STs. The STs' utterances are classified based on the functions of language. The oral data are transcribed and then parts of transcription are displayed as extracts in the findings session. The interview is done to find out the STs' difficulties in performing the language functions. In conclusion, observation and interview are the techniques to elicit the data in this research.

It becomes interesting to do a research about the language functions of student-teachers' utterances in PPL I at ETED of UINSA Surabaya because there is the problem of teaching English in PPL 1 course. This research has two purposes. They are to analyze the language functions of STs' utterances and to know the difficulties faced by the STs in performing the language functions. The researcher hopes that it can inform and help teachers, especially the STs of ETED of UINSA Surabaya, to understand the importance of language functions in classrooms.

B. Research Questions

The research questions below come up from the problems discussed in the research background:

- 1. What are the language functions which are used by the student teachers in PPL 1 at ETED of UINSA Surabaya?
- 2. What are the difficulties experienced by the student teachers in performing the language functions in PPL 1 at ETED of UINSA Surabaya?

C. Objectives of The Research

The objectives of this research are:

 To find out the language functions which are used by the student teachers in PPL 1 at ETED of UINSA Surabaya. 2. To know the difficulties experienced by the student teachers in performing the language functions in PPL 1 at ETED of UINSA Surabaya.

D. Significance of The Research

The research can be beneficial for the student teachers (STs), the English Teacher Education Department (ETED), and readers.

1. For the student teachers

This research may be useful for all of STs in the sixth semester of ETED who take PPL 1 course, as they are the participants of this research. By reading this research, the researcher hopes that it can influence much better to teaching and learning process in the classrooms. The STs can understand how to use the language in their classes. Moreover, it can help them to foster and to develop their teaching ability in the second Pre-Service Teaching or PPL 2 program at real schools.

2. For the English Teacher Education Department

This research may be used as information and a consideration for faculty especially for ETED. It may inform that students who practice teaching English in PPL 1 have difficulties in understanding the functions of language. Then, the department can take a solution for them to recognize the importance of language functions.

3. For readers

The research can be helpful for readers who are interested in studying language especially discourse or applied linguistics. They can get the information what the functions of language are. Besides, this research may be helpful for teachers or very-beginning-teachers to use a language for teaching especially teaching English.

E. Scope and Limitation of The Research

This research has four scopes. First, it is used to analyze the language functions of student teachers (STs)' utterances. Therefore, the type of discourse which is analyzed is spoken discourse. Second, the analysis of verbal communication is the emphasis in this research. Third, the data is gathered from the second teaching practice of PPL 1 because the researcher can collect the data from the second teaching practice. Fourth, the researcher analyzes only nine subjects or participants. Moreover, they are chosen because they had the 'B+' mark in 'Speaking 4' course. Besides, they take 'Discourse Analysis' course in this semester or in the sixth semester.

There are four points which become the limitations of the research. First, this research does not student's utterances. Second, it does not discuss about written discourse and non-verbal communication. Fourth, the researcher does not analyze the non-verbal communication from STs' utterance. Third, the data is not taken from the first teaching practice of PPL 1 course because the researcher is not

permitted to collect the data from the first teaching practice. Fourth, the researcher does not take the participants who had the mark instead of 'B+' in 'Speaking 4' course last fourth semester. The subjects, furthermore, who do not take 'Discourse Analysis' course in this semester are not chosen to be participants in this research. Thereby, the result of this research can not be generalized to all population of sixth semester students since the researcher analyzes only some representative subjects.

F. Definition of Key Terms

The researcher wants to avoid misunderstanding by defining some key terms of this research below:

1. Classroom Discourse

Benham and Pouriran discuss classroom discourse as a type of discourse that occurs in classrooms.⁹ In addition, Nur Jannah states that classroom discourse is the language which is used by a teacher and students to communicate in the classroom.¹⁰ The two definitions about classroom discourse have the same point that classroom discourse is any type of language used by a teacher and students in the classroom.

⁹ Biook Benham, & Yassamin Pouriran, "Classroom Discourse: Analyzing Teacher/Learner Interaction in Iranian EFL Task-Based Classrooms". *Porta Linguarum*. Vol. 12, 2009, 118.

¹⁰ Nur Jannah, Unpublished Thesis: "An Analysis of Classroom Discourse in Speaking Class of English Department Students at University of Muhammadiyah Gresik" (Surabaya: IAIN Sunan Ampel Surabaya Press, 2012), 12.

2. Spoken Discourse

Spoken discourse, according to Brown and Yule, is the verbal record of communication.¹¹ It deals with conversations, dialogues, spoken monologues, and many others. In other words, it is the language uttered by someone in a monologue or conversation.

3. Language Function

Herrel and Jordan explain the language functions which are designed by Halliday. The functions of language are the purposes of language produced by children and adults.¹² In other words, language function is the purpose of using the language in communication. The term 'language functions' is similar with 'functions of language' and 'language use'. The researcher uses the terms 'language function' and 'function of language' in this research.

4. Student Teachers

The term 'student teacher' is borrowed from Dewi.¹³ She defines this term as the sixth semester students of ETED of UINSA Surabaya who take a course of teacher training (PPL) and practice teaching in PPL classrooms.

¹¹ Gillian Brown, & George Yule, *Discourse Analysis*......., 9.

¹² Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3-4.

¹³ Sri Surya Dewi, Unpublished Thesis: "The Pedagogical Competence of Student Teachers at English Education Department of State Institute for Islamic Studies Sunan Ampel, Surabaya" (Surabaya: IAIN Sunan Ampel Surabaya Press, 2013), 10.

5. Student

The term 'student' refers to the students in PPL 1 classrooms. They are the students who take PPL course. They, moreover, play role as students as well when the STs practice teaching in a class.

6. PPL

The course Pre-Service Teaching or PPL is one of the compulsory courses in ETED. This course has purpose to train students of ETED to be teachers. PPL is held in two programs: PPL 1 and PPL 2. The STs must pass the PPL 1 before they take PPL 2. PPL 1 is held in microteaching rooms, whereas PPL 2 is held at real schools.¹⁴

¹⁴ Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel., Pedoman Praktik Pengalaman Lapangan (PPL) I Tahun Akademik 2014/2015 (Surabaya: UIN Sunan Ampel, 2015), 1.