

**THE REALIZATION OF SPEECH FUNCTION BY A FEMALE
TEACHER IN ENGLISH CLASSROOM INTERACTION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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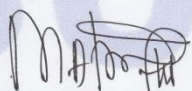

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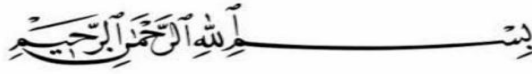
ABSTRACT

Nindia Maldi Lestari. 1502050175. “The Realization of Speech Function by a Female Teacher in English Classroom Interaction”. Skripsi. English Education Program Faculty, of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan. 2019.

The objectives of this study were; (1) to find out the types of speech function used by a female teacher in English classroom interaction, (2) to describe the way speech function were coded by a female teacher in English classroom interaction, and (3) to elaborate the reasons why speech function were coded by a female teacher in English classroom interaction the way they were. The qualitative research was used in this study. The data were collected by observing, recording the utterances of a teacher at eighth grade students of SMP MUHAMMADIYAH 49 MEDAN in Academic Years 2019/2020, and by interviewing the subject. The first result showed that the types of speech function such as question, statement, command, acknowledgement, answer, and offer. The second result showed that the ways speech functions were coded by a female teacher in English classroom interaction were similar with the formula of initiating and responding of speech function. The third result showed that the reasons in realization of speech function were used by female teacher, were: (1) Initiating question was conducted to stimulate and make the students' to be confident in the class; (2) Initiating statement was to increase knowledge and give the students new information about topic of the study that will be learned in the class; (3) Initiating command was pointed to make the students more active and focus in the learning process; (4) Initiating an offer was to measure the student to get more information about the topic.

Keyword: *Speech Function, Female Teacher, Classroom Interaction.*

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This research by the title “*The Realization Of Speech Function By A Female Teacher In English Classroom Interaction*” is submitted to English department faculty of teacher training and education university of Muhammadiyah Sumatera Utara as partial fulfillment of the requirement for the degree of Sarjana Pendidikan.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language has an important role in our daily lives. The use of language as a device of communication allows us to fulfill our needs for instance in promoting a product in-store, chatting to friends in the office, serving customers in a restaurant or hotel, doing the presentation in the class. The activities are also illustrated by Eggins (2004:1) that we are often using language in the daily life of human beings. We communicate with our family members, organize children for school, speak at the meeting, serve the customers, follow the instruction in a brochure, etc. All of these are activities involving language.

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 (Halliday,1994:68). Based on the theory of Systemic Functional Linguistic (SFL), language is used by people to fulfill the function of language as interpersonal meaning. Interpersonal meaning concerns the speaker's in the speech function.

Speech function is an exchange communication between speaker and listener where the speaker adopts a speech functional role and assign the address a complementary role. There are four types of speech function; there are a statement, question, offer and command (Halliday, 1994:69) are realized by a declarative, interrogative, and imperative clause in which statements are most

naturally expressed by declarative clauses; Question by interrogative clauses; and command by imperative clauses. They are different from off which does not have an unmarked representation of mood.

Speech functions have two response, they are supporting and confronting responses. Supporting responses provide agreement and consensus. For example, acknowledge a statement, acceptance of an offer, answer of a question, and compliance of a command. Confronting responses enact disagreement or non-compliance. For examples, rejection of an offer, refusal of a command, contradiction a statement and disclaimer a question. In the classroom interaction, the exchange process utterance and speech functions are very related to each other. It realizes the role relationship of the teacher to the students in the classroom interaction.

The use of language in a classroom has the most important roles in the teaching and learning process. The teachers use language not only for transferring information and knowledge but also for organizing teaching activities, helping students practice, implementing teaching plans and interacting with their students that make the learning and teaching process to be active. Therefore, in the teaching and learning process, we need interaction to make the situation more comfortable. They are expected to give a response between teacher and students in the class. The teacher does something to the students, students do something in return. If this interpersonal is good. It is assumed that learning will occur. On the other hand, it is bad, the process of learning will not occur.

Classroom interaction is a two-way process between the participants in learning process, but in reality many classroom interaction apply one-way process. The teacher initiates the exchange without any responds from the students. The teacher acts by expressing her idea in the classroom but the students do not respond to what the teacher's exchange. The student was not reaction to the action.

The one-way process in classroom interaction was the problem because the classroom interaction was not active. This situation revealed based on the researcher observation to the English teacher when teaching English speaking for eighth-grade students at SMP Muhammadiyah 49 Medan. Most of the students of eighth-grade of SMP Muhammadiyah 49 Medan were not responded or were not react to what the teacher acts. The following were the result of the observation:

- T : Open your book pages 23. Today we will discuss the descriptive text. Who knows what a descriptive text, is?
 S : *(Silent and look at their friends)*
 T : Nobody knows about descriptive text? Descriptive text is a text that tell about person, thing and...?
 S : *(No response)*

From the observation results show that although the explanation or question is relatively easy given teacher or student can understand, but they are still reluctant to respond or answer these questions voluntarily. It appears that the teacher asks the students about what is descriptive text, but no one response that question. It can explain their habits are passive and reflect on language skills. No one of the student wants to express their opinion or idea to ask for explanations by

the teacher. Though the question gives by the teacher was not been well understood by students.

Based on the problem above, the writer was interested to investigate the speech function applying by a female teacher in English classroom interaction at SMP Muhammadiyah 49 Medan in eighth-grade class. This study was primarily intended to find out, to describe, and to elaborate the speech function coded by a female teacher in English classroom interaction

B. Identification of the Problem

Based on the background of the study above, the identification of the problem can be seen as follows:

1. The student was not given reaction to the action.
2. The classroom interaction was not as expected.
3. The question given by the teacher was not been well understand by students.

