

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of the Study

Systemic functional linguistic is an effective way to analyze language on semiotic terms. The chief proponent of this approach is M. A. K. Halliday (Costetchi, 2013). It is based on non-transformation generative grammar which classifies words according to their roles within the structure (Moji, 2011). It focuses on the functions of language with reference to different contexts. It offers applied orientations to linguistics' study (Christie & Unsworth, 2012). Choice of words is actually meaning in the principle of functional grammar. This principle focuses on the functions that words perform and the meaning determined by the choice of these words (Ye, 2014).

The constituent of speech functions and moods analysis describe interpersonal metafunction (Noor, et.al, 2015). In interpersonal metafunction, the degree of intimacy or distance and the type of the relationship between the writer and reader or participants in a text through the type of modality can be explored; besides, the system of pronominal determination describes how a referent can be recognized through the stances of the referent regarding the speaker and listener (Haratyan, 2011).

Haratyan (2011) and Donald (2011) state that moods element to be constituted by the Subject and the Finite (auxiliary or lexical verb) and the remainder of the clause as the Residue, determine the mood of a clause as verbal group. Hence, the order Subject+Finite establishes the mood as declarative, while

the order Finite+Subject establishes the mood as interrogative. In a system network, a clause can be declarative or interrogative with wh or yes-no format including material, mental, verbal, relational, or existential processes.

In terms of finite verb, subject and tense choice, Systemic Functional Linguistic helps us express the speech functions such as persuading, enticing, motivating, demanding, inviting, ordering, proposing, recommending, confirming, persisting, and denying through a set of Mood clause systems. Through the scale of delicacy (level of detail and particularity) in the mood system, a clause can be indicative or imperative (Hartyan, 2011).

Hartyan (2011) also states that Speech-functional roles help meaning to be achieved through Mood such as statement or question requesting, commanding and offering. Semantic dimensions of functions such as declaration dealing with information exchange (statement), asking information (question), and demanding service (commands) are omnipresent in every language while the structure, organization, degree and realizations of delicate choices differ from one language to another. For every grammatical category, there are different realizations. Interactants are involved in a conversation with indicating, demanding, and evaluating responses and information through the degree of probability. Metaphorically, a command can be regarded as a statement or a question. Hence, systemic functional linguistic can provide an active approach to analyze the language.

Language functions to fulfill human needs in the exchange of experience. Human beings need to exchange experience as human kinds are social beings,

‘social products’ and consequently cannot live isolated, no one can completely fulfill one’s needs; one needs others and only human beings are destined with interpersonal function; human culture and civilization; history. Egg (2011) illustrates that in the ordinary life of human beings, they constantly use language. They chat to family members, organize children for school, read paper, speak at meeting, serve customers, follow instructions in a booklet, etc. All of these are activities involving language. The language itself is communication practice mediated by linguistic system (Shitemi, 2011). According to Hornby (2012), communication itself is the activity or process of expressing ideas and feelings or giving information. Giving information involves transferring knowledge, facts or news by the speakers as the doers to the listeners as the receivers.

When human being interacts in community, they perform interpersonal function of language. Interpersonal function is realized by mood and modality. Mood shows what role the speaker selects in the speech situation and what role he assigns to the addressee. If the speaker selects the imperative mood, he assumes the role of one giving commands and puts the addressee in the role of one expected to obey orders. Modality specifies if the speaker is expressing his judgment or making a prediction. (Halliday, 2014).

The interpersonal function is realized at two levels namely at the level of (discourse) semantics and lexicogrammar. At the level of semantics, human being performs two roles namely Giving and Demanding. The commodity exchange may be either information or Goods & Services. When the roles and commodities are cross classified, four specific activities or speech functions are derived. Based

on Halliday (2014) states that speech functions are realized in four types, namely: statement, question, offer and command. Thompson (2010) emphasizes the important point that use of language lies at the very heart of social life. In general, it is noted that communication and language are important components of social life. Expressing thought and feeling, conveying ideas, making request giving command, and so on.

