

**AN ANALYSIS OF SPEECH FUNCTION IN ENGLISH CLASSROOM  
INTERACTION AT SMPN 1 HINAI**

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**ABSTRACT**

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This research deals with speech functions used by teacher and students during reading comprehension session in English Vocational classroom interaction. The objective of this study were (1) to investigate the types of speech function that are used by teacher in English classroom interaction (2) To describe how the speech functions are realized in Mood in English classroom interaction. A descriptive qualitative design was used in the study. The data were collected by recording the utterances of the teacher at SMPN 1 Hinai. The subjects of the study were teacher and students in SMPN 1 Hinai. The data collected by recording the teacher and students utterances in classroom interaction. There were 45 utterances produced of the teacher. The types of speech function that have been found the teacher in the classroom are statement, question, offer and command. Which are question and statement more often used by teacher in classroom interaction. For realization of speech function of teacher and students, there is way that have been found in realization of speech functions of teacher and students, namely, typical utterances mood (congruent). In typical utterances mood, there are four ways that have been found, namely statement realized in declarative mood, offer realized by declarative, then command realized in imperative mood, question realized in interrogative.

**Keywords:** *Speech Function, Classroom Interaction, Systematic Functional Linguistic theory Descriptive-Qualitative.*

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## **I. INTRODUCTION**

### **1. Background of Study**

Speech function is a 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 (Suherdi, 1997).

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).

Interaction between teacher and students and students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the instruction will reach the target. The gap between teacher and students in the

classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process.

## **II. REVIEW OF LITERATURE**

### **A. Theoretical Framework**

This chapter presents the review of literature related to the basic theories and foundation of the research.

#### **1. Systemic Functional Linguistics**

According to Liu (2014:1238), Systemic Functional Linguistics (SFL) provides a social perspective to language study and regards language as a social semiotic resource. It describes how the language is used by people in accomplishing human's daily social life. SFL views the study of language as a set of social and cultural context to attain meaning in the use of daily language interaction. 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.

#### **2. Speech Function**

Speech function can be said as the realization of the language function in form of action performed verbally by

individual as a language user. The use of language in daily society life indicates its own intention which will be delivered and accepted by for both the speakers and the listeners. Speech function refers to a function performed by a speaker in a verbal interaction or conversation which specifies his or her role, the orientation taken by the interlocutors, and the content or commodity transacted (Saragih, 2014:37).

### 3. The Realization of Speech Function in Mood

In other words, with the reference to the semiotic system, the speech function is analogous to meaning and the Mood is to expressions. Thus, in their unmarked or congruent representations, the four primary speech functions are realized or expressed by declarative, interrogative and imperative. The speech function of offer doesn't have an unmarked representation of mood; rather it is potentially coded by any one of the three moods. It means that as speech function offer can be coded by the declarative, interrogative or imperative mood. It is obviously for the addresser or the speaker to choose between declarative, interrogative or imperative to initiate the conversation. In accordance with the addressee or the listener, he or she is free to choose the response of the speaker's role in a real interaction either to respond it positively or negatively by accepting or rejecting the offer; acknowledging or

contradicting the statement; undertaking or refusing the command; and answering or disclaiming the question.

#### 4. Classroom Interaction

Classroom interaction is the activity of students with the teacher and their classmates. Interaction has a similar meaning in the classroom. We might define classroom interaction as a two way process between the participants in the learning process. Brown relates interaction to communication, saying, “...interaction is, in fact, the heart of communication; it is what communication is all about.”

### **III. RESEARCH METHODOLOGY**

This research deals with the teaching and learning proces in the classroom focussing on the use of speech function and the most dominat speech function used by the teacher and students in English Classroom Interaction. A descriptive-qualitative design will be used inthis study.

The data was taken from the English teacher is utterances produced during the teaching and learning process which consist of speech function and the data form of transcription consist of the result recording the teaching learning process in the classroom interaction in SMPN 1 Hinai.

The instruments of this research used audio and video recorder is used to record the interaction in form of speech function and mood and realization of speech function in mood that teacher and students used.

To analyze the data four steps was conducted to analyze the data as in the following: identifying types of speech function, classifying types of speech function, counting the percentage of speech function by using formula

$$- \quad X = \frac{F}{N} \times 100\%$$

X = The percentage of each types of speech function.

F= Frequency of each types of sppeech function.

N= The total items of all types of speech function.

After that describing and explaining the findings.

#### **IV. RESEARCH AND DISCUSSION**

##### **A. The Data**

This research was aimed at investigating the types of speech function in English classroom interaction. The observation of the study was conducted in class IX in the second semester of the academic year 2021/2022 on Tuesday, 17 march 2021.

##### **B. Research Findings**

The researcher used transcript of the teaching learning process in the classroom interaction. The analysis of the transcription of the teaching learning process, the amount of speech function which posed by teacher are 45 utterances. There were 4 types of speech function namely question, statement, offer and command. In typical utterances mood (congruent), there are also some ways that have been found in realization of speech function of teacher in classroom interaction, namely question was realized by interrogative, statement was realized by declarative, command was realized by imperative.

Total number and percentage of speech function used by the teacher

No	Types of speech function	Frequency	Percentage
1	Question	15	33,3%
2	Statement	15	33,3%
3	Offer	3	6,7%
4	Command	12	26,7%
	Total	45	100%

### C. Discussion

The result of speech function in English classroom interaction. In regard with the first problem of the study, it was found that the dominant types of speech function in English classroom interaction. There are 45 utterances of speech function in English classroom interaction. Question are 15 (33.3%) utterances. Statement are 15 (33.3%) utterances, Offer 3 (6.7%) utterances. Then, Command are 12 (26.7%) utterances. The dominant types of speech function are question and statement have the same number of utterances which are 15 (33.3%), For the realization of speech functions of teacher and students, there is way that have been found in realization of speech functions of teacher and students, namely, typical utterance mood (congruent). In typical utterance mood, there are four ways that have been found, namely question realized in interrogative mood, statement realized in declarative mood, then command realized in imperative mood.

## **V. CONCLUSSION AND SUGGESTION**

### **A. Conclusion**

After analyzing the data of speech function in English classroom interaction, the research found The dominant type of speech function that are used by teacher in English classroom interaction at SMPN 1 Hinai are Question and Statement have the same number utterances, which are 15( 33.3) utterances. So, the teacher learning process in the classroom, the students responding to the teacher only some students and in the classroom interaction become monotonous and it was dominated by the teacher.

### **B. Suggestion**

Based the conclusion above, the writer would like to give suggestion for English teacher to expected not to answer the question herself. Teacher can give more time to students for answering the question. Other research who will conduct similar research, this study is expected to help and to give more information about types of speech function in English classroom Interaction.



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