C. The Scope and Limitations

The scope and limitations of this study were concerned with speech function analysis.

D. The Formulation of the Problem

The formulations of the problem in this study were:

1. What types of speech functions were used by a female teacher in English classroom interaction?

2. How were the speech functions coded by a female teacher in English classroom interaction?
3. Why were the speech functions coded by a female teacher in English Classroom the way they are?

E. The Objective of the Study

Based on the formulation of the problems above, this study was projected:

1. To find out the types of speech function used by a female teacher in English classroom interaction,
2. To describe the way speech functions coded by a female teacher in English classroom interaction.
3. To elaborate the reasons speech function coded by a female teacher in English classroom the way they were.

F. Significance of the Study

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

1. Theoretically, it was useful to provide beneficial about the linguistics characteristics of the classroom interaction.
2. Practically, the findings were useful for:
 - a. English teachers

The result of this study was used by teachers especially for English teachers to apply speech function in their English classroom activity. Also besides, it was give more information to the teachers about speech function and know what types of use in their activity.

b. Readers

The readers especially students were hopefully able to know and understand the function of their teacher's speech in their classroom activity. So they were active and enthusiastic to participate in the classroom.

c. Researchers

The result of this study was also beneficial as references for the next researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter presents a review of the literature and the explanation of the related materials. Some theories are needed by some experts and other researchers to strengthen this research.

1. Discourse Analysis

Discourse analysis is the study of how language-in-use is affected by the context of its use, the context here is a classroom. So, classroom discourse analysis means looking at language-in-use in a classroom context (with the understanding that this context is influenced also by multiple social contexts beyond and within the classroom) to understand how context and talk are influencing each other (Rymes, 2008:17)

(henceforth, DA) is the study of spoken or written texts. Its focus is on words and utterances above the level of sentence and its main aim is to look at how words and phrases function in context (Walsh, 2011:81).

Briefly speaking, classroom discourse analysis can be defined as the analysis of language-in-use in the classroom to understand how each pattern is affecting each other. As cited in (Rymes, 2008:5) There are at least four reasons why room discourse analysis is important: (1) Insights gained from classroom discourse analysis have enhanced mutual understanding between teachers and

students; (2) By analyzing classroom discourse themselves, teachers have been able to understand local differences in classroom talk-going beyond stereotypes or other cultural generalizations; (3) When teachers analyze discourse in their own classrooms, academic achievement improves; and (4) The process of doing classroom discourse analysis can itself foster an intrinsic and lifelong love for the practice of teaching and its general life-affirming potential.

2. Systemic Functional Linguistics

Systemic Functional Linguistics was developed by the social linguist Michael Halliday. His interest was in how people use language to make meanings with each other as they are carrying out the activities of their social lives (Halliday,1978). According to Liu (2014:123), Systemic Functional Linguistics (SFL) provides a social perspective to language study and regards language as a social semiotic resource.

SFL is a study about language grammar which is focused on the relation between text and social context which expresses meaning in a system of communication. Language is used by a human being to create their needs and to make meaning social life. SFL also identifies that language is used by a human being to represent exchange and organize their experience which is known as the metafunction of language, which is technically termed as ideational function, textual function, and interpersonal function (Eggins, 1994:3)

a. The Ideational Function

The ideational function deals with how reality is represented in language and asks questions such as who (does), what, whom, how, why, and when. In other words, this function is used to organize, express and understand the concepts or perceptions of the world.

b. The Textual Function

Language is used to create written and spoken texts to the real world and other linguistic events. Two important elements of the textual function are theme and rheme.

c. The Interpersonal Function

This function enables people to participate in building a communication interaction among others. It includes forms of address, speech function, and mood.

3. 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, 2014:33). Speech function is a performance or an action done by the user of language such as offer, answering, asking and commanding. The use of language in daily social life indicates its intention which will be delivered and accepted by both the speakers and the listeners. Here, Halliday (1994:68) states that the most fundamental types of speech function are just two: (1) giving and (2) demanding. Either the speaker is giving something to the listener or he is demanding something from him.

Speech function is an action of someone who is delivering their ideas to the listener. When communicating with another person, we are trying to do something with our language. Wherever people speak is to know about speech function because use an error speech function will be a misunderstanding in communication.

The commodity exchange involved in the acts of giving and demanding divides into (a) good or service and (b) information. In simple, when someone communicates or interacts with others, there will be these two kinds of commodity exchanged, namely the commodity of information and goods & service. The involvement of roles and commodities appeared in conversations or interactions will be interacted, and the four speech functions are derived as described in table 2.1 below (Halliday, 1994:69):

Table 2.1
Speech Function

Role in Exchange	Commodity Exchange	
	(a) Good & Service	(b) Information
(1) Giving	“Offer” Would you like this teapot?	“Statement” He’s giving her the teapot
(2) Demanding	“Command” Give me that teapot!	“Question” What is he give to her?

Source: Halliday (1994:69)

- a. Give/good & service = Offer (O)
- b. Demand/good & service = Command (C)
- c. Give/information = Statement (S)
- d. Demand/information = Question (Q)

a. The basic types of speech function:

1. Giving : Giving means “inviting to receive”. It means that the speaker gives something to the listener, for instance, certain information and others.
2. Demanding : Demanding means “inviting to give”. It means that the speaker demands something from the listeners.

b. The Commodity exchange:

1. Goods & Services : The speakers deliver to the listener intending to get something or to give things.
2. Information : The speaker delivers to the listener intending to relate something for instance, certain information and others.

