SPEECH FUNCTION OF MALE AND FEMALE TEACHERS IN THE CLASSROOM INTERACTION AT SMA NEGERI 1 KISARAN

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ABSTRACT

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The research dealt with speech function used by male and female teachers in classroom interaction at SMA Negeri 1 Kisaran. The aims of the study were: (1) to identify the types of speech function used by the male and female teachers in classroom interaction (2) to analyze the way how the speech function used by the male and female teachers. This study used descriptive qualitative design. The participants of the study were one male English teacher and one female English teacher. The data were collected by following instruments: observation and video recording. The findings of this study revealed that: (1) the types of speech functions used by male teacher are statement (48.05% or 259 clauses), questions (19.9% or 107 clauses), offer (1.7% or 9 clauses), and command (12.6% or 68 clauses). Meanwhile, the types of speech functions used by female teacher are statement (28.6%% or 80 clauses), questions (21.4% or 107 clauses), offer (4.01% or 15 clauses), and command (24.6% or 90 clauses). (2) For the realization of speech functions by male and female teachers there are two ways that have been found in realization structure of male and female teachers speech functions named typical clause mood and non- typical clause mood. In typical clause mood, there were found four ways, statement that realized by declarative mood, question realized by interrogative mood, command realized by imperative mood, and initiating minor that realized by minor. Besides that, in non - typical clause mood found there are three ways in realization of mood by male and female teachers, named statement that realized by tagged declarative, offer that realized by declarative, and command that realized by modulated declarative.

Keywords: Speech Function, Male and Female Teachers, and Classroom Interaction.

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I. INTRODUCTION

As 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).

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

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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.

First, the language used in teachers and students is difficult to understand by students. 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.

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.

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 analyze the classroom interaction focusing 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.

II. REVIEW OF LITERATURE

1. Systemic Functional Linguistics

Halliday (1994) has developed an approach to linguistics that performs language as a basic of constructing human being's experiences called as 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.

2. Speech function

Speech function refers to a function performed by a speaker in a verbal interaction or conversation which specifies his or her role and the content or commodity transacted (Saragih, 2014:37). According to Halliday, the two basic fundamental types of speech functions have relation with the nature of the commodity being exchanged. The commodity involved in the acts of giving and demanding divides into; (a) goods or services and (b) information. In simply, when someone communicates or interacts with others, there will be these two kinds of commodity exchanged, namely the commodity of information and goods & services.

The involvement of roles and commodities that appeared in conversations or interactions will be intersected, and the four speech functions are derived as described in the Table below (Halliday, 1994:69):

Role in Exchange	Commodity Exchanged	
	(a) Goods & Services	(b) Information
(1) Giving	**"Offer"** Would you like a cup of coffee?	**"Statement"** He is giving him coffee
(2) Demanding	**"Command"** Give me a cup of coffee!	**"Question"** What is he give to me?

Halliday (1

Notes :
a) Give/goods & services   = Offer (O)
b) Demand/goods & services   = Command (C)
c) Give/ information   = Statement (S)
d) Demand/ information   = Question (Q)

Based on the table basic types of roles in exchange related to the nature of commodity being exchanged creates the four primary types of speech function, they are **statement, offer, question, and command** as what stated by Halliday (1994:69).

3. **Mood**

Halliday (2004), stated that "Mood is a system of interpersonal meaning analysis focusing on subject, finite, predicator, complement, and adjuncts". The mood structure indicates how clause is structured to realize the speech functions of offer, command, statement and question in interaction From the Lexico-grammatical structure of a clause, a statement is realized by declarative mood, question is realized by interrogative mood and command is realized by imperative mood. When human being socializes in community, they perform interpersonal function of language. Interpersonal function is recognized by mood and modality. Mood displays what role the speaker selects in the speech situation and what role assigns to the addressee.

Modality show if the speaker is expressing his judgment or making a prediction.

4. The Realization of Speech function in Mood

The four primary types of speech function as the semantic aspect or meaning namely offer, command, statement, and question find their realizations in mood types or the mood structures which is an aspect of interpersonal meaning at the level of lexicogrammar (Saragih, 2014:40). In other words, with the reference to the semiotic system, the speech function is analogous to meaning and the Mood is to expression. 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 a speech function offer can be coded by the declarative, interrogative or imperative mood.

