

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language plays an important part in the way of people through their everyday lives. Language as a communication tool allows people to meet their needs in a variety of situations, such as marketing a product, chatting with co-workers, serving customers in a restaurant or hotel, giving a presentation in a meeting, and also conducting teaching 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 talk 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.

According to Halliday (1994:35), metafunction is one of the basic concepts around which the theory is constructed. He also stated that it refers to the function approach that maintains a concept that human beings use language to fulfil three in their lives: (1) to represent (2) to organize (3) to exchange this experience as members of the society. As the member of society people use the interpersonal function, where it is the use of language is to exchange experiences, and it is structured as an interactive event involving a speaker or writer and an audience. Halliday (2004) states that through the interpersonal meaning, people establish, negotiate and assume their position in social relationships, and it is concerned with clauses as exchange. When they communicate with one another, they clearly create sentences that produce the meaning and structures of the sentence. 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).

Fundamentally, Saragih (2014:37) states that speech function refers to a function 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 judgment called meaning and it is expressed in the structural form called moods. It is used as the medium to exchange experiences among speakers and listeners to fulfil their needs

Furthermore, given the importance of speech function in human everyday life, the teaching and learning process in English classroom interaction is intimately linked to the nature of speech function. Dagarin (2004:128) also supports that classroom interaction can be defined as a two-way process between the participants in the learning process. The teacher influences the students and vice versa. Therefore, it is crucial to understand how the information is conveyed in the classroom by the teacher and students. Speech functions and moods can be used to identify meaning and analyse the grammatical features of information being transferred, so that both teacher and students can obtain a better understanding of what they are actually talking about in the verbal classroom interaction by considering the use of speech functions, Saragih (2014:47).

The language used by the teachers in the class can have a tremendous impact on the success of interaction they have with students. In addition, 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 lectures, but also guarantees how well students will learn. Therefore, the interaction between teacher and students constitutes the most important part in all classroom activities including to have aim in creating 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. Gender refers to the values, rights, and responsibilities that are socially and culturally assigned to someone whether someone is masculine or feminine, with rights and responsibilities associated with each status. Female teachers known for being more interactive, supportive and patient with their students than male teachers. They asked more referential questions, gave more compliments and used less 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.

This study focuses on speech function analysis based on teacher's gender in classroom interaction. 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.

Based on the research by Ramdhani, et al, in 2018. Entitled “Mood and Modality Systems Realized in EFL Teacher-Students Classroom Interaction During Daily Assessment”. The results of this study showed that the teacher played her role as information giver as priority by reflecting on the number of declarative clauses were used. Besides, the teacher also showed her dominance to lead the classroom activities by producing imperative clause.

Based on the researcher’s observation at SMA Negeri 1 Kisaran during the online classroom interaction of English through Zoom Meeting, the researcher found out that several students did not display active role in responding to the teacher, and the researcher got the problem in the use of teachers’ speech function sentences. Several sentences of speech function are quoted from them as the preliminary data.

First, the language used in teachers and students is difficult to understand by students. The example; *why I cannot see your face?*

In this case, students couldn’t understand the function of language, because the students confused whether the teacher showed demanding or just giving asking to them, they didn’t know how to respond from what was said by the teacher. The fact it’s the female teacher whom spoke less straight when interact with her students.

Second, in relation to male and female of Speech function in Mood realization, there is also assumption that they tend to be different in terms of teacher utterance by referring to Holmes (2001) proposing a question “Do men and women

speak differently?”, in explaining the difference of linguistic forms used by men and women.

The examples when they want to state information toward to students:

(Female Teacher) : *Only the students who turn on their camera that I will consider present in class today, ya.*

(Students) : **silent**

Meanwhile,

(Male Teacher) : *Nak, why you didn't turn on your camera? Kenapa kameranya tidak kamu hidupkan? Ada apa?*

(Student) : *Oiya, lupa sir, I'm sorry sir.*

Female teacher used declarative mood when asking the students, and it was different with the male teacher whom used interrogative mood directly when asking the students. From the teacher's words, students understood the words of the male teacher better than female teacher's sentences of speech function.

Based on interviews with students, it happened that female teacher used vocabularies that were difficult for students to understand, and rarely translate the words that were delivered. Meanwhile the male teacher used vocabularies that were easily understood by students, and the difference was the male teacher when he explained using English and then he tried to translate it into Indonesia language in the end of every sentence, meanwhile the female teacher was not translated most of the sentences she said.

Moreover, the students 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 infrequently. Students only gave short answer when they were asked to answer the teacher's questions. Finally, the classroom interaction became monotonous and it was dominated by the teacher.

To answer what has been explained from the observation above, it is important for teachers to address the proper use of language in the classroom in order to assist teachers in providing students with more opportunities to take on more roles in the classroom than the teacher, since the role of teacher is as the facilitator in the classroom who facilitates students to talk much more than the teacher, teachers are expected to be able to use the appropriate sentences of speech function in a certain situation whether in organising the learning activities, managing the classroom, presenting the materials, checking the students' understanding, and giving the instructions.

Thus, this condition can ultimately stimulate students to grasp the chances to participate actively in the classroom as one of the objectives 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 functions, it can help teacher in creating a pleasant atmosphere during the classroom interaction and achieving the goals of learning at the end of the lesson.

In conclusion, this research was intended to analyse the classroom interaction focussing on the analysis of speech functions realized in mood and to describe the way of the male and female teachers used types of speech function they've done.

B. The Problems of the Study

1. What are the types of speech function used by the male and female teachers in classroom interaction?
2. How are the speech function used by the male and female teacher?

C. The Objectives of the Study

The objectives of this study are:

1. To identify the types of speech function used by the male and female teachers in classroom interaction.
2. To analyse the way how the speech function used by the male and female teachers.

D. The Scope of the Study

This study was focused on the analysis of speech function in mood based on teachers' gender. This study applied systemic functional linguistic as proposed by Halliday (1994) in investigating the speech functions and their realization and it's applied Lakko's theory (1975) to support the differences of teachers' sentences of speech function based on the teacher's gender. The preliminary data was taken in online learning, meanwhile the further research was conducted in offline learning, both in the same ten grades during the process of teaching and learning of writing skill which was about *Simple Past Tense*, and the researcher was conducted the observation for two times, 2 meetings in each week.

E. The Significances of the Study

The findings of this study are useful for teachers and students on their attempts to improve the language teaching and learning process in the classroom interaction. The results of the findings provided valuable input to:

1. Theoretically, to provide beneficial information about the characteristics of linguistics of the classroom interaction.
2. Practically, 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.
 - b. Students at school, to improve their abilities and ways in learning English so that they will enthuse and motivated to participate actively to involve in the classroom activities.
 - c. other researchers, as a reference for those who want to conduct research about the speech in mood especially in that conducted by the teacher in classroom interaction.