These basic of speech function role related to the nature of commodity being exchanged creates the four primary types of speech function, they are an **offer, statement, question, and command** as what states by Halliday (1994:69). The orientation taken by the intercalation in conversations can be either that of **initiating or responding** (Saragih, 2014:40). The orientation of initiating indicated that the speaker or addresser initiates a speech function in the conversation, whereas, in the responding positions, the listener or address in his or her will become the speaker to give a response to the initiation.

Thus, in turn, the three elements of the role, commodity, and orientation are matched by a set desired response: accepting or rejecting an offer, undertaking

or refusal of a command, acknowledging or contradicting a statement and answering or disclaiming a question.

Table 2.2
Speech Functional and Response

	Initiation		Response	
			Expected	Discretionary
Give	Good & services	Offer: Shall I give you this teapot?	Acceptance: Yes, please, do!	Rejection: No, thanks
Demand		Command: Give me that teapot!	Undertaking / compliance: Here you are	Refusal : I won't
Give	Information	Statement: He's giving her the teapot	Acknowledgment: Is he?	Contradiction: No, he isn't
Demand		Question: What is he giving her?	Answer: A teapot	Disclaimer: I don't know

c. Definition of the Primary of Speech Function

1. Offer :

An offer is typically expressed by modulated interrogative, but it also can be expressed by imperative or declarative (Eggins, 2004:148). Offer can be defined as the act to give something. In giving an offer, the listener has the opportunity to accept or to take something offered. The offer usually begins with modal and always ends with a question mark. Formula: Modal + S+ V offer.

Example: Would you like to take the phone? ; Let me take the phone for you!

2. Command :

The command is a way to receive some information, goods or service by forcing the listener to give them. A command is usually expressed by imperative (Eggins, 2004:148). A command is used to get things done or to obtain goods or services. A command is begun with the predicate and it is usually ended with an exclamation mark. Formula: Verb +Object + Exclamation mark (command).

Example: Open the door! ; keep silent!

3. Statement :

The statement is a way of giving information that can be either positive or negative. A statement is usually expressed by declarative (Eggins, 2004:148). It's mean that the speaker gives information to the listener and give the speaker inherently is inviting the listener to receive that information. A statement is usually begun with a subject, followed by a verb or auxiliary verb and ended by a full stop. Formula: Subject + verb/aux + statement.

Example: "My mother buys me a new car"

4. Question :

The question can be defined as the fact of asking and requesting information from others using such as a particular expression. A question is usually expressed by interrogative that may be either formulated from (wh-question) or yes/no question (Eggins, 2004:148). A question begins with an auxiliary verb or WH- question begins with an auxiliary verb or WH- question and will end with a question mark (?). Formula: WH- Question + Aux Verb + Subject + ?

Example: Do you know her?

d. Definition of Responding of Speech Functions

Eggins (2004:146-147) states that in describing the move sequences involved in a dialogue, we can use these eight options of speech function classes to respond to the speaker. There are:

1. Acceptance :

Acceptance is the act of receiving or taking something offered by the speaker with a positive welcome. The hearer gives their response to support some goods and services from the speaker.

Example: “thank you”

2. Rejection :

Rejection is the act of refusing or rejecting something offered by the speaker. The hearer gives their response as opposed to some goods and services that gives by the speaker

Example: “Sorry, you may not”.

3. Compliance :

Compliance is the act of obeying an order, request, role that is asked the speaker. The hearer demands their response to support some goods and services from the speaker.

Example: “here you are, baby”.

4. Refusal :

Refusal is the act or expression of refusing an order, request, or rule is asked by the speaker. The hearer demands their response as opposed to some goods and services that gives by the speaker.

Example: “no, thanks!”.

5. Acknowledge :

Acknowledgement is the act of admitting the fact that something has accepted as true or right by the listener. The hearer gives their response to support some information that gives by the speaker

Example: “yeah”.

6. Contradiction :

Contradiction is the act showing disagreement of the fact or something being the complete opposite of something else or in other words, it is very different from something else, so that one of them must be wrong. The hearer gives their response as opposed to some information that gives by the speaker.

Example: “no, it’s not”.

7. Answer :

Answer is the act of reacting from someone’s question due to the fact or solution to a problem. The hearer gives their response to support some information from the speaker.

Example: “yes, I do”.

8. Disclaimer :

Disclaimer is the act of reacting from someone's question in the form of giving negative responses. The hearer gives their response as opposed to some information that give by the speaker.

Example: "I don't know".