In this case, the sentences of speech function in form of giving statement were realized in declarative and elliptical **declarative mood**. Then, all the sentences of speech function in form of question were realized in **interrogative mood**. There is no metaphorical remark of speech function question uttered by the teacher. Next, the sentences of speech function which belong to command were realized in **imperative mood.** Furthermore, Eggins (2004;148) also correlates the speech function with non-typical clause mood. It can be summarized in the following table:

Summary of Dialogue		
Speech Function	**Typical clause mood**	**Non-typical clause mood**
Command	Imperative	Modulated interrogative, declarative
Offer	Modulated interrogative	Imperative, declarative
Statement	Declarative	Tagged declarative
Question	Interrogative	Modulated declarative

Eggins (2004:148)

The discussion above helped the writer to answer the problems of the study. It describes speech functions realized in mood system in classroom interaction.

5.   Gender in Language

According to Holmes (2008: 157), language and gender are one of the aspects discussed in socio linguistics. The forms of language used by women and men differ – to different degrees - in all language communities. A brief explanation on the denotation of the terms sex and gender in sociolinguistics. He uses the term gender rather than sex because sex refers to categories that are differentiated based on biological characteristics, while gender is more suitable for distinguishing people based on their socio-cultural behaviour, including speech. Discussions on gender focus on the differences between speech features of women and men.

Gender refers to the values, rights, and responsibilities that are socially and culturally assigned to someone because of or as a result of his or her gender. Thus, gender is not something we are born with, and not something we have, but something we do as stated by West and Zimmerman

(1987). After all, gender describes what men and women do. In a broad sense, how men and women express themselves when interacting or communicating with others.

6.   Characteristics of Male and Female Language

According to Lakoff (1975), women's speech is characterized "as more hesitant, less fluent, less logical, and less assertive than men's speech. Women are more talkative, interrupt less frequently than men, use tag question and modal verbs more than men, use cooperative strategies in conversations rather than competitive ones". Therefore, men and women's choice of conversation content, language use or speech style are not different only because of their different sexes, but also because of their socio-culture background setting, social status, power and authority are other factors that determine the degree of differences power and authority are other factors that determine the degree of differences.

7.   Classroom Interaction

As stated by Dagarin (2004:128), classroom interaction is a two-way process between the participants in the learning process, so that the teacher influences the learners and vice versa. In other words, all the participants involved in the classroom are required to participate actively in creating a pleasant atmosphere during the teaching and learning process, for instance, the teacher does something to the students, and students do something to respond. This implies that classroom interaction deals with the interpersonal

relationship maintained by all the participants in the classroom to attain the goals of the teaching and learning process.

III. RESEARCH METHODOLOGY

In order to examine at how is the speech function of male female teachers in the classroom interaction occurred, this study used descriptive qualitative research design. This study used qualitative research method, where researchers tend to collect data in the field at the site where participants experience the issue or problem under study. Creswell (2014) stated that in qualitative research information gathered by actually talking directly to people and seeing them behave and act within their context. This study conducted in SMA Negeri 1 Kisaran. The subject of the research were one male teacher and one female teacher that taught in the first grade. To obtain the data, the researcher used observation and video recording. To ease the process of data collection, the researcher observed video recording, and transcriptions.

IV. RESULTS AND DISCUSSION

1. The Types of Speech Function

During the classroom interaction that had occurred, male teacher produced all the four types of speech function in form of initiating (statement, question, offer, and command). In form of responding, teacher produced types of speech function (acknowledgement, contradiction, answer, and minor). The total clause that delivered by male teacher were 539 clauses.

Meanwhile, along with the male teacher, the female teacher eventually produced the all four types of speech function in form of initiating (statement, question, offer, and command), either with the speech function of responding (acknowledgement, contradiction, answer, and minor). The entire clauses that produced by female teacher were 374 clauses. As what had summarized in the table 4.1.1 below:

Table 4.1.1 Total number and percentages of Speech Function (Initiating and Responding) By Male and Female Teachers in Classroom Interaction

No.	Initiation of Speech Function	Male Teacher (MR)			Female teacher (RD)		
		Number	Percentages (%)	Metaphorical remark	Number	Percentages (%)	Metaphorical remark
1.	Statement	259	48.05	4	80	21.4	3
2.	Question	107	19.9	0	107	28.6	0
3.	Offer	9	1.7	8	15	4.01	5
4.	Command	68	12.6	49	90	24.06	44
5.	Minor	46	8.5	0	22	5.9	0
	Responding of Speech Function	Male Teacher (MR)			Female Teacher (RD)		
		Number	Percentages (%)	Metaphorical remark	Number	Percentages (%)	Metaphorical remark
6.	Acknowledgment	30	5.6	0	48	12.8	0
7.	Contradiction	6	1.1	0	15	4.01	0
8.	Answer	2	0.4	0	2	0.53	0
9.	Compliance	0	0	0	0	0	0
10.	Minor	12	2.2	0	5	1.33	0
	Total Number	**539**	**100**	**-**	**374**	**100**	**-**

Notes:
MR (male teacher) : Muhammad Reza
RD (female teacher) : Resdewita

Table 4.1.1 shows the number of clauses of initiating speech function and responding of speech function produced in classroom interaction by male teacher with students and female teacher with the students.

