

CHAPTER I INTRODUCTION

A. The Background of Study

Language is a type of behavior that it is state of mind and it is a means of communication (Siobhan, 2006:25). The function of the language is to transfer information or messages and express ideas and emotions. In addition, it is a representation of thoughts, feelings, objectives and actions. Language is used by human beings to communicate among one another. Language and human cannot be separated each other. Everyone makes daily activities using language.

These activities include talking with friends, listening to lecturers, reading an assignment, surfing the internet, etc. Without language, none of these activities would be possible. Language allows you to speak, read, write, listen to others, and even talk to yourself or to think. By language human can express their feeling and thinking. People can share their ideas by using language. It is hard to imagine if people don't have language in their communication. Using language in a communication is aimed to know what message and what information that will be delivered to other people.

It is important for us to learn language. The social interaction and communication of ideas or messages can be delivered by using language. Language has relationship with society because it is used for communicate with others. Knowing the way to use language in society is necessary so that we can use language appropriately and the communication will run well. One of the

ways to know language use in society is learning sociolinguistic. Sociolinguistic is study of relationship between language and society.

Sociolinguistics studies the relationship between language and society. They are interested in explaining why people speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language (Holmes, 2013: 1).

One of sociolinguistics parts is speech function. Speech function concerns to the social function of speech. It means that there is different function of each speech. According to Holmes (2013: 275), there are a number of ways of categorizing the functions of speech. They are expressive, directive, referential, metalinguistic, poetic, and phatic. Speech which is produced by people has different function. Everyone produces speech in his or her daily activities. For example speech that produced by teacher in a classroom. Teacher's speech in classroom activity has different function. The function of teacher's speech in classroom is not about delivering message and information only actually, but it can be ordering, asking, directing, and informing.

The language used by the teacher in the classroom interaction is commonly known as "teacher talk". It can be said as magical thing because it can probably change everything in the classroom interaction. Some experts do not only define

what language 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 can have a tremendous impact on the success of interaction they have with students. In a classroom, teacher transfers their ideas by producing speech.

A phenomena were revealed based on the researcher's experience in Praktek Pengalaman Lapangan (PPL) as the researcher did an observation in English speaking classroom at SMP Nasional Plus Pelita Insani Bogor. In short, the phenomena was students do not truly understand the meaning of teacher's speech. This matter makes the interaction between teacher and student does not run well. The communication that happens in a classroom is not well established. So, learning speech function is essential in order to know what the function of speech that people do in daily activities especially teacher speech in English classroom.

The analysis of speech function is conducted for the reason that the analysis of classroom discourse is in line with various important phenomena of language use, texts and conversational interactions or communicative events in the classroom (Suhardi, 1997). Moreover, the study of classroom interaction under analysis of systemic functional linguistic (SFL) which focuses on the role of communicative functions of classroom participants has not been investigated intensively (Fairclough, 2003). Ultimately, previous phenomena will potentially violate the goals of Curriculum 2013 which are both to transform teaching and

learning method into the students-centered learning and to emphasize students' participation in order to be more active learners.

Based on the elaboration above, the researcher is interested in analyzing the classroom interaction in the EFL classroom focusing on the analysis of spoken language. It aims to know the function of speech used by English teacher in a classroom which is concerned with the analysis of communicative functions what Holmes (1992:286) refers to the six categories of speech functions namely expressive, directive, referential, metalinguistic, poetic and phatic.

B. The Identification of Problem

Based on the researcher's observation at SMP Nasional Plus Pelita Insani Bogor which was conducted on November 2020, the researcher found some problems regarding to this research. The first problem is that the teacher and the student do not have much information about the function of speech. Because of lack information about speech function, the communication between student and teacher in a classroom is not well established. When teacher is talking to students in a classroom, students do not truly understand what the teacher actually want to students. Of course it can create misunderstanding between them. In addition, the learning process in a classroom does not run well. The first problem caused another problem, teacher's dominance. Teacher's dominance in teaching and learning process caused students' lack of motivation to be actively involved in teaching and learning process. Especially, for the students who have not been able to follow the lessons, the motivation given by the teacher will keep them on the track to catch up the lesson intensively.

The problems above becomes a reason why the researcher chooses to analyze speech function. This study focuses on the speech function of teachers talk in English classroom. Because it is very important for the teacher and the student to know the kind of function of their speech in order to the communication between them in a classroom will run well especially in English classroom.

C. The Problem of Study

In line with the background of the study and the identification of problem, the problems of the study are formulated as follows:

1. What types of speech functions dominantly used in English speaking classroom of SMP Nasional Plus Pelita Insani Bogor?
2. Why do the English teachers use speech function differently in the English classroom?

D. The Objectives of the Study

Through this study, the researcher wanted to know the answer of those questions in statement of problem. The objectives of the study are as follows:

1. To described the types of speech function and find out the most dominant type of speech function used used by English teachers in English classroom of SMP Nasional Plus Pelita Insani Bogor.
2. To investigated the reason why the English teachers use speech function differently in the English classroom.

E. The Scope of Study

This research deal with the speech function of teachers' talk. It was limited to the interaction of teacher and students. The analysis was based on the six categories of speech functions stated by Holmes namely *expressive, directive, referential, metalinguistic, poetic and phatic*.

F. The Significances of Study

From this research, the researcher expected the result of this research provide contributions to the language teaching and learning, both theoretically and practically:

1. Theoretically for other researchers who are interested in getting prior information about linguistic features of speaking classroom
2. Practically, the findings were useful for :
 - a. English Teachers who want to get much information related to their activities in the classroom to improve the quality of language teaching.
 - b. Students, to improve their way of language learning in classroom especially in speaking skill.

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