

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In acquiring a foreign language, speaking ability is a crucial part of the four language skills necessary for effective communication between speakers and listeners. The ability to speak allows students to effectively communicate their thoughts, ideas, and opinions, which are essential for building relationships, expressing themselves, and participating in group activities. According to Taridi et al. (2022) the classroom is a perfect environment for developing effective communication skills, especially students' speaking abilities.

In the Indonesian Ministry of Education's 2013 curriculum implementation, which is currently being used in SMP Negeri 5 Percut Sei Tuan's eighth grade, that the shift in learning must occur from teacher-centered to student-centered learning. Additionally, it highlights how active the students are by encouraging them to participate more and take the initiative to respond to information when teaching and learning is taking place. Thus, in order to be effective educators in the classroom, teachers must be able to adapt their methods so that they are more focused on student participation.

The development of productive teacher-student interactions is one of the most crucial elements of student participation-oriented learning. This interaction can lead to improved communication skills, increased student engagement, and more positive learning environment. However, language learners often struggle to communicate effectively due to a lack of understanding in the field (Leong &

Ahmadi, 2017). Students typically remain silent throughout the learning process as a result. Additionally, a study by Yualiti (2013) revealed that in EFL classrooms, teachers typically spend 70% to 80% of class time talking. This means that the teacher still needs to provide students with the opportunity to take on their role in classroom speaking participation. From this case, the evidence indicates that the teacher's ability to provide an interactive language classroom through his/her effective communicative language is crucial. In other words, using appropriate speech functions in the teaching-learning process is essential to maintain the classroom interaction.

According to Holmes (2013), speech function is the deliberate use of language by a speaker to successfully communicate ideas. It is a cognitive ability that can be categorized into expressive, directive, referential, metalinguistic, poetic, and phatic function. Teachers communicate information to students through a variety of speech functions during the teaching-learning process. In order to attain successful learning outcomes, Andewi and Waziana (2019) contend that teacher speech is essential to improving the capability of the learning process and sustaining students' excitement for learning. Additionally, utilizing the proper speech functions can improve student engagement, particularly when it comes to speaking proficiency.

The teacher's speech plays a crucial role in fostering student engagement and facilitating effective learning process (Suyitno et al., 2021). The choice of speech as a vehicle of communication becomes the main aspect that must be considered by the teacher in teaching-learning process. Sadullaevna (2020)

highlights the significance of using specific words and language functions to engage students in oral activities and enhance their speaking skills. Such activities that require them to listen and respond using specific words and language functions can help develop their speaking and listening abilities. Furthermore, selecting the right speech function can encourage students to be more active in class participation. Moreover, this activity also fosters students' critical thinking skills as they are required to listen carefully and respond appropriately.

Based on the preliminary data, the researcher observed in *Pengenalan Lapangan Persekolahan (PLP 2)* at SMP Negeri 5 Percut Sei Tuan eight grade, during the English teaching and learning process, the researcher noticed that the teacher produced three out of the six types of speech function proposed by Holmes (2013). Some of the teacher's speech functions encourage students' engagement in speaking activities. This can be seen in the transcript below:

Teacher: Good Morning everyone, how are you today? (Phatic Function)

Students: Good morning Ma'am, i am fine and you?

Teacher: I am good today. (Expressive Function)

Teacher: Sampai dimana pelajaran kita minggu lalu? (Referential Function)

Students: Greeting cards.

Based on the preliminary data above, the researcher found that the teacher produced phatic, expressive, and referential function, during teaching and learning process. As stated by Holmes (2013) the phatic function express solidarity and empathy with others, as seen example like "*Good morning everyone, how are*

you today?”. This type of utterance belongs to phatic because teacher is showing empathy towards the student’s feelings. The second function is the referential utterance which is used to received information from the students. Which includes “*Sampai dimana pelajaran kita minggu lalu?*”. This utterance belong to referential because here teacher is asking information and get a feedback from the students. In conclusion, the preliminary data indicates that, the English teacher used different types of speech function in order to engaged the students’ speaking ability during the teaching-learning process.

Referring back to the previous explanation, what happened in the actual classroom teaching and learning process at SMP Negeri 5 Percut Sei Tuan is the English teacher actively involve students’ speaking activities by using various types of speech functions. This approach assisted in establishing productive teacher-student interactions in the classroom. In this instance, the researcher wants to learn more about the kind of speech function that teachers can use to help students engage in speaking when teaching recount texts.