4. The Realizations of Speech Function in Mood

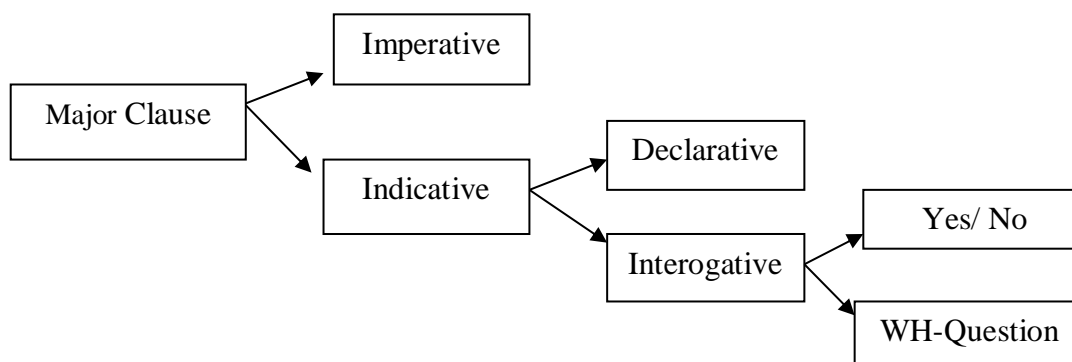
The speech function finds their realization in Mood which is an aspect of interpersonal meaning at the level of lexicogrammar (Halliday, 2004:587). The way speakers and listeners used the language to express the interpersonal meanings in verbal exchanges are indicated by the mood types. It implies that mood in conversational exchanges reflects the existence of the interpersonal meaning that emerged by the speakers when they are communicating with others.

The mood system concern two elements are Subject (S) and Finite (F). The subject is the person, place, or thing that shows the action. Subject function as the resting pint of argument. Finite is a part of the verbal group which expresses tense, modality and polarity. It has a function as an exchange concerning the speaker as the subject and making a proposition something that can be argued through primary tense, modality, and polarity.

The choice of these moods (i.e. declarative, imperative and interrogative) involves further choice to be made. For instance, the choices representing or not representing the subject. The choice of each of these moods involves a further

choice between yes/no question, Wh-question and so on. The mood system is diagrammatical, represented below:

Figure 2.1
Mood System



Based on the diagram above, the type of mood divides into imperative and indicative. Indicative divided into declarative and interrogative. Mood is determined from the element of mood, namely subject and finite in exchange clause.

a. Imperative :

Imperative mood refers to exchanging goods and services and do not contain a predicate, plus any of the non-core participants of complement and adjunct. Imperative clauses are divided into the unmarked and marked imperative clause.

b. Indicative :

Indicative mood refers to declarative and interrogative. It used to ask a question and make a statement. Indicative mood refers to the exchange of information in the clause.

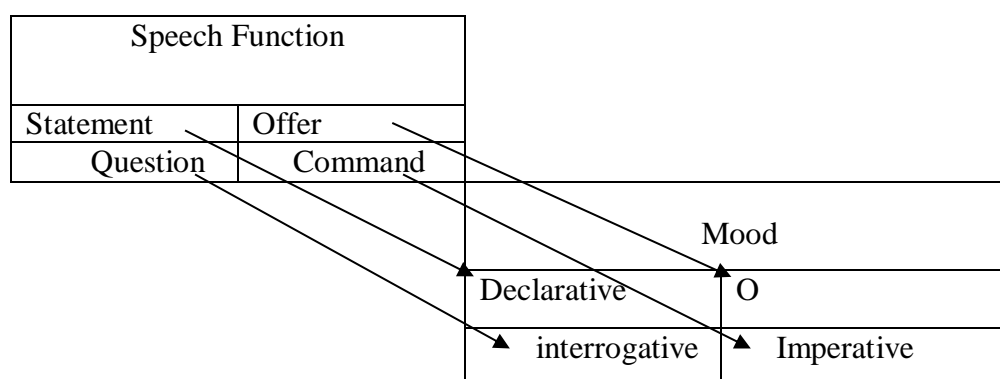
c. Declarative :

Declarative mood is used typically in public service advertisements. Declarative can be seen in almost every advertisement. The main function of declarative is to give information to the audience. It is coded by a positive or negative clause. A declarative clause can be identified as a clause in which the structural elements of the subject occur before a finite element of a clause. It is used to initiate the exchange by giving factual information for the negotiation.

d. Interrogative :

Interrogative are less frequently used mood in public service advertising. The interrogative is more interactive than declarative. As every questions expects an answer as a response when the advertiser arouses different kinds of questions. The use of interrogative can involve the audience in the advertisement, encouraging, dialogue between the advertiser and the public.

**Figure 2.2
Realization of Speech Function in Mood**



5. Classroom Interaction

The classroom is the place where teacher and students are together for teaching and learning process is supposed to happen, in the classroom, there should be an interaction done by teacher and students. Classroom interaction is an interaction that happened between teacher-students and between student-students in the learning process. Interaction in the class takes the most important thing to achieve a better result in language learning.

Classroom interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in the reciprocal effect on each other which takes place in the classroom (Brown, 2001:165). Thus, classroom interaction concerns the existence of communicative interaction raised by both the teacher and students and among all students in the classroom.

Classroom interaction is a two-way process between the participants in the learning process, the teacher influences the learners and vice versa (Dagarin, 2004:128). It means that classroom interaction deals with the interpersonal relationship between all the elements in the classroom (teacher and students). The teacher does something to the students to do something in return.

Based on the explanation above we know that the interaction in the classroom is basic because without it's the teaching-learning process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the students and teacher, then the students' achievement in language acquisition can be increased. The management of classroom interaction and the learning processes should come

together. Every time the teacher asked something to a certain student. Then all the students can pay attention to what is going on in the classroom and learn something from it.

