

ABSTRACT

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This study aimed to identify the types of speech functions used by teachers and students and to analyze their realization in classroom interaction. It was based on Systemic Functional Linguistics theory proposed by M.A.K. Halliday, focusing on speech functions and mood. Speech functions include statements, questions, commands, and offers, which are realized through declarative, interrogative, and imperative moods. This research used a descriptive qualitative method. The data were collected through audio recordings of teacher and students' utterances in the tenth grade at SMAS Budi Utomo Medan. The data were transcribed and analyzed to identify speech function types and their realization in mood. The findings showed that both teacher and students used statements, questions, commands, offers, and minor clauses. Statements were the most dominant, especially in students' utterances (83.84%), while teachers used statements (43.71%), questions (38.36%), and commands (11.64%). Offers appeared in small proportions, while minor clauses functioned as brief responses. The realization of speech functions in mood was flexible, as some utterances did not always match their grammatical form. Overall, classroom interaction was teacher-centered, with students showing limited active participation.

Keywords: Speech Functions, Classroom Interaction, Mood, Systemic Functional Linguistics