

ABSTRACT

Rambe, Siti Hartina. Registration Number : 2142121021. Speech Function of English Classroom Interaction at SMK Swasta Amir Hamzah Medan. A Thesis. English Educational Program, Faculty Language and Arts, State University of Medan 2019.

This research deals with speech functions used by teacher and students during reading comprehension session in English Vocational classroom interaction. The objective of this study were (1) to identify the types of speech function that used by teacher and students talk in the English classroom interaction (2) to describe how the speech functions realized in mood in english classroom interaction. A descriptive qualitative design was used in this study. The data were collected by recording the utterances of teacher and the tenth grade students at SMK Swasta Amir Hamzah Medan. The data were analyzed by data condensation, data display, verification/conclusion drawing. (1) There were 308 utterances produced as the total number where the teacher produced 185 utterances and students produced 123 utterances. The types of speech functions that have been found in teacher and students in the classroom are statement, question, offer, command and minor. Which is question more often used by teacher in the classroom interaction, then it is followed by statement, command, offer and minor. While Response statement to question is more often used by students in the classroom interaction, then it is followed by Acknowledge statement, Response offer command, Acknowledge offer and Minor. (2) For the realization of speech functions of teacher and students, there are two ways that have been found in realization of speech function teacher and students in mood, namely, typical utterances mood (congruent), and non typical utterances mood (incongruent or metaphor). In typical utterances mood, there are four ways that have been found, namely statement that realized by declarative mood, then question realized by interrogative mood, after that command realized by imperative mood and minor realized by minor. Beside that, in non typical utterances mood, there are two ways have been found in teacher speech function realization in mood namely question realized by declarative mood and command realized by declarative mood and there was nothing non typical utterances mood produced by students. In conclusion, the teacher used the speech function which focused on initiation of question, while students focused on responding of Response statement to question speech function in English classroom interaction.

Keywords: *Speech Function, Classroom Interaction, Systematic Functional Linguistics theory. Descriptive-Qualitative.*