

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Learning language is not only to develop the learners' intelligence, but also to keep social interaction and emotion. The latter should usually be a key success when the learners have to study certain fields of science. This is so, because by keeping social interaction, language learners may recognize themselves, their own culture, and the culture of others. Learning a language will stimulate learners in expressing some ideas, minds, and their feelings, so they can take part in the society and they are used to do things through language, such as to share information, to enquire, to express attitudes, to entertain, and to argue. They can develop and use their analytical and imaginative ability to cope with the demands of everyday life. In short, in learning a language, language learners are supposed to acquire or get knowledge or skill by studying or instructing.

In general, language is a means of communication and interaction. In teaching a language, the main goal is to develop the learners' communicative competence. Communicative competence is an ability to create a discourse. It involves the ability to create spoken or written texts revealed in four language skills: listening, speaking, reading, and writing. These four language skills will be used to respond or to create a discourse in the society. Therefore, English subject as the main subject in education emphasizing on

language skill aspects involving spoken and written language. It is addressed to develop ones' language skills, so that the English learners will have communicative and discourse competence in a particular literacy grade.

According to Wells (1987: 18-19), literacy grade includes performative, functional, informational and epistemic. In performative grade, the learners are targeted for having ability to communicate in English to cope with the demands of everyday life or for survival purposes. In a functional grade, the learners are supposed to have ability using language to meet their daily needs such as, reading newspaper, using telephone, writing letters, etc. In an informational grade, the learners are expected to be able to get involved in communication using English spoken as well as written, not only for transactional and interpersonal purposes but also for accessing information in this information age. In an epistemic grade, the learners are expected to be able to express the knowledge in an intended language. The epistemic grade is considered as the most difficult grade for the learners. At this level, the learners are targeted to have available ways of acting upon the language.

In the Junior High School level, the learners are expected to achieve functional grade in order to be able to communicate both spoken and written in solving their daily problems. However, at the Senior High School level, the learners are expected to achieve informational grade, so they are ready to continue their studies in the university. To achieve informational literacy grade, the Senior High School learners should develop their communicative competence both written and spoken. They are supposed to have awareness

about the nature and the importance of English to improve the competitive style in the global era. The learners in this literacy grade are also expected to be able to develop their understandings about the relationship between language and culture (BSNP, 2009: 307).

The most interesting phenomenon in studying language is the use of English as an interaction language in the classroom. Language has four different functions in a classroom. They are heuristic, manipulative, imaginative, and ideational (BSNP, 2007: 10). One of the uses of language in a class is to explain the materials (from teachers' view) and to understand the materials (from students' view). This function of language is a heuristic function. In a classroom, another function of language is to change the environment of a classroom by making the students do something such as opening the door, cleaning the board, taking the chalk, etc. It is considered as a manipulative function of language. In another occasion, the language is used by the students to create short story, and write their own experiences. An imaginative function is interpreted in this activity. The ability for creating discourse will be interpreted in this function of language. Students are able to create some written texts, for instance, in the form of recount, spoof, and narrative. Furthermore, the students also express their own experiences by using language. It is a kind of ideational function. This function is in line with the Standard Competency in the Syllabus. Students are expected to be able to express the meaning in the monolog texts in the form of recount or narrative in the daily life context.

The above phenomenon of the language used in a classroom is transactional and interactional use of language. Transactional language is mostly used by teachers in delivering information, knowledge for students, while interactional language is used to interact with students. The main case faced by teachers in the teaching and learning process of English in a classroom is how to give a clear understanding easily to students.

In the Annual Report of English achievements of grade X SMA N I Wonosari Klaten, the average of students' understanding in catching the teachers' explanation is < 70 %. It can be seen from their achievements in the final semester and their mid-test which are still poor. It indicates that the students' mastery in English subject is low.

Based on the observation notes done by the supervisor in SMA N I Wonosari on March 4<sup>th</sup>, 2009; there was no student-centered learning in the teaching learning process yet. Teachers still dominate the teaching-learning process. Students have no good response in the teaching-learning process, because of their limited vocabulary mastery and grammatical competencies. The supervisor recommends that most of the teachers should improve their communicative, academic and language competencies. This phenomenon encourages the importance of the research about discourse analysis in the classroom. This research is aimed at solving the problems in relevance with the communication problem in a classroom.