6. Types of Classroom Interaction

Dagarin (2004:129) has categorized some interaction conducted by the participation in the classroom. There are the most frequent ways of organizing classroom interaction, depending on who communicates with whom:

a. Teacher-learners

Teacher – learners interaction is established when a teacher talks to the whole class at the same time. She takes the role of a leader or controller and decides about the type and process of the activity. The primary function of interaction is controlled practicing of certain language structures or vocabulary. The teacher performs as the leader and the controller in the classroom.

b. Teacher- learner/a group of learners

Teacher – learner/a group of learners interaction is directed when the teacher talks to the whole class but he points out one student or a group of students to answer the question. It is often used for individual evaluation. This arrangement can also be used for an informal conversation at the beginning of the lesson.

c. Learner-learner

Learner – learner interaction is known as pair work' where the student has to work in groups to fulfill their task. Students get an assignment, which they have

to finish in pairs. The teacher holds the role of a consultant or adviser, helping when it necessary. After the activity, he puts the pairs into a whole group and each pair reports on their work.

d. Learners – learners

Learners – learners interaction is beneficial to the motivation and encouragement of interaction among students. The students use more language functions in pairs and a group of work than in other forms of interaction. As with pair work, the teacher holds the role of a consultant and individual groups report on their work as a follow-up activity.

7. Female Talks

Robin Lakoff was one of the first feminist academics to put forward a theory of a distinct socialized ‘women’s language’ in the 1970s. Lakoff’s key indicator for ‘female talk’ is the use of tag questions. here an otherwise imperative, declarative, and a statement such as “she’s really funny” which is generally a ‘male’ statement, becomes “she’s really funny – isn’t she?”. The female form is questioning, more uncertain and arguably ‘weaker’ than the typical male construction.

Dr.Brizendine (1994) states that women talk three times as much as men. For women talking is often to gain confirmation and support for their ideas. Men see the world as a place where someone tries to gain status and keep it. Women see the world as “a network of connections seeking support and consensus”.

In 1975, Robin Lakoff published an influential account of women's language in her book entitled *language and woman's place* state that the men's speech is more direct than women. In another article, she published a set of basic assumptions about what marks the language of women. Among them, she made some claims that women:

- a. **Use (super) polite forms** : “would you mind...”, I'd appreciate it if..”, and so on.
- b. **Use tag questions** : “you are going to dinner, aren't you?”.
- c. **Use “wh-” imperatives** : “why don't you open the door?”.
- d. **Apologize more** : “I'm sorry, but I think that...”.
- e. **Use indirect command and requests**: “Maya, isn't it cold here?”. (really a request to close the window).

B. Relevant Studies

The following studies have been review with the present study related to Speech Function in speaking classroom interaction. Here the writer lets the reader know the previous study. The previous research was done by Nurhasanah (2013) entitled “*The Analysis of Teacher Talk and Learner Talk in Classroom Interaction*”. This study aimed at describing categories of teacher talk and learner talk occur in classroom interaction and finding the advantages and disadvantages of teacher talk and learner talk. This study involved one class of first-grade students of a senior high school in Bandung as participants. The data were

analyzed by applying Flanders' Interaction Analysis Categories (FIAC) focusing on teacher talk and learner talk. The result of this study shows all of teacher talk categories revealed that asking question and lecturing was found as the most frequently used. In terms of learner talk response and initiation were revealed in this study.

The second research is conducted by Rohmah (2011) with the title "*An Analysis of the Teacher Talk no Teach Speaking Descriptive Text to the Seventh Graders of SMPNI Sidoarjo*". She investigated that there were twelve features of teacher talk that occurred in teaching descriptive text by using SETT. There were extended learner-turn, extended wait-time, extended teacher-turn, seeking clarification, referential question, display question, teacher echo, teacher interruption, direct repair, content feedback, confirmation checks, and scaffolding. She argued that most features of teacher talk took place in the classroom.

The third research is conducted by Supika in 2017 entitled "*The Realization of Speech Function in English Classroom Interaction Based on Systemic Functional Linguistic Theory*", published in the *National Journal of English and Literature Department in State University of Medan*. The result of this study is to find out the types of speech function which were dominantly used by teacher and students and the reasons for the existences of that dominant one. This result of this study showed that questions were the dominant types of speech function used by the teacher followed by statement acknowledgment, command, contradiction and offer.

C. Conceptual Framework

Based on the title of this study that is The Realization of Speech Function by a Female Teacher in English Classroom Interaction, the conceptual framework of this study to get information about the categories of a teacher during teaching speaking in the classroom interaction so that the researcher needed information. To find out the kinds of speech function of the teachers, the researcher employs Halliday (2004) Systemic Functional Linguistics Theory, to analyze speech function the teacher use during classroom interaction.

In conducting this study the descriptive qualitative research is used as the research design so the data collected is not in the form of a number. Observation and video recording are implemented to collect the data. Along with the observation the researcher doesn't have any role in the process of teaching-learning because the researcher acts as an observer, not a teacher. After the spoken data obtained from the observation and video recording. The researcher will transcribe the data into the written form of data and then the transcription will be coded based on the Foreign Language Interaction. The concept of this research will be as follows:

