

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used by human beings to communicate with one to another. Language and humans cannot be separated from each other. Without language, it is impossible for humans to communicate and interact with others well. 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.

Sociolinguistics studies the relationship between language and society. They are interested in explaining why people speak differently in different social environments. What they care about is the social function of recognizing language and the way it conveys social meaning. Examining the way people use language in different social environments provides a lot of information about the way that language works, as well as information about the social relationships in the community, and the way people express their social identity through language (Holmes, 2013: 1).

One of the sociolinguistics parts is speech function. Speech functions is an exchange communication between speaker to listener that related to their function in speech. Speech function concerns the social function of speech. It means that there is a different function of each speech. According to Holmes (2013: 283), speech functions are the terms that are expressed in different contexts that consider

politeness. Choosing the appropriate linguistic form for directives to family, friends, and foreigners involves taking account of the dimensions of solidarity (or social distance) and social status (or power). Related to Holmes's theory (2013: 275), speech function is divided into six types, those are expressive, directive, referential, metalinguistic, poetic, and phatic. Speech which is produced by people has different functions.

Everyone produces speech in their daily activities. Speech is part of communication. In other words, people can transfer their ideas through their speech. In a classroom, teacher adopt the role of speech functions when they talk in any situation of classroom interaction to deliver their functional instruction in certain situation. Teacher's speech in a classroom has the most important roles in the teaching and learning process, not only for transferring information and knowledge but also for organizing teaching activities, helping students' practice, implementing teaching plans and interacting with their students that make the learning and teaching process to be active. In a classroom, there are interactions between teacher and student. One of them is communication in a classroom. In classroom communication, teacher and student involve speech as a medium to communicate.

In the EFL classroom, one of the most important parts of the teaching and learning process is the interaction that occurs between teachers and learners. Yanita, Yusuf, and Gani (2016) believed that among the success of a teacher's teaching is the quality of his or her interaction with the students. Therefore, in the teaching and learning process, we need interaction to make the situation more

comfortable. They are expected to give a response between teacher and students in classroom. The teacher does something to the students, students do something in return. If this interpersonal is good. It is assumed that learning will occur. On the other hand, it is bad, the process of learning will not occur and the problem is students do not truly understand the meaning of the 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 the function of speech that people do in daily activities especially teacher's speech in the English classroom.

The researcher decided to analyze types of speech function in the English classroom because it is important to know for both the teacher and student who do not know the types of speech function. Many of them just know the function of speech is for giving information only.

The following were the result of the observation:

T : Today, we will discuss the descriptive text. Who knows what the descriptive text is?

S : (Silent and look at their friends)

T : Please, nobody knows about the descriptive text? Descriptive text is a text that tells about person, thing, and..?

S : No response

Based on the preliminary data above, the researcher found that there are two types of speech functions, they are referential and directive. There are 2 referential and 2 directives. According to Holmes (2013: 275) referential function as utterances provides information. Which includes the referential is "***T: Today, we will discuss the descriptive text***". The utterance above belongs to referential because to open the lesson, the teacher gives information about the topic they will

discuss on that day. The teacher informs the students that the topic of the day is descriptive text. The second one is ***“T: Descriptive text is a text that tells about person, thing, and..?”***. The teacher asks for information from a student about the descriptive text. Why the question above belongs to the referential function is because the question provides information. The information is after the listener answers the question. Next is directive, Holmes (2013: 275) describes directive functions as utterances attempt to get someone to do something. It is concerned with getting people to do things. Which includes the directives are ***“T: Who knows what the descriptive text is?”*** and ***“T: Please, nobody knows about the descriptive text?”***. The utterances above belong to the directive function because the teacher asks the students to answer her question about the descriptive text. The researcher also used Holmes’s theory to analyze the reasons why the speech functions are used in the ways they are.

Based on the observation, the researcher got the problem in the teacher’s utterances, some of which are quoted from them as the preliminary data. ***“T: Descriptive text is a text that tells about person, thing, and..?”***. In this case, students still get difficulties to understand what the teacher meant. They couldn’t understand the function of language whether it showed the information or asked them. Because of lack information about speech function, the communication between student and teacher in a classroom is not well established. When a teacher is talking to students in a classroom, students do not truly understand what the teacher actually wants to students. Of course, it can create misunderstanding between them. In addition, the learning process in a classroom does not run well.

B. Problems of the Study

Based on the background of the study above, the problems of the study are formulated as follows:

1. What types of speech functions are used by the teacher in EFL Classroom?
2. Why are the speech functions used by the teacher in the ways they are?

C. The Objectives of the Study

In relation to the formulation of the problems, the objectives of this research were:

1. To analyze the types of speech functions which are used by the teacher in the EFL classroom
2. To explain the reasons why the speech functions are used by the teacher in the ways they are

D. The Scope of the Study

This study investigated the speech functions analysis of an English teacher during the interaction. It was conducted in grade seven. This study used Holmes's (2013: 275) theory in investigating the speech function. This study focused on the types of speech function that used by the teacher and the reasons why the speech functions are used by the teacher in the ways they are.

E. Significance of the Study

In relation to the research problems and objectives, the finding of the research may be beneficial not only theoretically, but also practically.

The used of the research are as follows:

1. Theoretically, by doing this research, it can develop and improve the theory related to speech function are used by the teacher in English classroom activities

2. Practically, the findings are useful for:

a. To the Teachers

The result of this study can be used by teachers especially for English teachers to apply speech function in their English classroom activity. In addition, it can give more information to the teachers about speech function and know what types of speech function usually they use in their classroom activity.

b. To the Students

After knowing information about speech function, the students are hopefully able to know and understand the function of their teacher's speech in the classroom activity.

c. To the Future Researchers

The result of this study can be used as references for the next researchers.