In the instructional process, for instance, a lecturer must utilize language as a means of instruction in the classroom which is called “lecturer utterances”. The language or lecturer utterances employed by the lecturer in the classroom can be said a magical thing. It can probably change everything in the classroom. Some experts do not only define what lecturer utterances is but also they account for its importance and impact upon the teaching and learning process. Weddel (2008) reveals that the language that lecturers use in class, or “lecturer’s utterance,” can have a tremendous impact on the success of interactions they have with students. In addition, Yanfen & Yuqin (2010) suggest that lecturer’s utterance is an indispensable part of foreign language teaching in organizing activities, and the way lecturers utterances do not only determine how well they make their lectures, but also guarantees how well students will learn.

Teaching learning process takes place mostly in classrooms and it is frequently carried out under the guidance and supervision of lecturers. The interaction between lecturers and students constitutes the most important part in all classroom activities. Appropriate lecturer utterances can create harmonious atmosphere and at the same time promotes a more friendly relationship between

lecturers and students. Even, lecturer utterances is claimed as the primary source of linguistic input in a second language classroom to illustrate how important it is. Krashen (2013) asserts that lecturer utterances is now generally recognized as a potentially valuable source of comprehensible input for the learner. Since this is essential for teaching language process.

This study 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 (Van Dijk, 1985; Cazden, 1988; Suherdi, 1997). However, the study of classroom interaction under analysis of systemic functional linguistic which focuses on the role of communicative functions of classroom participants, has not been investigated intensively (Christie & Unsworth, 2000, Fairclough, 2003). It can be proven by some studies as following:

Sunardi (2015) in his journal about Mood Types Analysis of Teaching and Learning Process in Immersion Class of Theresiana 1 Senior High School. the result of this study reveals that the use of declarative mood types is higher than the other mood types with 180 clauses from 269 clauses. Role relationship between teacher and students can be seen on the use of imperative mood types, which is produced more by the lecturer as the leader of the class that give the order or command for the students. Teacher is also being the dominant speaker or the initiator while she Produces clauses more than the students with 147 clauses.

Yuliati (2015) in her journal about Interpersonal Meaning Negotiation In The Teacher-Student Verbal Interaction, the results showed that most of the

utterances produced by the teacher were in the form of command which means that the authority of the teacher was dominant. Besides, the teacher also tried to be equal with the students by using some declarative and interrogative types of mood. These made the students respond well but not really elaborated her/his responses.

From research findings above, it can be seen that the study of classroom interaction under analysis of systemic functional linguistic still general, they just focus on teacher and the students interaction, without making the more specific such as, sex and gender of teacher or class of the students or others that can influence to the classroom interaction process. Therefore it will be worth conducting this research focus on speech functions of male and female lecturers in the classroom interactions. The researcher want to know the differences linguistic form used male and female lecturers especially in mood realization in the classroom. It is supported by 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, women's speech is less direct/ assertive than men.

In order to undergo this research, the researcher gathers the data taken from lecturers of University of Muslim Nusantara Al-Washliyah, Medan. By adapting this theory the researcher will take several utterances from male lecturer, *RIA* is lecturer of English Department and female lecturer, *DHS* is also lecturer of English Department. Researcher focuses on their utterances produced by the male and female lecturers of University of Muslim Nusantara Al-Washliyah (UMN AW) Medan when teaching in the classrooms. Based on previous observation that

researcher got, there are problems in speech functions of male and female lecturers of *RIA* and *DHS* in mood realization. The researcher quotes several utterances from them as the preliminary data as follows:

*(Male Lecturer) RIA :*

*Why don't you have any question?* (Speech Function: Statement, Speech Function realized in Mood by using Interrogative Mood)

Based on the clause above, it can be analyzed the speech function and realization in mood:

