

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 The Background of the Study**

Language has a wider sense than speech because language refers to speaking, writing and gesturing. Linguistics only deals with spoken language (speech) and written language. While speech is always spoken language, Robins (1981: 78) defines speech as follows: “one human being, by movements beginning at his diaphragm and involving ‘various parts of his chest, throat, mouth, and nasal passages creates disturbances in the air around him, which within a limited distances from him have a perceptible effect on the ear-drums and through them on the brains of other people, and the hearer can, if they belong to the same language community, respond to these disturbance, or noises, and find them meaningful”. In general linguistics, speech can be studied in phonetics and pronunciation. In sociolinguistics, it is related to the culture of community where the speech is produced and functional and it called that speech functions. In this case, body language may involve.

Every person needs a language to communicate each other. With a communication medium, people can interact and cooperate with other people. In communication process, there is a transfer of information from the writer (speaker) to the reader (listener). According to Hornby, communication itself is the activity or process of expressing ideas or feelings or of giving information (2000:25). This information is described by applying the grammatical features such as speech functions. Giving information means transferring knowledge, fact

or news by the speakers as the doers to the listeners as the receivers. When they are interacting, the speakers want to express themselves clearly, effectively retrieve a clear and informative message.

Speech function is an exchange communication between speaker and listener where the speaker adopts a speech functional role and signs the addressee a complementary role. It is a way of someone delivering ideas in communication to make listener understand the ideas well. Speech function itself can be divided into four kinds : statement, question, command, and offer. Halliday (1994: 68-69) divides the four basic speech functions : statement, question, offer, and command. Imelda (2017), Yang, (2017), Kimps (2014), Dalamu (2017) some researchers study conducted on analysis the four of speech function. Ayoola (2013), Liping (2017), Yang (2017), and Bankole and Ayoola (2014) conducted research on speech function that focus on analyzing mood and modality, a mood analysis which brings to the fore the grammatical structures that project the various speech function.

The research that were conducted by Yuliati (2016), Kuhi and Piran (2014), and Zainul (2015) focus on analyzing the realization of speech function and mood teachers-student's in classroom interaction. The studies above shows The interaction between teachers and students constitutes the most important part in all classroom activities.

A research that conducted by An and Feng (2013) seem similar with this research because An and Feng 's research also analyzed the interpersonal function that analyzed in this study is the teacher talk in the classroom as the object of

speech function. The research described that speech function mainly realized through Mood of teacher talk in classroom. teacher should pay attention to some aspects such as: quantity of teacher talk at classes, raising questions at English classes, the methods of communication between teacher and students and class feedback. Teacher talk to make feedback on students' classroom performance is an interpersonal function, teacher can get effective class feedback in three kinds of talk: encouraging talk, corrective talk, and situational talk. Feedback can be aimed on the contents or forms of students' talk. Positive feedback is more effective than negative feedback.

In this study the writer chooses to analyze the Speech Function of Teachers-student's utterances in classroom interaction by using discourse analysis. Individual students may be better suited to learning in a particular way, using distinctive modes for thinking, relating and creating. The notion of students having particular learning styles has implications for teaching strategies. Because preferred modes of input and output vary from one individual to another, it is critical that teachers use a range of teaching strategies to effectively meet the needs of individual learners. The school environment must be a supportive and non-threatening one in which both the students and the teacher are comfortable. This is critical for the child's cognitive, physical, social and emotional growth. Within the classroom, teachers need to be sensitive to values which are promoted by family, peers, friends, religious and cultural backgrounds. The health classroom provides numerous opportunities for students to share personal anecdotes, ask explicit questions and make disclosures. The climate of the

classroom must be such that students may speak openly while being assured of the confidentiality, trust and respect of their classmates and teacher.

In the instructional process, for instance, a teacher must utilize language as a means of instruction in the classroom which is called “teacher talk”. The language or teacher talk employed by the teacher in the classroom can be said a magical thing. It can probably change everything in the classroom. Some experts do not only define what teacher talk is but also they account for its importance and impact upon the teaching and learning process.

Weddel (2008) reveals that the language that teachers use in class, or “teacher talk,” can have a tremendous impact on the success of interactions they have with students. In addition, Yanfen & Yuqin, (2010) suggest that teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk do not only determine how well they make their lectures, but also guarantees how well students will learn. Learning English takes place mostly in classrooms and is frequently carried out under the guidance and supervision of teachers. The interaction between teachers and students constitutes the most important part in all classroom activities. Appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students. Even, teacher talk is claimed as the primary source of linguistic input in a second language classroom to illustrate how important it is. Krashen (in Cullen, 1998: 179) asserts that teacher talk is now generally recognized as a potentially valuable source of comprehensible input for the learner.