Several recent studies on the same topic about teacher’s speech function were used to support this study. In accordance with a previous study conducted by Mulyati (2013) on teacher’s speech and students’ speech, it was found that; the interaction between teacher and students was still dominated by the teacher. Teacher also found it challenging to engage students how to speak more and were trying to find the startegies for that. Another study was conducted by Taridi et al. (2022) regarding teacher’s speech function in teaching speaking skill. The implication of this study was to identfy various types of speech function utilised

in teaching speaking skill. The result of this study found out directive function was most prevalent employed in teaching speaking skill. Lastly, another study conducted by Elismawati et al. (2022) related to teacher speech function in language teaching and learning. The result of this study revealed that; the main type of teacher speech function was referential function. Furthermore, all the studies above investigated the teachers speech function, but my study goes further by analyzing what type of teacher's speech function that can engage students's speaking ability in teaching recount text.

Considering the background of the study that has been explained above, the researcher has provided the reasons to analyze "The Teacher's Speech Function in Engaging Students' Speaking Ability in Teaching Recount Text at the Eight Grade of SMP Negeri 5 Percut Sei Tuan". This study focus on the teacher's speech function, to analyze it the researcher used Holmes's theory (2013) about types of speech function.

1.2 Problem of the Study

Research is conducted to address problems or phenomena that occur in the subject of being studied. Formulating the research problem is crucial first step in a research process. It tells the readers what the researcher aims to investigate, and the more specific and clear it is better. According to Creswell & Creswell (2018) define the research problem as the first step in the research process. It involves identifying a specific issue or question that needs to be addressed. The problem statement should be clear, concise, and specific to guide the research process and determine the appropriate research design. Based on the background of the study

that are explained above, the research question in this study are formulated as follows:

1. What types of speech functions are used by the English teacher to engage students' speaking ability in teaching recount text at the eight grade of SMP Negeri 5 Percut Sei Tuan?
2. How are the speech functions realized by the English teacher in engaging students' speaking ability in teaching recount text at the eight grade of SMP Negeri 5 Percut Sei Tuan?

1.3 Objectives of the Study

The purpose of the research is to uncover answers to the questions through the application of scientific procedures. The main goal of the research is to reveal hidden truths that have not been discovered as yet. The objectives of a study are the specific goals that the researcher aims to achieve through the study. These objectives should be aligned with the research problem and should guide the research process (Cresswell & Creswell, 2018). Related to the research question above, this study aims to:

1. Analyze the types of speech functions produced by the English teacher in engaging students' speaking ability in teaching recount text.
2. Determine how the speech function realized by the English teacher in teaching recount text.

1.4 Scope of the Study

scope of a study involves determining the focus and range of the research. This includes specifying the central phenomenon being studied, the participants

involved, and the research site. Cresswell and Cresswell (2018) defined the scope of a study refers to the boundaries of the research problem and the objectives that the researcher aims to achieve. This study deals with various types of teacher's speech function in engaging students' speaking ability. There are also many researchers of other theories who discuss the function of teacher's speech. Therefore, the researcher examines the features of speech function that appear in the utterances of English teacher according to theory of Holmes (2013).

The researcher limits this discussion by drawing data from English teachers' utterances to identify what types of speech functions used in engaging students' speaking ability. Furthermore, this study aims to determine how speech function are realized by teacher in teaching recount text. Therefore, in this study, the researcher will focus on Teacher's Speech Function in Engaging Students' Speaking activity in Teaching Recount Text at the Eight Grade of SMP Negeri 5 Percut Sei Tuan.

1.5 Significances of the Study

In the field of research, every research result contributes to adding new knowledge for readers. Research is an original contribution to the existing stock of knowledge, leading to its development. Research should offer new insights, ideas, or findings that have not been previously explored or documented. Leavy (2017) states that the significance or value of the research topic is determined by who will benefit from new knowledge or the result of the study. The findings of this study are expected to benefit both theoretically and practically. The uses of research are as follows:

2.1.1 Theoretically, this study is expected to give information and theories about speech function used by the English teacher in teaching recount text

2.1.2 Practically, the findings are useful for:

a. 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 teaching and learning process.

b. To the Teachers

The result of this study can be used by the English teachers to various types of speech function to engaging students to speaking ability and to transform the learning method into students-centered learning.

c. To the Future Researcher

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

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