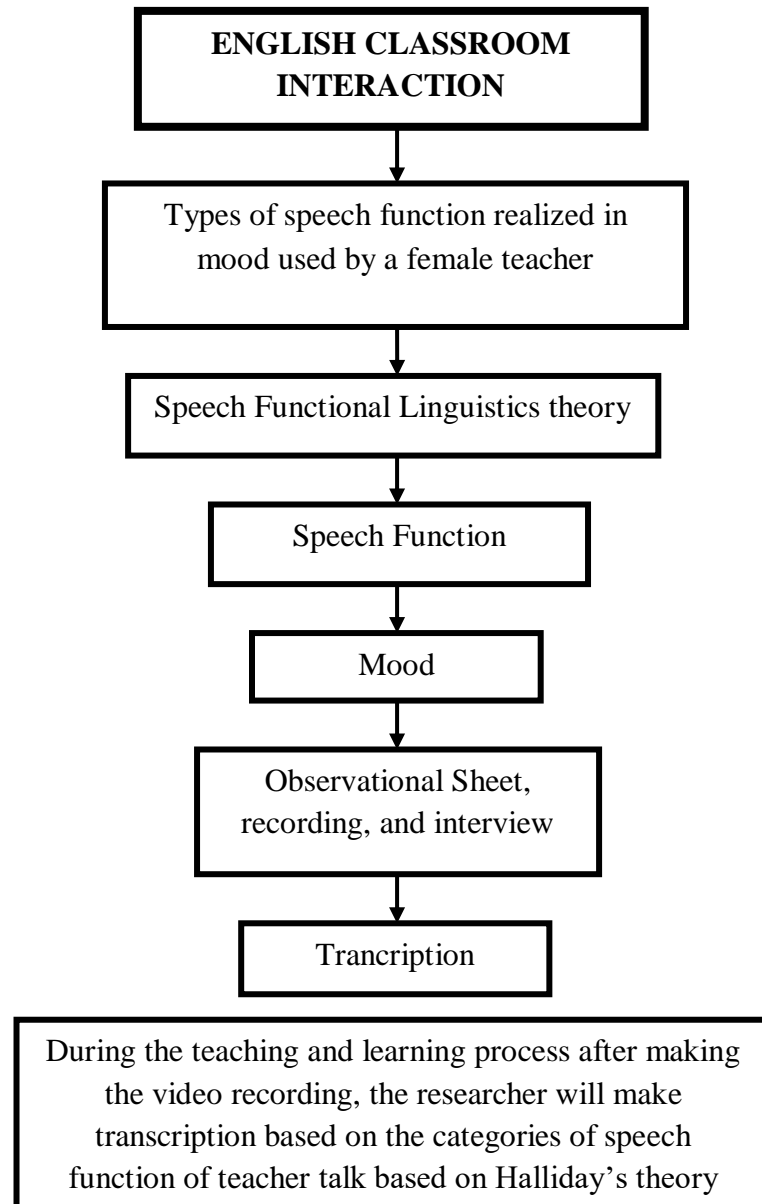


Figure 2.3 Diagram of Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The qualitative research was used in this study. The qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Cresswell, 2009:4). This study attempted to investigate and analyze the classroom interaction in English class. It was designed to describe naturally the process of interaction by a female teacher with her students in the English classroom. As in the process of answering three research questions need to describe one particular topic with in-depth discussion, this study employs a naturalistic qualitative research design; it means that the researcher can not manipulate or interfere with the classroom activities, but work with the case.

B. Source of Data

A female teacher was the source of data in this study. The research was conducted in SMP Muhammadiyah 49 Medan in the academic years 2019/2020. The reason the school was chosen because the teacher as the subject of the research teaches there and the school is the natural setting for the teacher. The teacher teaches in eight-grade of SMP Muhammadiyah 49 Medan.

C. The technique of Collecting Data

To describe the interaction in the case of teacher talk that occurs during English the teaching and learning process, the researcher will use some techniques as follows:

1. Observation

The first method used in collecting data was observed. The observation was the process of gathering open-ended, firsthand information by observing people and places at the research site (Creswell, 2012:213). The observation was an activity to get the data by using visuals.

The researcher observed the learning process. The study was conducted in an English classroom of SMP Muhammadiyah 49 Medan. The researcher noticed what happening or situation in a classroom regarding the speech function used by the English teacher.

2. Interview

The second technique of collecting the data was an interview. The interview was one of the techniques to collect the data by creating a direct conversation between the interviewer and interviewee. A qualitative occurs when the researcher was asked one or more participants general, open-ended questions and record their answer (Creswell, 2012:217).

In this research, the researcher interviewed a female teacher in the English Classroom of SMP Muhammadiyah 49 Medan. The purpose of conducting an interview was to get more information about the speech function used by a female teacher and to get the answer the problem of this study.

3. Audiovisual materials

The last method to collect the data was an audiovisual material. According to Creswell (2012:224), audiovisual material consists of image or sound that the researcher collects to them understands the central phenomena under study. It can be photographs, videotapes, digital images, painting, and pictures. In this study, the researcher was collected the data by recording and taking pictures of the situation that happened in a classroom. By doing this method, the researcher got more information especially the speech function used by a female teacher in English classroom interaction.

D. The technique of Analyzing Data

This research was used the data analysis from Rymes (2008) that falls into five basic steps including transcribing the spoken data, reducing the data, data coding, classifying the data according to the research question, and drawing Conclusion from the response, analyzing the transcripts, there are five strategies as follows:

1. Transcribing the spoken data

The researcher wrote the data from the video recording into written form.

2. Reducing the data

The researcher chosen data that are relevant to the topic.

3. Data Coding

The researcher given the code to the data so that the researcher found out easily to recheck the data and the researcher classified the data to answer the

problems of the study. The researcher classified the data by using Halliday's theory.

4. Classifying the data according to the research questions

The researcher classified the data to answer the problem of the study. The researcher classified the data using Halliday's theory.

5. Drawing Conclusion from the response

The conclusion drawn from the data that have been summed up and making the report of the research.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this study were clauses taken from the interaction by a female teacher with the student and the results of interviewing the female teacher. Classroom interaction was documented during the teaching and learning of speaking skill sessions. A class of eighth-grade students and an English teacher were observed at SMP Muhammadiyah 49 Medan. The data were analyzed based on Systemic Functional Linguistics theory. The data completely can be seen in appendix A and the analysis detailed can be witnessed in appendix B as well as the results of the interview with female teacher displayed appendix C.