In the semantic aspect the four speech functions find their realization in Mood. Halliday and Matthiesen (2014: 97) said that Mood is the major interpersonal system of the clause; it provides interactants involved in dialogue with the resources for giving or demanding a commodity, either information or goods and services in other words, with the resources for enacting speech functions (speech acts) through the grammar of the clause: statements (giving information), questions (demanding information), offers (giving goods-&-services), and commands (demanding goods and services).

The Mood elements consist of two parts, the subject and the finite, if there is a remainder is called the residu. The subject is realised by a nominal group and finite elements is one of the small number of verbal operators expressing tense, modality and polarity.

The four speech function are realize in Mood. In other words, with reference to the semiotic system the speech function is analogous to meaning and the Mood is to expression. In their unmarked or congruent representations the basic or proto speech functions of statement, question, and command are respectively realized or expressed by declarative, interogative, and imperative Moods. The speech function of offer does not have an unmarked representation of Mood; rather it is potentially coded by any one of the three Moods. When the teacher talk in the classroom, there are role of speech function in giving and sharing information for their students. They use statement in giving information for their students or they can use question to demand information from the

students. The example of the teacher talk in the classroom use statement in giving information can be seen as follows:

T : “Good morning students” (S: congruent/declarative)  
 S : “Good morning Miss” (RSQ: congruent/declarative)  
 T : “ Please write the text” (C: congruent/imperative)  
 S : “ Yes, Miss” (ROC : congruent/imperative)  
 T : “Have you finished your homework ?” (Q: congruent/interrogative)  
 S : “ Yes, Miss” (RSQ : congruent/declarative)

Based on the example above we can see the speech function of the text are in congruent form. We can see that the statement is realized by declarative mood, command is realized by imperative mood, and question is realized by interrogative. These kinds of sentences will make the students easy to understand the teacher statement.

But in fact, in this school the teachers used incongruent sentences in delivering knowledge to students. Teachers realized the speech function incongruently, it makes the students feel misunderstanding with what the teachers said and it makes the teacher intention can't do by students because they don't understand what the teachers means. The examples of incongruent utterances that usually used by teachers in the classroom can be seen as follow:

S: “Excuse me Miss, I'm late”(S : congruent/declarative)  
 T: “I want to know what time is it now.” (S : incongruent/interrogative)  
 S: “it is 08.15 Miss”( S : congruent/declarative).

Based on the utterances above, it can be analyzed the realization of mood are : T : “*What time is it now?*” (Speech Function: Question, Speech Function realized in Mood by using Imperative).

<i>I</i>	<i>Want to know</i>	<i>what</i>	<i>Time</i>	<i>is</i>	<i>it</i>	<i>Now</i>
S	F/P	Adj/Wh	S	F/P	Comp.	Adjunct
Mood		Residue	Mood		Residue	

The situation of that utterances happened because of the student came late to class. Actually the responses of the teacher is please come in (statement/declarative). It shows that the teacher didn't say what she really means to say directly. Her utterances may be ended to ambiguity. As the teacher said that "I want to know what time is it now" is categorized as question but the realization by using declarative. However in this case, the teacher did not ask about the time but she was angry with the student. The teacher was asking to the students "don't come late again!" but satirize to the students by asking the time at that moment. But the student cannot understand the message of language, is it showing demanding information or command. So the student was confuse what really the teacher's said to him. Therefore, the speech functions which role to be understood easily to the student become difficult and get misunderstanding based on the above case. Thus, it can be concluded that the utterance belongs to command but was metaphorically realized in declarative sentence by using insinuation sentence.

S : "I'm sorry Miss, i didn't my homework" (S: congruent/declarative)

T : "I want to know where you spent your last midnight?"(Q: incongruent/declarative).

The situation of that utterances happened the teacher asked to the student about her home work. Actually the response of the teacher must used statement/declarative but in this case the answer of teacher used

question/declarative to student. Actually the student cannot understand the message of language.

Based on the utterances above, it can be analyzed the realization of mood are : T : *“I want to know where you spent your last midnight?”* Speech Function: Question, Speech Function realized in Mood by using Declarative).

