

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Language is one of the most important things that humans need to interact with other people. Language plays a very important role in human's daily activities. 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 action by using language, people can interact well, exchange their ideas, and also fulfill their needs. In interaction, language is a tool to communicate among people. People generally learn the language to be able to communicate, and their goal is to be able to express their feeling to others through language. It is important to know the way to communicate nicely to other people. People need to consider what the purpose of their speech is before they express it so that people can understand what the message conveyed in the conversation.

Language as the media of transferring information and knowledge, communication, and interaction should be noticed by all the elements related to the teaching and learning process. It used to enable the participant to participate in communicative acts with other people; this function is known as the *interpersonal function* (Yeibo, 2011).

The interpersonal function is the use of language to exchange experience which means that language is organized as an interactive event involving speaker or writer, and audience. When they are communicating with each other, they produce sentences that consist of their meaning and structures. Here, the semantic aspect (meaning) of the sentence is termed as speech functions and at the level of lexicogrammar (structural form), an aspect of interpersonal function is termed as mood (Saragih, 2014:40).

Based on the theory of systemic functional linguistics (SFL), language is used by people to fulfill the function of language as interpersonal meaning. Interpersonal meaning concerns the speaker's 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 a statement, question, offer, and command (Halliday,1994:69). The speech function of the statement, question, and command are realized by declarative, interrogative, and imperative mood respectively. However, the speech functions of offer are potentially coded by any of the three moods (Saragih, 2014:5)

The teaching-learning process takes place mostly in classrooms and it is frequently carried out under the guidance and supervision of teachers or lecturers. Teachers adopt the role of speech functions when they talk in any situation of classroom interaction to deliver their functional instruction in a

certain situation. The interaction between teachers and students constitutes the most important part of all classroom activities. Also, the appropriate speech functions of teachers can create a harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students. They use statements while teaching in declarative mood, imperative mood as the realization of command in directing students or interrogative mood in demanding information from the students. However, sometimes there are situations in which speech function is not congruently realized. In speech function, it is termed as metaphorical coding or realization (Saragih, 2014:25). Metaphorical realization is the coding of the speech function in which the common realization are flouted or violated (Saragih,2014:26). It means that any of the four speech functions can be realized in any different mood by putting aside the common realization of speech function as stated previously.

Classroom interaction refers to the mutual action among two or more objects that occurs when they are participating in the teaching and learning process in a classroom. Tsui (1995:6) states that classroom interaction is a cooperative effort among participants in which each participant contributes to determining the direction and outcome of the interaction. At this point, the quality and quantity of teacher-student interaction is the most important thing which fundamentally influences the effectiveness and outcome of a teaching-learning process in a classroom. Therefore, interaction is needed in the teaching and learning process because they are expected to give a response

between teachers and students in the class directly. The teacher does something to the students: students do something in return. As a result, students learn. If this interpersonal relationship is good, it is assumed that learning will occur. On the other hand, if it is bad, the process of learning will not occur.

The language used by the teacher in the classroom interaction is commonly known as “teacher talk”. Weddel (2008) reveals that language teachers use in class can have a tremendous impact on the success of the interaction they have with students. Besides, Yanfen & Yuqin (2010) suggest that language used by teachers is an indispensable part of foreign language teaching in organizing activities and way of choosing language do not only determine how well they make their teachers but also guarantees how well students will learn. Therefore, the interaction between teachers and students constitutes the most important part of all classroom activities. Appropriate teacher talk creates a harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students.

Chavez (2000) reveals that 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 fewer directive forms. 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.

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 describes men and women differently, because of fundamental differences which are related to their language. Generally, male and female speakers have different ways of 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, the gender of teachers and students influences the quality of the interactions in the classroom.

This study focuses on speech function analysis based on the teacher's gender in classroom interaction. It is supported by the 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, and women's speech is less direct/assertive than men.

To undergo the research, the researcher gathers the data from male and female teachers of SMP Negeri 1 Sibolga. Based on the observation, the writer got the problem in teachers' talk. Several utterances are quoted from them as the preliminary data.

Male Teacher: why don't you bring the dictionary?

In this case, students still get difficulties to understand what the teacher meant. They could not understand the function of language whether it was showing demanding or just asking them. So that they were confused about what the teacher has said to them. Based on Lakoff's theory (1975) states that men's speech is more direct than women. The fact is male teachers speechless direct when interacting with his students.

Female Teacher: bring your dictionary

From the utterances above, the female teacher realized her command by using an imperative mood. It is opposite to Lakoff's theory (1975) that women use less direct speech when talking with another's the person. As we know that speech function is the way of the speaker to transport ideas in communication to make the listener understand it well. So when a teacher instructs the students, it is automatically the teacher who uses speech function, if the use of speech function is appropriate with the function and situation, it will support learning effectively. For instance, when a teacher wants to give information about what is going to do or clarify the answer, to make students

understand what the teacher means, the teacher should use speech function which has a function to inform in this case a referential function. It is simply to investigate what happens inside the classroom when learners and teachers come together (Yuliana, 2018).

Talking about speech function, there are four basic categories of speech function Halliday (1994:6869) divides into four basic of speech function :statement, question, offer, command 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. 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, informing, etc.

Speech is one of parts of communication. In the other word, people can transfer their ideas by their speech. In a classroom, teacher transfers their ideas by producing speech. The thing that often happens is 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, speech

function is essential in order to know what the function of speech that people do in daily activities especially teacher and students speech in English classroom. Through this research, the researcher hope this research can add insight into the conversation also useful as a model for discussing the speech function in classroom interaction space that makes an effective conversation in the classroom.

Considering the description above, reasons are provided by the writer to analyze “Speech function of male and female teachers in classroom interaction”. This study focuses on the speech function of male teacher and female teachers in classroom.

Through the background that has been explained, researchers used Halliday's theory, because it has a match between the theory with the title of the thesis and can be proven This study and will be described the types of speech function and the most dominant types used in classroom interaction clearly.

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

1. What types of speech functions are used by male and female teachers in classroom interaction?
2. Why are the speech functions used by the teachers in the way they are?

B. The Objectives of the Study

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

1. To indicate the types of speech function used by male and female teachers in classroom interaction
2. To describe the reasons why the types of speech functions are used by teachers in the way they are.

C. The Scope of the Study

Based on the background of the study, this study is focused on the types of speech function made by male and female teachers in the classroom interaction.

D. The Significances of the Study

The findings of this study are expected to be useful, theoretically, and practically. Theoretically, this study is expected to give further information and theories about speech function used by male and female teacher in classroom interaction. Meanwhile, practically this study is expected to:

1. Theoretically for other researchers who are interested in getting prior information about linguistic features of speaking interaction in the classroom.

2. Practically, the findings are useful for English teachers who want to get much information related to their activities in the classroom to improve the quality of language teaching interaction.

