

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human beings, as social creatures, spend their lives interacting and socializing with others. Interacting or socializing is not just about a process of producing sounds, letter, syllable, word, or sentences. People do not live alone; there are other people in a society who live together with. So, it is needed to communicate with them wherever, whenever, in any kind of situations. Based on Gumperz in Wardaugh (1992:15) “communication is a social activity which requires coordinated efforts of two or more individuals. Communication deals with social activity which involves more than one person. It usually occurs among speakers and the hearer (receiver).

There are two kinds of communication, non-verbal and verbal communication. As characteristically, people use gesture, body language, sign and whistle in non-verbal communication. While in verbal communication, language is used as a system of communication with other people using sounds, symbols, and words to express a meaning, idea, or thought.

People need language to communicate with each other. Blatbergh in Luthfy (2000:88) says that generally language is divided into two main parts, written language and spoken language. Written language is the language used

in all written form of communication, whereas spoken language used in speaking, especially conversation.

Sometimes, in our daily life we only speak and communicate with each other without paying attention and knowing that there is conversation aspects occurred during the conversation. As a language student, the researcher wants to find out what kind of conversation aspects occurred within the conversation.

In this research, the researcher uses the conversation among students and two teachers who come from different countries at English First Semarang.

The conversation happened during an English teaching activity inside a classroom. As we know that in this globalization era, English teaching activity is not a rare or scarce activity anymore. It already becomes a common activity in every school or institution. There is an interaction happened during that activity, in this case the interaction happened is a conversation among students and two different teachers who come from different country, Singapore and United Kingdom. Those students and teachers speak in their own style, and also in their different way to open, close, or manage the conversation.

The researcher chooses that conversation because in those conversations there are two teachers from different countries who get involved, they are Singaporean and British. So, it would be possible for the researcher to find out the differences of conversation aspects among them.

Basically, Singaporean and British speak in a different way, instead of their accent. Singapore is a Southeast Asian city state which most people who live in are Chinese, Malay or Indian. Singaporean speaks four languages, such as Chinese, English, Malay, and Tamil. English is a language used even if it is not their first home language or mother tongue. English is an official language used by Singaporean, like in the office, school, or any kind of formal situation. Chinese is the home language used by half of the population. The teacher itself is able to speak Chinese and English.

It is surely different from the teacher from The United Kingdom. We know that people who live in The United Kingdom are British. The British are said to be reserved in manner, dressed and the most important is speech. They are famous for their politeness which sometimes could be hard for foreigners to adapt and understand. (<http://www.projectbritain.com>)

The British usually use formal English language, even they just greet someone on the street, like by saying “good morning”, “good afternoon”, “how are you”, or “how’s it going”. They also prefer said “excuse me please” before they want to ask something to other people. Swearing, saying dirty words, or greeting someone with “howdy stranger” or “hey dude” is not their typical.

Based on my explanation above, it could be said that Singaporean is a non-native speaker and British is a native speaker. It is said so, because they have some criteria which can help us understand whether they are native speaker or not.

The differences among both teachers also influenced the students, so the students can speak about everything while they are taught by non-native speaker, they are swearing, producing dirty words sometime, screwing up topic management or materials, and saying Indonesian language in some parts. It is totally different when they are taught by a native speaker. They always think before they say something, not about the grammar but it is about what they want to express. They rarely use dirty words and Indonesian language. The topic and material also keep staying in track.

Based on those differences, in this study the researcher would bring out the aspect of conversation analysis within the conversation. To make it more specified, this study is only focused on opening and closing, adjacency pairs, topic management and repair.

In this study, the data of conversation is recorded during the activity inside a classroom which has already been transcribed. In other words, the data of this research is a written form. The data of this study is the conversation among students and two international English teachers of general class at English First Semarang. So, the title of this study is, “Conversation Aspect Differences of Two International English Teachers in General Class at English First Semarang”

1.2 Statement of the Problem

In this study, the researcher analyzes the data for its conversation aspects. The researcher only focused on opening and closing, adjacency pairs, topic management, turn taking and repair. The problem can be drawn as follow: “What conversational aspects (opening and closing, adjacency pairs, topic management, turn taking and repair) are found in the conversation among students and two international English teachers of general class at English First Semarang?”

1.3 Scope of the Study

In order to keep this research in track, more focused, and not overlapping, the scopes of this study are:

1. The analysis is focused on the utterances produced by two international English teachers and students of general class at English First Semarang.
2. The analysis is focused on aspects of conversation analysis, those are opening and closing, adjacency pair, topic management, turn taking and repair.

1.4 Objective of the Study

Based on the statement of the problem mentioned before, the objectives of this study are to describe the conversational aspects found in the conversation among students and two international English teachers of

general class at English First Semarang. Those are opening and closing, adjacency pairs, turn taking, topic management, and repair.

1.5 Significance of the Study

1. For the researcher

This study is suitable for applying the theories of linguistics taught by the lecture during the time of study. It also gives more knowledge to the researcher, especially about the conversation analysis.

2. For the University

It is a great contribution to Dian Nuswantoro University, particularly for the English Department students. It is also expected that by reading this research students will be encouraged to learn about linguistics, especially the conversation analysis.

3. For the next researcher

A valuable and good contributions to the next researchers to get more knowledge and additional theories especially about conversational analysis. It can also be used as the comparison among the previous researcher and the next researchers.

1.6 Thesis Organization

This thesis consists of five chapters as follows:

The first chapter is introduction. It provides six sub-chapters. They are; background of the study, statements of the problem, scope of the study, objective of the study, significance of the study, and thesis organization.

The second chapter presents review of related literature. It consists of theories underlying the writing of the study.

The third chapter deals with research method. This chapter covers five sub chapters. They are research design, unit of analysis, source of the data, technique of data collection, and technique of data analysis.

The fourth chapter is finding and discussion. It consists of the analyzed data which gathered in their relationship with form of reference.

The last chapter is fifth chapter deals with conclusion and suggestion based on the result of data analysis.