A classroom discourse analysis in its implementation is mostly affected by the background of the participants, setting in the place and time context,

need, and purpose of communication. It creates the various types and characteristics of discourse in a classroom. Communication problems in a classroom start from the general stereotype in a classroom. This stereotype is that there are some communicative problems faced by teachers in a classroom. Most teachers should play their communicative role in teaching and administering the class. They should be able to give interesting materials and create the students' attention; they must initiate the students' response and check the students' understanding. Teachers should give some explanations, instruct the students to write, or read in the class. Therefore, teachers' utterances have specific characteristics which differ from the utterances of doctors-patient, radio broadcaster-audience, and the sermon-audience. The teachers' interaction in the classroom involves the students' response and some initiations in the classroom. It is a significant phenomenon the writer is interested in.

The analysis of the type and structure of classroom discourse in English lesson, the specific characteristics of language used in the teaching and learning process of English, and the classroom conversation aspects revealed to describe the process of teaching and learning of English, are considered as suitable aspects to answer the questions of this research. The analysis of classroom discourse also emphasizes on the language use in the social context involving the teachers-students' interaction, so this analysis will be elaborated with the analysis of sociolinguistic. It is a branch of language studying the language in society. The analysis of classroom discourse in the teaching

learning process of English lessons also needs the analysis in Pragmatics to clarify the notion of discourse.

In relevance with the limited time and participants in conducting this research, the research will be focused on the types and the structures of classroom discourse in the English lessons in the 10<sup>th</sup> grade of SMA N 1 Wonosari, Klaten in Semester 2, 2008/2009. From the beginning observation, the phenomena of language use of teachers are dominant. Students' involving in the class-interaction is receptive. Most of the students are productive in written expressions, for instance in doing the teacher's tasks and responding to the teacher's questions. Spoken language is mostly used in responding to greetings, asking questions, or responding to direct questions "yes" or "no". Therefore, the recorded conversations in the classroom which are dominated by the teachers will be the significant phenomena leading the writer to conduct such kind of classroom discourse analysis.

## **B. Problem Statement**

Discourse analysis has an analytic commitment to study discourse as texts and talks in special practices. That is the focus of language as a medium for interaction inside a classroom or out of the classroom, and then, it becomes an analysis of what people do.

In this study, the writer wants to formulate the problems as follows:

1. How are the types and the structures of classroom discourse in the teaching and learning process of English in SMA N 1 Wonosari, Klaten?
2. What are the characteristics of the language used in the teaching and learning process of English in SMA N 1 Wonosari, Klaten?
3. How are the classroom conversation aspects revealed to describe the process of teaching and learning of English in SMA N 1 Wonosari, Klaten?

### **C. Objectives of the Study**

In relevance with the problem statement that the writer states above, the writer attempts to present the objectives of the research. The writer expects that her research will give some important contributions that are needed by those who will read and carry out the same kind of research. The objectives that underline are:

1. To describe the types and the structures of classroom discourse in the teaching and learning process of English in SMA N 1 Wonosari, Klaten.
2. To describe the characteristics of the language used in the teaching and learning process of English in SMA N 1 Wonosari, Klaten.
3. To describe the classroom conversation aspects revealed in the teaching and learning process of English in SMA N 1 Wonosari, Klaten.

#### **D. Benefit of the Study**

Discourse analysis describes a heterogeneous range of social science research based on the analysis of interviews and texts as well as recorded texts. Therefore, hopefully there will be benefits from this research both theoretical and practical.

##### **a. Theoretical**

This study will give a contribution about language use hopefully to enrich the linguistic theory about language use, especially in discourse analysis, sociolinguistic and pragmatic.

##### **b. Practical**

This study will be expected to give benefits to:

###### **a) Students**

The students will get implicit knowledge of the structure of discourse and the characteristics of the language use in the classroom discourse as interpreted in the teaching and learning process.

###### **b) Teachers**

The analysis of classroom discourse will give some positive contributions for teachers, as the importance of studying spoken discourse in the classroom. It will improve the communicative competence in the teaching learning process.

###### **c) Future Researchers**

Future researchers are expected to evaluate the analysis of classroom discourse as interpreted in the teaching learning process. This kind of research will also be expected to give practical contributions to some teachers.