

CHAPTER I

INTRODUCTION

A. The Background of the Study

One of the most essential tools for human interaction with others is language. Humans rely heavily on language in their daily lives. It is important for all parties involved in the teaching and learning process to recognize language as a medium for communication, engagement, and the transfer of information. It served to facilitate interpersonal communication, which is referred to as the participant's ability to engage in communicative activities with others (Yeibo, 2011). Language serves as a means of information conveyance or messages and convey thoughts and feelings. It also serves as a depiction of sentiments, goals, and actions. People can have productive interactions, share ideas, and get what they need by using language. Language serves as a tool for interpersonal communication throughout interactions. Individuals often acquire a language in order to communicate, and their aim is to be able to use language to convey their emotions to other people. It's critical to understand polite conversation techniques. To ensure that everyone understands the message being conveyed in the conversation, persons should think about the objective of their speech before speaking.

People use language to fulfill the purpose of language as interpersonal meaning, according to the notion of systemic functional linguistics (SFL).

The interpersonal meaning pertains to the speech function of the speaker. Speech function refers to a communication engagement in which the addressee is assigned a complimentary role and the speaker assumes a speech functional role. A statement, question, offer, and command are the four different speech functions (Halliday, 1994:69). The imperative mood, declarative mood, and questioning mood, respectively, actualize the speech functions of the statement, question, and command. Nonetheless, any one of the three moods might conceivably code the offer speech functions (Saragih, 2014). The vast majority of the teaching-learning process occurs in classrooms, where it is usually supervised and guided by lecturers or teachers. When teachers converse in the classroom to provide practical education in a particular scenario, they take on the role of speech functions. The most crucial aspect of all classroom activities is the connection between teachers and students. Additionally, teachers who use their speech functions appropriately can foster a more cordial environment and foster a more amicable relationship between themselves and their students while teaching in a declarative mood, they employ statements; while guiding students, they use imperative mood; and when requesting information from the students, they use interrogative mood.

Nonetheless, there are instances where speech function is not achieved consistently. It's known as metaphorical coding or realization in speech function (Saragih, 2014). The coding of the speech function where the common realization is disregarded or broken is known as metaphorical realization (Saragih, 2014). It implies that, by taking aside the previously mentioned common realization of

speech function, any one of the four speech functions can be realized in any mood.

The mutual activity that takes place when two or more objects are engaged in the teaching and learning process in a classroom is referred to as classroom interaction. Classroom interaction, according to Tsui (1995), is a cooperative effort between participants where each one helps to determine the direction and result of the encounter. As of right now, the most significant factor that essentially affects the efficiency and results of the teaching-learning process in a classroom is the number and quality of teacher-student interaction. Because students are expected to respond directly to their teachers in the classroom, interaction is therefore necessary for the teaching and learning process.

According to Chavez (2000), classes taught by teachers of different genders exhibit distinct characteristics. Compared to male teachers, female teachers were more engaging, encouraging, and patient with their students. They used fewer directive forms, more compliments, and more referential queries. For instance, a male teacher's class was likely to be faster-paced, have a lot of (excessive) teacher floor time, abruptly change topics, and have shorter but more frequent student turns. Likewise, female educators were characterized as facilitators of communication and possibly more understanding of the usage of first languages. Additionally, female professors were criticized for selecting subjects too forcefully and for asking excessive amounts of questions, mostly in an effort to maintain and smooth the conversational flow.

Gender studies focuses on several facets of how gender is expressed in language. They fall into two categories: the discourse on gender and the discourse on gender. Due to underlying linguistic distinctions, men and women are described differently depending on their gender. Speakers who are male and female typically communicate in distinct ways. Gender has long been considered to have an impact on how students and teachers interact in the classroom. Stated differently, the interactions that take place in the classroom are influenced by the genders of the professors and students. Based on the teacher's gender during classroom interactions, speech function analysis is the main focus of this study. It is supported by Lakoff's (1975) thesis, which holds that women and men communicate in different ways, that women talk more than men do, that women disobey turn-taking norms less frequently than men do, and that women sound less direct and assertive while speaking.

Based on early observations made by the researcher in SMP KREATIF MEDAN, the researcher discovered that Students continue to struggle to comprehend the teacher's meaning. Whether the teacher was asking them a question or making a demand, they were unable to comprehend the purpose of language. in order for them to be perplexed by what the teacher had stated. According to Lakkof's 1975 theory, 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.

When it comes to speech function, there are four fundamental categories. Four fundamental speech functions are distinguished by Halliday (1994),

statement, question, offer, and command. Speech function analysis is carried out because classroom discourse analysis is consistent with a number of significant phenomena related to language use, texts, and conversations or communicative events in the classroom. Everybody speaks during the course of a typical day. For instance, a teacher's speech delivered in a classroom.

The purpose of a teacher's speech in a classroom setting is different. The purpose of a teacher's speech in the classroom might actually involve more than just conveying knowledge; it can also involve ordering, inquiring, directing, informing, etc.

The varieties of speech function and the most common types utilized in classroom interactions will be thoroughly described in this study.

B. The Problem of the Study

Refers to the background, the problem of this study are :

1. What are the differences in speech functions by male and female teacher?
2. How are the speech functions linguistically realized?
3. Why are the differences realized as they are?

C. The Objectivity of the Study

In line with the problems, the objectivity of the study are:

1. To formulate the differences between speech functions by male and female teachers
2. To elucidate realizations of the speech functions, and
3. To explain the reason for the differences

D. The Scope of the Study

Based on the background of the study, this research is focused on the speech functions that male and female teachers use when interacting with the students in the classroom.

E. The Significances of the Study

Findings of the study are expected to be relevant and useful theoretically and practically. This research is hoped to give contribution to the following parts:

1. Theoretically, this research can be provided to give information about speech functions that male and female teachers use.
2. Practically, the results are helpful to English teachers who wish to learn a great deal about what they do in the classroom to enhance the caliber of language learning interactions.