B. Data Analysis

According to Systemic Functional Linguistics theory proposed by Halliday (1994) and Saragih (2014) used in this study, there are three elements involved in conducting the interaction; (a) the orientation taken by the speaker can be either initiating or responding; (b) the role plays which are giving and demanding; and (c) the commodity transacted that includes information, goods, and services. So, the analysis of speech function used in the classroom interaction by the female teacher was based on the three elements above.

1. Type of Speech Function used by a female teacher

During the teaching and learning process in the class, a female teacher produced all the four types of speech function in the form of initiating (statement, offer, question, and command). In the form of responding, teacher produced 2 types of responding of speech function (answer and acknowledgment). The total clauses uttered by the female teacher were 107 clauses and question was dominantly performed by female teacher among all the other types.

a. Initiating of Speech Function Used by a Female Teacher

1. Offer

The female teacher produced 2 clauses of offer from the total 107 clauses with the percentage 1,9%% during the teaching and learning process in the English classroom.

Data 1a (Appendix B on unit 11)

- (8) Teacher : Setahun ada berapa bulan nak?
(*How many months are there in a year?*)
- (9) Student : 12 bulan
(*12 of months*)
- (10) Teacher : Iya betul
(*yes, it is true*)
- (11) Teacher : *Ma'am bacakan dulu yah for you*
(*let me read it first for you*)

Data 1a (Appendix B on unit 72)

- (72) Teacher : *Bolehkan ma'am mulai pelajarannya ni?*
(*Can ma'am start this lesson?*)
- (73) Teacher : Apa arti number?
(*What does number mean?*)
- (74) Student : Bilangan
(*Number*)

An offer is defined as the act to give something (good & services) to someone. An offer is typically expressed by modulated interrogative, but it also can be expressed by imperative or declarative (Eggins, 2004:148). The clauses in unit 11 and 72 which was categorized as an offer were expressed by declarative.

2. Command

The female teacher produced 17 clauses of command from the total 107 clauses with the percentage 15,9% during the teaching and learning process in the English classroom.

Data 2a (Appendix B on unit 34, 35 and 38)

- (34) Teacher : *Dengarkan baik-baik, belakang...Lia!*
(*Listen carefully to the back, Lia!*)
- (35) Teacher : *Kuatkan suaranya nak.*
(*Loudly, please!*)
- (36) Students : January, February, March, April, May, June, July, August, September, October, November, December, February, June, July, August, October.
- (37) Teacher : Oke good
(*Ok good*)
- (38) Teacher : *Sekarang yang laki-laki ni isan coba baca!*
(*Now try to read this for men, Isan!*)
- (39) Student : January, February, March, April, May, June, July, August, September, October, November, December, June, July, October

A command is defined as the expression used by someone to demand goods or services from others or to ask someone to do something for the speaker. A command is usually expressed by imperative (Eggins, 2004:148). It is used to demand action from the listener requested by the speaker. In this case, the utterances which belong to command were realized in an imperative mood.

3. Statement

The female teacher produced 32 clauses of a statement from the total 107 clauses with a percentage of 29,9% during the teaching and learning process in the English classroom.

Data 3a (Appendix B on unit 79)

- (79) Teacher : *Kalau untuk penanggalan yang dipakai itu ordinal number.*
(*If for the calendar is used the ordinal number*)
- (80) Students : *Ma'am maksud dari cardinal, ordinal number itu apa ma'am?*
(*What do you mean by cardinal and ordinal number, ma'am?*)
- (81) Teacher : *Cardinal number adalah bilangan biasa...*
(*The cardinal number is an ordinary number...*)

Data 3a (Appendix B on unit 117)

- (116) Students : *Today's is 26 of July 2019*
- (117) Teacher : *Jadi penulisan tanggal nya diikuti dengan 2 huruf terakhir seperti first jadi 1st, 22nd dan seterusnya.*
(*So, the writing is followed by the last 2 letters like first be 1st, twenty second be 22nd and so on*)
- (118) Teacher : *Jadi kalau kita mau membuat tanggal 28 bagaimana?*
(*So, how if we make date of 28th, guys?*)

A statement is defined as the act of stating something like a single utterance or declaration. A statement is usually expressed by declarative (Eggins, 2004:148). Its function is to give information to the listener. In this case, the utterances in the form of giving statements were realized in the declarative and elliptical declarative mood.

4. Question

The female teacher produced 37 clauses of question from the total 107 clauses with the percentage 34,6%. The question was the dominant type of speech

function used by a female teacher during the teaching and learning process in the English classroom.

Data 4a (Appendix B on unit 8)

- (8) Teacher : *Satu tahun ada berapa bulan nak?*
(*How many months are there in a year?*)
- (9) Students : 12 bulan
(*12 of months*)
- (10) Teacher : Iya betul
(*Yes, it is true*)

Data 4a (Appendix B on unit 92 and 94)

- (92) Teacher : *Dua apa artinya?*
(*Two means?*)
- (93) Student : Two
- (94) Teacher : *Jadi kalau lantai ke dua?*
(*So, if it's the second floor?*)
- (95) Student : Floor two... Two floor

A question is defined as the act of asking requesting information from others using such a particular expression. A question is usually expressed by interrogative that may be either formulated from (wh-question) or yes/no question (Eggins,2004:148). In this case, all the utterances in form questions were realized in the interrogative mood.

b. Responding of Speech Functions Used by a Female Teacher

1. Answer

The female teacher only produced 9 clauses of answer from the total 107 clauses with the percentage of 8,4% during the teaching and learning process in the English classroom.

