

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In educational environment, effective interaction between the teacher and students plays an important role in encourage an engaging and productive learning environment. Classroom discourse refers broadly to all types of communication that occur in a classroom or educational setting. However, a survey of the literature indicates that the definition of classroom discourse as an analytical unit is quite broad. A more effective approach might be to expand the term to encompass discourse in various educational contexts.

The field of classroom discourse analysis has evolved significantly, shifting from an early focus on interactions between teachers and the students to a more contemporary emphasis on learning and identity formation through discourse. Study in this area has ranged widely, from detailed microanalytic conversation analysis to the application of Halliday's systemic functional grammar, highlighting the diverse methodologies and theoretical frameworks employed in studying discourse in education. This interaction is not just a transactional exchange of information, but includes various speech functions that influence the dynamics of classroom communication. Interaction is fundamental in the exchange and delivery of ideas, this is in line with Halliday's (1994) which identifies two main roles in this process, namely giving and demanding.

The linguistic perspective established by Halliday considers language in a social context, known as Systemic Functional Linguistics (SFL). SFL is a theoretical framework that emphasizes the function of language. It explains the syntactic structure of language while prioritizing its function (what language accomplishes and the methods it uses) over traditional structural approaches that focus on the elements of language and their combinations. Halliday (1994) states Systemic Functional Linguistic (SFL) is a theory centered on a notion of language function. It is concerned with the realization between language and context, important meaning in the text. Based on the SFL theory, language is used by people to fulfill the function of language as interpersonal meaning and interpersonal meaning which involves the speaker's role in speech function.

When discussing the functions of speech, we can categorize them into four fundamental types: statements, questions, offers, and commands (Halliday 2014). Functional speech encompasses various elements, including interactions and communicative events that transpire in the classroom. This includes the speech delivered by the teacher to students during instructional activities, as well as daily communication that occurs both at home and in school settings.

Many incidents in the classroom cause interaction between the teacher and the students to be ineffective, so that students have difficulties in understanding the information conveyed. The teacher explains the material but the students do not really understand what is conveyed and explained by the teacher. As Andrade (2015) asserts, communication is a pivotal factor influencing students' academic achievement.

R Good morning Ma'am. How are you ?

T I'm Fine, thank you

R Okey Ma'am, my name is Radhia Annisa Hasibuan. Today I would like to interview you, Ma'am, with some questions about the interaction between teachers and students in the classroom. Are you ready, ma'am?

T Yes, sure

R Okey, first question is what is your name ?

T My name is JA

R Do you use English fully in classroom interaction?

T Not always. Sometimes, I mix it with bahasa.

R why did you mix it with bahasa ?

T Because many students had difficulties to understanding what I said and explained. It's because most of them are passive in English and just focus on the language used in textbooks.

R So, do you use speech function in the classroom interaction?

T yes but only around 50%

R Is that effective in learning process?

T Honestly no, because the don't really understand what I say

R Alright ma'am, thank you for the interview

T Yes, you're welcome

Ineffective interaction between the teacher and the students in the classroom can be a problem in teaching and learning activities. This was revealed based on the results of interviews with English teachers when teaching English speaking to grade 11 students at SMAS Gajah Mada Medan. The following are the results of interviews with English teachers of grade 11 SMAS Gajah Mada Medan:

Based on interview with English teachers at SMAS Gajah Mada Medan showed that many students had difficulty understanding the teacher's explanation of the lesson topic. This difficulty arose because most students were passive in speaking English and tended to focus on the language used in textbooks, so they had difficulty to understanding the teacher's oral explanation. This problem encourages the need to study the function of speech in classroom interactions to assess its effectiveness and overcome obstacles to learning success.

Aminah (2022) found that the most dominant speech function used by English mentors was the expressive speech function, which covered 36% of all analyzed utterances. This indicates that mentors use expressive speech more often in classroom interactions compared to other types of speech functions. In this study the researcher use James Holmes' theory that explained 5 types of speech function. Namely expressive, directive, referential, metalinguistic, phatic, and poetic.

Sa'idah (2020) found the findings of the Study indicate that there are four types of speech functions used by the teacher and students, namely statements, questions, offers, and commands. The dominant speech function used by the

teacher is commands, while the dominant speech function used by students is questions.

Saibani (2020) showed that Speech functions are applied by the English teacher in the classroom when the teacher expresses her feelings, and when the teacher asks the students to do something. Also when the teacher gives some explanation, information and asks some question to the students or when the teacher asks the meaning of some words, and when the teacher is showing her solidarity and empathy to the students with asking their condition.

Based on the discussion above, the researcher wants to research about speech functions of classroom interaction between teacher-students classroom interaction at SMAS Gajah Mada. The focus of this Study is on the use of speech functions in interactions between the teacher and the students in the classroom. Researchers use Halliday's theory, because there is a strong correspondence between the theory and the research problem to be solved. In addition, this title was chosen considering the many problems that occur in the interactions between the teacher and students in the current classroom environment.

1.2 The Problems of the Study

1. What types of speech functions are used by the teacher and the students in the classroom interaction?
2. How are the types of speech functions realized in the teacher and the students classroom interaction ?

1.3 The Objectives of the Study

1. To analyze and evaluate the various speech functions employed by the teacher and students during classroom interactions.
2. To examine how different types of speech functions are realized in the teacher and the students in the classroom interactions.

1.4 The Scope of the Study

This Study was explore interpersonal meaning in the teacher and the students interactions using Halliday's (2004) speech function theory. This Study will focus on the types of speech functions such as statements, questions, commands, and offers used by the teachers and students and how these functions facilitate communication and learning.

The data in this study will be taken from grade 11 senior high school at SMAS Gajah Mada Medan where based on the syllabus, one meeting are held in one class with one teacher, where the topic will identify the characteristics and sequence of narative text legend in speaking skills. This data was taken when students were taking the monthly speaking test. This This study will examine the interactions that occur between teachers and students in English subjects, investigating the impact of speech forms (declarative, interrogative, imperative) on the dynamics of interaction.

1.5 The Significances of the Study

The findings of this study were expected to be useful for teachers, students and future research on their attempts to improve the language teaching and learning process in the classroom. The result of the findings was provided valuable input:

1. Theoretical Contributions: This Study will serve as a valuable reference for future studies, enhancing the understanding of speech functions and their various types within classroom settings.
2. Practical Contributions:
 - a. For Teachers: The findings will equip the teacher , particularly English educators, with insights on effectively integrating speech functions into their classroom activities, thereby enriching their instructional methods.
 - b. For Students: It is hoped that students will gain a deeper understanding of the functions of their teacher's speech during classroom interactions, enabling them to engage more meaningfully in the learning process.
 - c. For Future Research: This Study can assist future researchers in examining speech functions in the classroom by focusing on teacher-student interactions and gaining a deeper understanding of how these speech functions are realized in the classroom setting.