<i>I</i>	<i>Want to know</i>	<i>Where</i>	<i>You</i>	<i>Spent</i>	<i>Your</i>	<i>Last Midnight</i>
S	F/P	Adj/Wh	S	F/P	Comp.	Adjunct
Mood		Residue	Mood		Residue	

In this preliminary data, it's shown that the students still find it difficult to understand what message is delivered by the teacher. The student cannot understand the message of language, is it showing demands or just giving ask to them. So that they were confuse what really the teacher's said to them. Therefore, the speech functions which role to be understood easily to the students become difficult and get misunderstanding based on the above case.

The example above we can see the speech function of the text are incongruent form. The researcher can see that the quetion are realized by incongruent imperative and question is realized by declarative. These kinds of sentences will make the students confuse to understand the teacher statement. The first sentence *“what time is it now”* is show quetions incongruent/imperative and *“I want to know where you spent your last midnight?”* is show question incongruent declarative.



In giving information, the teacher not only use statement in formed by declarative mood but also by interrogative mood. It is aimed to make their students more understand the teaching material and make the classroom interaction.

Eggins and Slade (1997: 192) the speech functions are opening speech function and sustaining speech function. There are two kinds of opening speech functions; attending and initiating. Sustaining speech functions can be elaborated in to continuing speech function and reacting speech function. There are two kind of reacting speech functions, they are reacting speech function; responding and reacting speech function; rejoinder.

Analysis of speech function is conducted for the reason that the analysis of classroom discourse is line with various important phenomena of language use, texts, and conversational interaction or communicative events in the classroom (Suherdi, 1997). However, the study of classroom interaction under analysis of systemic functional grammar (hereby SFG) which focuses on the role of communicative functions of classroom participants, has not been investigated intensively (Unsworth, 2000, Fairclough, 2003). Therefore, it will be worth conducting this research which focuses on grammatical features of teachers and students in their interaction in the classroom.

This study was concerned with the analysis of classroom interaction, focusing on the analysis of spoken language in the classroom utilizing systemic functional grammar analysis of Mood types of interpersonal metafunction, which is concerned with the analysis of communicative function what Halliday refers to as speech functions (Eggin, 1994). This analysis provides examples of teacher's

roles and their communicative functions by investigating actual language employed by teachers and students (Eggins, 2000).

This study was primarily intended to identify the realization of Mood in teacher talk and the realization of Mood in teacher's role and communicative functions, to identify linguistic features; micro features of interpersonal metafunction, i.e Mood used by the teacher in interacting with students in class interaction by the systemic functional grammar as the framework of the analysis, and to identify the Mood realization teacher talk in classroom interaction.

## **1.2 The Problems of the Study**

In line with th backgroud of the study, the problems were formulated as the following:

1. What types of speech functions were used by the Indonesian teachers in classroom interaction?
2. How were the speech functions used by the Indonesian teachers realized in classroom interaction?
3. Why were the speech functions used by the Indonesian teachers realized the way they are?

## **1.3 The Objectives of the Study**

The objectives of the study were:

1. To find out the types of speech functions were used used by the Indonesian teachers in classroom interaction.

2. To describe the realization of speech functions were used used by the Indonesian teachers in classroom interaction.
3. To explain the reasons of speech functions realized used by the Indonesian teachers in the way they are.

#### **1.4 The Scope of the Study**

In this study, the researcher discussed only on speech function in classroom of different participants and topics. It will focus on the classroom interaction that used by the teachers and students. In this case, there were three teachers involved the teacher of English, the teacher of B.Indonesia, and the teacher of Mathematic and as participants there were 2 classes. It meant that it was very interesting to help the reader in identifying the character of the speaker (teacher) and students (hearer) in classroom interaction.

#### **1.5 The Significance of the Study**

The results of this study were expected to provide some information about interpersonal function used in classroom of student's and teacher's utterances. This research findings were expected to have both theoretical and practical significance:

1. Theoretically, the speech function findings were useful for enlarging the knowledge toward speech function in order to making interaction.
2. Practically, the research findings were useful for:

- a. English teachers. It will be important for the teachers in their attempt to improve their students' ability to use a good speech function in the classroom interaction.
- b. Students. It will be also important for the students in classroom interaction with teachers and the other students.
- c. Other researchers who want to conduct a deep research in the same topics, this research finding might be very good for other referenced literature.

