

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Language is very important for human beings to communicate each other. In daily life, people use language to express their idea, thoughts, and feelings. According to (Clark, 1981:1), language is not only the principal medium that human beings use to communicate each other but also the links people together binds them their culture. There are so many functions of language, some of them are to: give information, deliver message, express feelings, persuade people, entertain people, and share opinion. The interactions of addresser and addressee have a purpose deliver a message in the event called communication. The ways in which they do are constrained by the situation in various ways. Furthermore, the speech event of utterances that involve them can be classified into speech function.

Every aspect of human's life must be fulfilled by a language in undergoing their daily routines, for instance, sign, symbol, or the oral speech, etc.; those belong to a language. People use language in their daily life for chat to family members, speak at meeting, serve customers and also organize children in classroom. All of these are activities involving language. Language as the media of transferring information and knowledge, communication and interaction in the classroom should be noticed by all the elements related to the teaching and learning process. It is used to enable the participant to participate in

communicative acts with other people; this function is known as the *interpersonal function* (Yeibo, 2011). The function of language itself in exchange experience (interpersonal), is an important factor in determine the pattern of the teacher and students interaction in the classroom. It can be run effectively, or not.

Systemic Functional Linguistic (SFL) is theory centered on a notion of language function. It is concerned with the realization between language and context, interpersonal meaning in text (Halliday, 1994:608). Based on theory of Systemic Functional Linguistics (SFL), language is used by people to fulfill the function of language as interpersonal meaning. Interpersonal meaning concern the speaker's in the speech function

Speech function is an exchange communication between speaker and listener where the speaker adopts a speech functional role and assigns the addressee a complementary role.. There are four types of speech function; they are statement, question, offer and command (Halliday, 1994:69) are realized by declarative, interrogative, and imperative clauses in which statements are most naturally expressed by declarative clause; Questions by interrogative clauses; and Command by imperative clauses. They are different from 'off which does not have an unmarked representation of Mood. The research focuses on speech function analysis of male and female teacher in classroom interaction. It is supported by theory of Lakoff (1975) which states that men and women speak differently, women talk more than men, women break the rules of turn-taking less than men, women' speech is less direct/assertive than men.

Teachers of different gender have classes with different characteristics. Female teachers were more interactive, supportive and patient with their students than male teachers. They asked more referential questions, gave more compliments and used less directive forms. Teachers of different gender have classes with different characteristics. For example, the general characteristics of a class taught by a male teacher were faster-paced, much (excessive) teacher floor time, sudden topic shifts, and shorter but more frequent student turns. Similarly, female teachers were described as communicative facilitators and perhaps more tolerant of first language use. Female teachers were also described as too forceful in choosing topics and asking too many questions primarily with the intent to smooth and perpetuate the conversational flow.

Classroom interaction can be defined as a two-way process between the participants in the learning process, the teacher influences the learners and vice versa (Dagarin, 2004: 128). In the EFL (English Foreign Language) speaking classroom, the interaction using target language is really important to support the students' speaking ability. Unfortunately, the use of target language all the time in classroom seems to be difficult. It is happened since the EFL students have common native languages (Brown, 2001). Therefore interaction is needed in the teaching and learning process because they are expected to give a response between teacher and students in the class directly. The teacher does something to the students: students do something in return. As the result, the students learn. If this interpersonal relationship is good, it is assumed that learning will occur. On the hand, it is bad, the process of learning will not occur.

The interpersonal of relationships between teacher and students in teaching and learning process is very helpful in teaching and learning process. The appropriate kinds and functions of clause in the certain situation determine the acceptance of the message. For instance: the using of interrogative mood by the teacher and students in the classroom interaction. In what kinds of situation it will help them determine the acceptance of the lesson? If the interpersonal relationship in the classroom runs well, then it will stimulate the students to speak in target language actively. That is why the importance of the interpersonal relationship between teacher and students not only as the media of transferring information but also has roles as the motivator and stimulator in supporting the students to speak.

Teaching learning process takes place mostly in classrooms and it 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.

Gender is concerned with various aspects of the representation of gender in language. They can be divided into two categories: How the genders speak and how they are spoken about. Different Gender a describe men and women differently, because of fundamental differences which are relate to their language.

Generally, male and female speakers have different ways in communication. It has been generally assumed that gender is an affecting factor in the process of

teacher/student interactions in the classroom. In other words, gender of both teachers and students influences the quality and the quantity of the interactions in the classroom. The research focused on their clauses produced by the male and female teacher of SMA N 9 Medan when taught in the classroom. Based on the observation toward, the writer got there were problems in teachers talk.

Male teacher: *Why don't you open the door?*

In this case, students still difficult to understand what the teachers mean. They could not understand the function of language, was it showing demanding or just giving asking to them. So that they were confuses what really the teacher's said to them. Based on the Lakkof's theory (1975) which states that men speech is more direct than women. The fact is male teacher speech less direct when interact with his students. It is very rarely used by men when talking with another's person.

Female teacher: *Close the door*

In this case, female teacher realizes his command by using imperative mood (Halliday, 2014). Based on the Lakkof's theory (1975), that's usually use less direct speech or indirect command when talking with the other's persons.

Therefore, this study was primarily intended to identify the realizations of Speech Function in Male and Female Teachers especially in SMA Negeri 9 Medan. The writer was interested in analyzing the classroom interaction in the speaking classroom, focusing on the analysis of Male and Female Teachers in the classroom interaction regarding Systemic Functional Linguistics (SFL) analysis on Mood types of Interpersonal Metafunction, which is concerned with the

analysis of communicative functions what Halliday refers to as speech function (Eggins, 2004).

### B. Identification of the Problems

After analyzed the problems found in the field previously, the identification of the problem stated as below:

- The first problem was found that male teacher while teaching the students in the classroom was using question more than speech function realization in interrogative mood.
- The second problem was found that female teacher gave more question in teaching and learning process than speech function realization in interrogative mood.

### C. The Scope of the Study

In order to research the expected goal, the writer limits the problem on the following terms:

There were some ways of organizing classroom interaction, interaction in classroom interaction occurred between teacher and students, students and teacher, and among the students themselves. But, this study only focused on the teachers. This study attempted to investigate Male and Female Teacher's in classroom interaction. The study was limited the analysis on the realization of speech functions by male and female teachers in classroom interaction based on

Systemic Functional Linguistic. The subject of the research was limited to the eleventh grade of SMA Negeri 9 Medan.

#### D. The Problems of the Study

Based on the description of the background of the study stated above the problems of the study are formulated as following:

1. What types of speech function are used by male and female teachers in classroom interaction?
2. What is the most dominant type of speech function used by male and female teachers in classroom interaction?
3. Why are the speech functions realized as the way they are?

#### E. The Objectives of the Study

Based on the problems study above, the objectives of the study are:

1. To find out the types of speech function used by male and female teachers' in classroom interaction
2. To find out the most dominant type of speech function used by male and female teachers' in classroom interaction
3. To elaborate the reasons why of speech function are realized as the way they are

## F. The Significance of the Study

From this study, the writer expected that the result of the research could give a contribution to the language teaching and learning:

### a. For teachers

The research may help the teacher to get much information related to their activities in the classroom to improve the quality of language teaching.

### b. For students

The writer hopes this research can be useful for the students to improve their way of language learning in classroom especially in speaking skill.

### c. For the readers

The writer hopes this research can be useful for the reader to get much information related to their activities to communicate with other people.

### d. For the further researchers

The writer hopes this research can be useful for other researchers as a reference in doing linguistic research which relates to speech function.