

CHAPTER I

INTRODUCTION

Language plays an important role in undergoing human's daily routine activities. The use of language as a device of communication enables people to fulfill their needs for instance in promoting doing presentation in a meeting, and also conducting reaching and learning process in the classroom. Those activities are also illustrated by Eggins (2004 : 1) 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 instruction in a booklet, etc. All of these are activities involving language.

Considering the importance language, systemic functional linguistics theory describes that human beings use language in order to fulfill the three functions of language known as metafunctions, namely: to represent, to exchange, and to organize experience. Technically, the three metafunctions are divided into three, they are ideational, interpersonal, and textual function.

As a member of the society, people adopt one of the metafunction of language that is interpersonal function. It 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 each other, they obviously produce sentences that consist of its meaning and structures. Here, the semantic aspect (meaning) of 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).

Basically, Saragih (2014:37) states that speech function refers to a function of language performed by a speaker in a verbal interaction or conversation which specifies his or her role (asking and demanding) and the content or commodity transacted (information and goods & services). Speech function denotes the speaker's attitude and judgement called as moods. It is used as the medium to exchange experiences among speaker and listener in order to fulfill their needs.

Furthermore, to know the fact that the use of speech function is important in human's daily life, teaching and learning process in English vocational classroom interaction is also cannot be separated from the existences of speech function. Thereby, it is crucial to know how the information is presented by teacher and students in the classroom. It can be used to identify meaning and analyze the grammatical features of information being transferred, so that students can obtain a better understanding of what the classroom activities designed by the teacher in form of verbal classroom interaction conversation by considering the use of speech functions in teaching and learning process (Saragih, 2014:47). So this is the influence of Speech function in teaching learning process).

The Interaction between teachers and students constitutes the most important part in all classroom activities. Appropriate teacher talk can create

harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students. Even, teacher talk is claimed as the primary source of linguistic input in a second language classroom to illustrate how important it is. Krashen (in Cullen, 1998: 179) asserts that teacher talk is now generally recognized as a potentially valuable source of comprehensible input for the learner. Since this is essential for language acquisition. When the teachers talk in the classroom, there are role of speech function in giving and sharing information from their students. They use statement in giving information for their students or they can use question to demand information from the students.

The teacher always use speech function to exchange their experience to share information. In giving information, the teachers not only use statement in formed by declarative mood but also by interrogative mood. It is aimed to make their students more understand the teaching material and make the classroom interaction.

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. It is a way of someone delivers ideas in communication to make listeners understand the ideas well. Speech function itself can be divided into four kinds: statement, question, command and offer.

Halliday (1994: 68-69) divides the four basic speech functions: statement, question, offer, and 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 (Suhardi, 1997).

A conversation or verbal interaction is analyzed with reference to the speech function and Mood. By Referring to the two features a better Understanding of Verbal interaction can be obtained. Specifically, it can be obtained whether the speech function is Congruently or methaphorically realized.

The incongruent or uncommon realization of speech function is termed metaphorical coding or realization. In other words, methaphorical realization is the coding of speech function in which the common realizations as specified are flouted or violated. Although a metaphorical coding is an uncommon or unusual one, it should be noted that not every uncommon or unusual aspect in discourse is called a methaphorical realization. One of the characteristics of methapor is that it causes tension between 'meaning' and expression in the semiotic system as the methaphorical coding flouts the common or the most probable coding. (Saragih, 2014;45).

For example:

(1)

A. *Where did you spend your last holiday?*(Q: congruent/interrogative)

B. *I want to Bali.* (RSQ: congruent/declarative)

(2)

A. *I want to know where you spent your last holiday? (Q: congruent/interrogative)*

B. *Do you think I can forget Bali? (RSQ: metaphorical/declarative)*

The following conversations represent congruent and metaphorical coding. Normally or commonly a Q is realized by an interrogative Mood. When it is coded by a declarative Mood, it becomes metaphorical as indicated in (1). In (2) both speech functions of A and B are metaphorical.

Equally important, nowadays, English as compulsory subject that is taught in Vocational school (SMK) is different from general English in the level of Junior and Senior High School. Those differences can be seen from some aspects underlying the learning system of Vocational school, such as students learning styles, students' characteristics and the specific students' learning needs that must meet appropriately by the teacher in order to support their skills in relation to their work field in the future.

