

CHAPTER 1

INTRODUCTION

Chapter I presents introduction of the study. It contains Background of the Study, Reasons for Choosing the Topic, Research Question, Objectives of the study, and Pedagogical significance.

A. Background of the Study

Human being is a social creature that cannot avoid participating and getting involved in social interaction. They express their wants and needs by communicating to others with a certain language. When communicating with other, they attempt to convey statements and nonverbal behaviors that transmit meaning¹. Thus, communication is considered as an important aspect of interaction because this is the way they convey their purposes which enables them to influence other's attitude or behavior, or to provide information that the other do not know, or to explain their own attitudes or behavior, or to get person to take some actions, and so on². That language that people use to communicate will be produced and adjusted in various ways according to what specific purpose they have³.

It is in accordance with what Richard stated that communication is the exchange and negotiation of information between at least two

¹ Keiko Muto-Humphrey, *Discourse Analysis through Interpersonal Meaning*, p. 93, available at: https://nufs-nuas.repo.nii.ac.jp/?action=repository_uri&item_id=140&file_id=22&file_no=1, accessed on 7 April 2013

² Geoff Thompson, *Introducing Functional Grammar* (London: Arnold, 1996), p. 38

³ David Langford, *Analyzing Talk: Investigating Verbal Interaction in English* (London: The MACMillan PRESS LTD, 1994), p. 13

individuals through the use of verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension process⁴. It can be inferred that interaction really takes an important role in human life in order to fulfill their need and maintain social relation⁵.

In the case of schooling process there must be interaction among teachers and students which is intended to deliver materials and to control students' behavior⁶. A good interaction can make teaching-learning process run well and become interactive, that the aim of teaching-learning can be achieved, as what Agnestiya has quoted from Brown that:

There are conditions to create interactive activity in the classroom. First, teachers should have relationship with students in order to make the students find it easier to adapt themselves to the teachers behavior and adopt the teaching materials. Then, the teachers and the students should have positive behavior in the classroom⁷.

Thus, interpersonal ability is required for the teachers, since they have a strategic role in teaching-learning process. They are responsible to create conducive atmosphere in the classroom and to help students

⁴ Jack C. Richards and Richard W. Schmidt, *Language and Communication* (New York: Longman, 1984), p. 4

⁵ M.A.K. Halliday & Jonathan J. Webster, *Continuum Companion to Systemic Functional Linguistics* (New York: 2009), p. 151-152

⁶ H.Douglas S. Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, 2nd edition, (New York: Longman, 2001),p. I67

⁷ Agnestiya, Hilga Salita, *Students Percception on English Interpersonal Behavior in Teacher-Student Interaction*: (Bandung: Universitas Pendidikan Indonesia, 2011), hlm. 1-2

achieve learning goals; they become the facilitator, the effective person to clearly deliver messages and the guide to cope with problem that students face through their advice and direction⁸.

Language that teachers use in the classroom while teaching learning being conducted can be studied by several approaches. First, we use an approach to consider grammar as a set of rules which specify all the possible grammatical structures of the language⁹. Another approach is focusing on the functions of grammatical structures, and their meanings in the social context. The latter approach of grammatical analysis above is called functional; it is Systemic Functional Linguistics. Systemic focuses on how the grammar of a language serves as a resource for making and exchanging meanings¹⁰.

There are three basic functions of language based on the context of situations; ideational, textual and interpersonal that we are going to discuss¹¹. The interpersonal function plays the role of setting up and maintaining social relations, and indicates the roles of the participants

⁸ H. Douglas S. Brown, *Teaching by Principles, : An Interactive Approach to Language Pedagogy*, 2nd edition, (New York: Longman, 2001),p. 43

⁹Lock, G. *Functional English Grammar: An introduction for second language teachers*. (Cambridge: Cambridge University Pres :1996), p. 1

¹⁰ Lock, G. *Functional English Grammar: An introduction for second language teachers*. (Cambridge: Cambridge University Pres :1996), p. 1

¹¹ M. A. K. Halliday, *On Grammar Continuum* 2nd Edition. (London: 2002), p. 156

in communication. It enables person to interact with others and also express their personality¹².

In structural terms it is closer to the syntactic tradition, i.e. Subject, Predicator, Complement, and Adjunct¹³. Those kinds of clause which realized then can be analyzed through interpersonal meaning in terms of Mood system which could be in form of declarative, interrogative and imperative¹⁴. It can be generalized as giving and demanding since those are the process of asking whether information or goods and services¹⁵.

In the declaratives, teacher provides the material or the other information to students; the former is the teacher as a provider of information and the latter is students as recipients of information. But in the interrogatives, there is an opposite movement of information; the teacher expects to receive an answer or a respond from students. Here the teacher is a recipient of answer or information. Finally, in the imperatives, the teacher as interlocutor demands the information (or goods & services) to students; the former is a recipient of information, and the latter is a provider of information/service, as in the case of the

¹² M. A. K. Halliday, *On Grammar Continuum* 2nd Edition. (London: 2002), p. 175

¹³ M.A.K. Halliday & Jonathan J. Webster, *Continuum Companion to Systemic Functional Linguistics* (New York: 2009), p. 6

¹⁴ Suzne Eiggins, *An Introduction to Systemic Functional Linguistics 2nd Edition* (New York: The Tower Building, 2004), p. 18

¹⁵ M.A.K. Halliday and Matthiessen, C.M.I.M. *An Introduction to Functional Grammar* 3rd Edition. (London, Arnold: 2004), p. 107

interrogatives¹⁶. Regarding above explanation, it is considered necessary to analyze mood system of interpersonal meaning release from teacher utterances in EFL Class in order to know the appropriate interpersonal meaning in the teaching learning process.

B. Research Question

In this research the writer formulates one research question that is what Mood Types of Interpersonal meaning mostly used by the teacher in EFL Classroom are.

C. Objective of the study

Relating to the research questions above this study has purpose to find out the mood types used by the teacher to interact in EFL Classroom.

D. Pedagogical significance

The present study is expected to supply some benefits such as:

1. Theoretically, the present study will give better understanding either for the writer or the reader about interpersonal meaning used by teacher in EFL class.
2. Pedagogically, the present study will provide some useful information as the bases to select a good and appropriate interpersonal meaning in teaching and learning process.

¹⁶ Keiko Muto-Humphrey, *Discourse Analysis through Interpersonal Meaning*, p. 93, available at: https://nufs-nuas.repo.nii.ac.jp/?action=repository_uri&itemid=140&file_id=22&file_no=1, accessed on 7 April 2013