2. Realization of Speech Function by Male and Female Teachers in Classroom Interaction

There two ways that have been found in the realization of speech function by male and female teacher in classroom interaction, namely typical mood (congruent) and non-typical mood (incongruent or metaphor). This table below displayed the frequency or amount of the speech functions that produced by both of male and female teachers.

Table 4.2.1 Realization of Speech Function by Male and Female Teachers in Classroom Interaction

No	Speech Functions Initiating	Teacher		Typical Clause Mood (Congruent)		Non-Typical Clause Mood (Incongruent)	
		Frequency					
		Male	Female	Male	Female	Male	Female
1	Statement	259	80	255	77	4	3
2	Question	107	107	107	107	0	0
3	Offer	9	15	1	10	8	5
4	Command	68	90	19	46	49	44
5	Minor	46	22	46	22	0	0

We can see that the speech function that generally produced by male teacher was statement, with total 259 clauses. The reason behind this thing was because male teacher had purpose to give as much as possible information about the subject learning, since he was expecting the students to have enough capability in following the classroom interaction. And it can be seen through the dialogue that said by the male teacher. In the meantime, most of the dialogues that occured in female teacher's classroom interaction were in the form of questions, with total 107 clauses, that had intention to stimulate the students to pay more attention and participate actively in learning the subject material.

In typical mood (congruent), there also some ways that have been found in realizations of speech functions of teacher and students in the classroom interaction namely statement realized by declarative, question realized by interrogative, i.e., WH- interrogative, polar interrogative, and elliptical interrogative, command realized by imperative, and minor realized by minor.

V. CONCLUSION AND SUGGESTIONS

A. Conclusions

According to the findings reported in the preceding chapter, the following conclusions are reached.

1. The types of speech functions used by male teacher in the English classroom of the second of the first-grade students at SMA Negeri 1 Kisaran. The types of speech function used by the male teacher in the English classroom interaction are statement (48.05% or 259 clauses), questions

(19.9% or 107 clauses), offer (1.7% or 9 clauses), command (12.6% or 68 clauses), initiating minor (8.5% or 46 clauses), acknowledgement (5.6% or 30 clauses), contradiction (1.1% or 6 clauses), answer (0.4 % or 2 clauses), and responding minor (8.5% or 46 clauses). Meanwhile, the types of speech functions used by female teacher in the English classroom of the second of the first-grade students at SMA Negeri 1 Kisaran are statement (28.6%% or 80 clauses), questions (21.4% or 107clauses), offer (4.01% or 15 clauses), command (24.6% or 90 clauses), initiating minor (5.9% or 22 clauses), acknowledgement (12.8% or 48 clauses), contradiction (4.01% or 15 clauses), answer (0.53% or 2 clauses), and responding minor (1.33% or 5 clauses).

2. The realization of speech functions of male and female teachers is two ways that have been found in in classroom interactions, namely typical mood (congruent) and non-typical mood (incongruent). In typical mood, there are five ways of speech function that have been found namely statement realized in declarative mood, question realized in interrogative mood, offer realized modulated interrogative mood, command realized in imperative mood, and initiating minor realized in minor. Meanwhile in non-typical mood, it is found four ways in realization of speech functions, named statement realized in tagged declarative, offer realized in declarative, and command and realized in modulated declarative. The speech function used by male and female teachers in classroom interaction demonstrates that the key assumptions made by Lakoff (1975) about what distinguishes the language of women who vary from males are not fully utilized by female teachers. Female teachers used almost all of the characteristics that male teachers used, such as more

authority, interrupting more, and giving more command in English classroom interaction. Male teachers, on the other hand, used some characteristics that female teachers used, such as asking more questions, being more polite, and supporting each other in English classroom.

B. Suggestions

In the end of this chapter, the researcher would like to give some suggestions related to the research as follows:

1) For Teacher:

a. Teachers are encouraged to conduct further exploration on the types of speech functions utilized in the English classroom in order to broaden their knowledge.

b. It is advised that the teacher observe the impact of the speech function employed when leading a classroom in order to enhance the students' excitement.

c. It is recommended that teachers encourage students to generate more questions during the teaching and learning process.

2) For the next researchers

It is required to other researchers to conduct varied research in order to organize another classroom interactions activity, beside writing such as speaking, listening or reading, and any other factor that could possibly affecting the use of speech function by the teachers like tribe, demography, teaching strategic, etc., which are regarded significant in developing the students' belief in ways of learning English as well as raising teachers' performance in the teaching process

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