<i>Why</i>	<i>Dont</i>	<i>You</i>	<i>Have</i>	<i>Any question</i>
Adjunct/wh	Finite	Subject	Predicator	Compliment
Residue	Mood		Residue	

In this preliminary data, it's shown that students still find it difficult to understand what message is delivered by the lecturer. They cannot understand the message of language, is it showing demands or just giving asks to them. So that they were confuse what really the lecturer's said to them. Therefore, the speech functions which role to be understood easily to the students become difficult and get misunderstanding based on the above case. Meanwhile it is opposite with the theory of Lakkof (1975) which states that men speech is more direct than women. The fact is *RIA* speech less direct when interact with his students. It is very rarely used by men when talking with the other's person.

And also *DHS* as follows:

*(Female Lecturer) DHS :*

*Give your opinion* (Speech Function: Command, Speech Function realized in Mood by using Imperative)

Based on the clause above, it can be analyzed the speech function and realization in mood:

<i>Give</i>	<i>Your opinion</i>
Finite	Predicator
Mood	Residue

In this preliminary data, *DHS* who is female lecturer realized her command by using imperative mood (Halliday, 2014). It is very opposite to the theory of Lakoff (1975) that women usually use less direct speech or indirect command when talking with the other's person.

Based on utterances above it can be seen that, *RIA* use interrogative mood when commanding the students. Meanwhile Halliday (1994) in his theory state that speech functions are action or performance done by language users in order to fulfill the intention of the speakers and listeners. It is different from *DHS* which use imperative mood directly when asking the students while Lakoff (1975) states that the women usually use less direct speech or indirect command. Based on the phenomena above, there is gap between theory and the reality in speech functions of male and female lecturers in the classroom interactions of University of Muslim Nusantara Al-Washliyah (UMN AW) Medan.

Therefore, this research is primarily intended to identify the speech functions of male and female lecturers' utterances in the classroom interactions especially in University of Muslim Nusantara Al-Washliyah (UMN AW) Medan. The researcher wants to analyze the speech functions of male and female lecturers' utterances in the classroom interactions.



## **1.2. The Problems of the Study**

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

1. What types of the speech function are made by male and female lecturers in the classroom interactions?
2. How are the speech functions realized in mood?
3. Why are the speech functions realized in mood in the ways they are?

## **1.3. The Objectives of the Study**

With reference to the problems of study above, the objectives of the study are

1. to investigate the types of the speech functions made by male and female lecturers in the classroom interactions,
2. to describe how the speech functions realized in mood, and
3. to elaborate the reason why the speech functions realized in mood as the ways they are.

## **1.4. The Scope of the Study**

This study is focused on speech functions of male and female lecturers in the classroom interactions at the University of Muslim Nusantara Al-Washliyah (UMN AW) Medan. This study applied the concept of interpersonal metafunction in systemic functional linguistic as proposed by Halliday (1994) in investigating the speech functions of male and female lecturers in the classroom interactions and applied

theory from Lakoff (1975) to support the differences between male and female lecturers.

### **1.5. The Significances of the Study**

The findings of the study are expected to be relevant and significant theoretically and practically.

#### **1. Theoretical significances**

Theoretically, the result of this study is expected to provide beneficial information about linguistic features of classroom life, to provide information about textual analysis, particularly analysis of classroom discourse, so that this study gained many insights into this relationship, which in turn contributed, even probably in small scale, to the theories of language education, teaching and learning process.

#### **2. Practically significances**

Practically, the usefulness of findings is described as the following:.

- 1) This study could be reference for the next researchers in identifying speech functions of lecturers' utterances in any field of language studies.
- 2) This study of speech functions is also expected to enrich research on investigation classroom behavior which is so central to improve teaching and learning practices that the findings conclusions of this study, particularly, may stimulate lecturers to improve their teaching behavior in order to maximize students' learning.

- 3) This study will give some contribution in the field of applied linguistic practitioners, reader and students who are interested in studying systemic functional linguistic especially in the speech functions.