In English vocational classroom, the use of English by students as the target language is really crucial to be improved because they must be able to communicate orally and in writing accurately to support their competences for their future career. However, there are still incompatibilities in the practice of teaching and learning process to respond what it is expected from the theory of the English language teaching which focussing on the students-centered. The reality shown that the previous researches found that teachers tend to do most of the classroom talk in the English language teaching. Teacher talk makes up over 70 percents of the total talk (Tsegaye & Davidson,

2014:2). Those facts are also supported by Purwanigara's findings (2015) in vocational classroom interaction, Sari's findings (2014) in the English language teaching process, and Pujiastuti's findings (2013 in English for Young Learners (EYL). Those findings from three different levels of education revealed that the teachers played the dominant roles in the classroom, meanwhile the students have less opportunities to interact and participate actively during the teaching and learning process.

Based on the observation in SMK Swasta Amir Hamzah Medan during teaching learning process of English when the writer in PPL. The researcher noticed that several students did not show their active participation in responding the teacher, only some students. They could not express their ideas or opinion related to the material discussion. So that, in answering the teacher's questions, they used Indonesian language it was difficult for them to respond the teacher using English and even they tried to give the answer in English, they needed longer time then expressed it intermittently. Students only gave short answer when the teacher's asked questions. Finally, the classroom interaction became monotonous and it was dominated by the teacher.

To respond what has been described from the observation above, it is a must for teacher to deal with the appropriate utilization of language in the classroom in order to help teacher to provide students with more opportunities to take more roles in the classroom more than teacher. It is also in line as what has been explained in permendikbud no 19 Tahun 2005 about the standard of

National education which states the teacher should be able to organize fun, challenging, and interactive learning process in the education unit that can encourage students to participate actively and provides sufficient space for them based on their talents and interest.

For that reason, since the role of teacher is as the facilitator in the classroom who facilitates students to talk much more than the teacher, teacher are expected to be able to use the appropriate utterances in a certain situation whether in organising the learning activities, managing the classroom, presenting the materials, checking the students' understanding, and giving the instruction. Thus, this condition can ultimately stimulate students to grasp the chances to participate actively in the classroom as one of the objective of curriculum which is oriented to the students-centered (Retnawati, et al., 2016) in other words, through the interaction which presents the variety of speech function, it can help teacher in creating a pleasant atmosphere during the teaching and learning process and achieving the goals of learning at the end of the lesson.

Based on the description above, reasons are provided by the observations regarding the importance of speech functions in the teaching and learning process. Firstly, as what stated by Christie & Unsworth (2000) in Systemic Functional Linguistics (SFL) which focusses on the role of communicative functions of Classroom participants has not been investigated intensively. Secondly, presenting the appropriate and varied of speech functions during the teaching and learning process can help teacher in creating

a communicative English classroom interaction as well as to avoid the monotonous classroom atmosphere.

Therefore, this study was intended to analyze the classroom interaction focused on the analysis of speech function based on systematic Functional Linguistic theory and an analyzing conversation or verbal interaction in the classroom. There are two possibility coding, they are typical clause mood or congruent coding and non-typical clause mood or metaphor coding.(Saragih, 2014;45).



The Problems of the Study

1. What types of speech function are used by the teacher and the students in English Classroom Interaction at SMK Swasta Amir Hamzah Medan ?
2. How are the speech functions realized in Mood in English Classroom Interaction?

B. The Objectives of the Study

The objectives study are :

1. To identify the types of speech function that used by teacher and students talk in the english classroom interaction.
2. To describe how the speech functions realized in mood in english classroom interaction.

C. The scope of the Study

This study focused on the analysis of speech functions and its realized in mood in English classroom interaction at SMK Swasta Amir Hamzah Medan based on Systemic Functional theory (Halliday, Liu and Saragih) and to analyze conversation or verbal interaction in the classroom.

There were two possibility coding, they are typical utterances mood or congruent coding and non typical utterances mood marked or metaphorical coding. (Saragih, 2014; 45).

The Significance of the Study

The findings of this study were expected to be useful for teachers and students on their attempts to improve the language teaching and

learning process in the classroom. The results of the findings will provide valuable input to:

1. Theoretically, it will be useful to provide beneficial information about the linguistics characteristics of the classroom interaction.
2. Practically, the findings will be useful for:
 - a. The English teachers, who are expected to improve the effectiveness of teaching English and gain much information related to their classroom activities as well as to improve the teachers performances and as a references for education research in future.
 - b. Students at vocational school, to improve their abilities and ways in learning English so that they will be enthusiastic and be motivated to participate actively in the classromm activities and as a references for education research in future.
 - c. Other researchers, as a reference for those who want to conduct a research about the classroom life or the classroom interaction.

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