CHAPTER I

INTRODUCTION

1.1 Background

Language is the main source of communication for people to communicate, interact, and socialize. It is no wonder that language is such an important thing for people that it cannot be ignored because language is a perfect tool for communication. Without language, people cannot talk or communicate with each other, which is why language is so important. As a function, language can be divided into two types: spoken language and written language. There are some possible relationships between language and society (Radford et. al., (2009: 14).

The conversation may mean that people talk to each other only to speak, as a form of 'socialization', or it can be used as an indication of any activity of an interactive conversation that has its objectives. The purpose of this definition is that the form of a conversation, whether direct (verbal) or not (non-verbal), is a form of human socialization in social relationships (Crystal 2004: 15). The form of direct conversation (verbal) has some unique features that are different from forms of indirect conversation (non-verbal) as a form of writing (written). That "speech is typically time-bound, spontaneous, face-to-face, socially interactive, loosely structured, immediately revisable, and prosodically rich (Crystal 2004: 25, 28).

Everyday conversations are like short radio waves where there is a change from one person to another (Jaffe and Feldstein, 1970; Goodwin, 1981:24). The speaker provides an end-of-message signal, after which the hearer holds the

channel, bringing about a change in the speaker/hearer roles. In one-way short-wave radio communication, this end-of message signal is verbalized in a pre-established word, usually "over". The difference between the two types of interaction is that, in a normal conversation, speakers avail themselves of other means or mechanisms to provide that end-of-message signal (Jaffe and Feldstein, 1970: 12).

For some, the conversation is like a dance, with the conversational partners coordinating their movements smoothly. For others, it is like traffic crossing an intersection, involving lots of alternating movement without any crashes. However, the most widely used analytic approach is based, not on dancing or traffic flow but on an analogy with the workings of the market economy (Ameka 1992:105). Speakers, when they are having conversations, always give feedback to each other. This is very important because when speakers provide each other with feedback, listeners show they are playing attending to what is being said (Paltridge, 2000:95). Feedback can be done both verbally using tokens such as 'mhm', and 'uh huh', by paraphrasing what the other person has just said, or nonverbally through body position and eye contact (Paltridge, 2000:45).

In the conversation, sometimes the speakers use interjections to make the conversation more interesting or to convey their feelings about the topic of the conversation. An interjection is used to express some feelings and emotions of someone in handling or expressing a feeling that cannot be expressed easily in common sentences because interjections are used to give a different meaning in various situations or actions. The source data is conducted by the research on interjections, the research gave conversation for students' as the main source of

data. Some researchers have researched interjection. The first is research from Yuniarty (2018) in her research entitled "Interjections in Students Conversation". Her research mentioned that emotive and conative interjections are frequently used by the students, followed by phatic interjections. The students used the emotive interjection to express or show their feelings or emotions towards something and the conative interjection to get someone's attention or demand action or a response from someone who shared the speaker's wants. Then another research from Anggoro (2013) in his research entitled' Interjections in English Comic Books Scooby-Doo Where Are You" found that there are 20 primary interjections and 10 secondary interjections and also found emotive, cognitive, conative, phatic, and emotive to be the highest used, followed by cognitive, conative, and phatic. Based on the previous related research mentioned earlier, it can be seen that the gap between the previous research and the current study lies in the research focus. Previous researches only focused on two aspects of interjection (type and classification), while the current study focused on two aspects of interjection (type and what an interjection is).

Based on all the statements above, the writer would like to conduct research under the title "**AN ANALYSIS OF INTERJECTIONS USED BY STUDENTS' DURING ENGLISH CONVERSATIONS AT SMP NEGERI 10 KUPANG".**

1.2 Research Problems

Based on the background and focus of the study, the questions are formulated for more specific purposes. The research questions are:

1. What are interjections used by students' during English conversations at SMP Negeri 10 Kupang?

2. What types of interjections are used by students' during English conversations at SMP Negeri10 Kupang?

1.3 Aims of Study

Based on the formulation of the problems, the aims of study are:

1. To find out the interjections used by students' during English conversations at SMP Negeri10 Kupang.

2. To find out the types of interjections are used by students' during English conversations at SMP Negeri10 Kupang.

1.4 Significance of Study

1.4.1 Implication

This research is supported by Ameka (1992:105), who states that interjection consists of two types, namely secondary interjection and primary interjection.

1.4.2 Application

1. This study is expected to provide valuable information for the author himself and other parties in understanding interjections.

2. The results of this study are expected to provide valuable contributions and practical benefits for teachers and other parties who wish to conduct further research on interjection.