Data 1b (Appendix B on unit 124, 125 and 127)

- (122) Teacher : Ada yang ingin ditanyakan lagi?
(*Anything else do you want to ask?*)
- (123) Student : Flexion itu apa ma'am?
(*What's flexion ma'am?*)
- (124) Teacher : *Flexion itu artinya pecahan yah.*
(*Flexion means fractions*)
- (125) Teacher : *Contohnya 1/3, 2/4 dan lain-lain.*
(*For example 1/3, 2/4 and so on.*)
- (126) Student : Bagaimana cara membacanya ma'am?
(*How do you read it ma'am?*)
- (127) Teacher : *Contohnya kan 1/3 yang diatas dibaca dengan cardinal number dan yang dibawah dibaca ordinal number.*
(*For example, 1/3 above read with cardinal number and below is read an ordinal number*)

Answer is the act of reacting from someone's question due to the fact. The speaker demands information by asking a question to the listener and the speaker inherently inviting the listener to the response by giving or providing the answer. In this case, the clauses in the unit [124 and 125] were categorized as an answer uttered by the teacher gave her response to the student's question. Here, the teacher's answer was in the form of an elliptical declarative clause.

2. Acknowledgment

The teacher produced 10 clauses of acknowledgment from the total 107 clauses with a percentage of 9,3% during the teaching and learning process in the English classroom.

Data 2b (Appendix B on unit 91)

- (88) Teacher : Artikan lantai ke dua!
(*Translate the second floor!*)
- (89) Teacher : lantai apa bahasa inggrisnya?
(*What floor in English?*)
- (90) Student 3 : Floor
- (91) Teacher : *Oke good*

(Ok good)

Data 2b (Appendix B on unit 103)

(101) Teacher : jadi apa bahasa inggrisnya lantai dua nak?

(So, what is the English of second floor?)

(102) Student 3 : Second floor

(103) Teacher : *Iya betul*

(Yes, it is true)

Acknowledgment is the act of admitting the fact that something has accepted as true or right by the listener. The speaker gave the listener some information and the speaker inherently inviting the listener to admit it. In this case, the clauses in the unit [91 and 103] were categorized as acknowledgment realized in minor clause that was uttered by the teacher because the teacher acted to admit the students' answer as true or gave the confirmation that the students' answer was correct by saying "oke good and iya betul".

Table 4.1
Total Number and Percentage of Speech Function

NO	Initiation and Responding of Speech Function	Number	Percentage (%)
1.	Question (i)	37	34,6%
2.	Statement (i)	32	29,9%
3.	Command (i)	17	15,9%
4.	Offer (i)	2	1,9%
5.	Answer (r)	9	8,4%
6.	Acknowledgement (r)	10	9,3%
7.	Compliance (r)	-	-
8.	Contradiction (r)	-	-
9.	Disclaimer (r)	-	-
10.	Acceptance (r)	-	-
11.	Rejection (r)	-	-
12.	Refusal (r)	-	-
Total Number		107	100%

Table 4.1 above shows the total number, percentages of speech function, and the existence of the metaphorical form of speech function produced by a female teacher. The clauses were separated into two main parts of the speaker's orientation; (a) initiating speech function, and (b) responding speech function.

Further, table 4.1 shows the number of clauses of initiating speech function and responding speech function produced in the interaction by a female teacher with the students. Among all the total number of clauses, it was found that clauses that were categorized as *questions* produced by the teacher in teacher-student interaction were dominantly used during the whole of interaction in the learning process. There were 37 clauses categorized as questions produced by a female teacher of 107 clauses as the total number with the percentage 34,6%. The existences of question clauses may have some supporting reasons as indicated in appendix C. Then the question was then followed by a *statement*, female teacher produced 32 clauses (29,9%), *command* with 17 clauses (15,9%), and the last offer with 2 clauses (1,9%).

Meanwhile, as can be seen in Table 4.1, it shows the number of responding speech function produced in the interaction by a female teacher and the students. There were 10 acknowledgment clauses produced by a female teacher of 10 clauses as the total number with the percentage (9,3%). Then acknowledgment was followed by answering only 9 clauses with percentage (8,4%).

2. The way speech functions are coded by a female teacher

After the teaching and learning process of English class was accomplished to be documented and analyzed. The researcher found out the way of speech function coded by a female teacher in English classroom interaction. The data of the interview for this part can be seen clearly in appendix B.

a. Initiating of Speech Function Used by a Female Teacher

1. Offer = Modal + S + V Offer

Data 1a (Appendix B on unit 72)

(72) Teacher : Bolehkan ma'am mulai pelajarannya ni?
(*May I start this lesson?*)

An offer is defined as the act to give something (good & services) to someone. An offer is typically expressed by modulated interrogative, but it also can be expressed by imperative or declarative (Eggins, 2004:148). In giving an offer, the listener has the opportunity to accept or to take something offered. Offer is usually begun with modal and ended with a question mark. Formula: Modal + S + V offer. Based on that definition and formula about offer the researcher found that from Appendix B on unit 72 the teacher try to give something to the student by asking them before. And to support the explanation the researcher will give an example of an offer by the teacher in class which can be seen below:

Data 1a (Appendix B on unit 11)

(11) Teacher : Ma'am bacakan dulu yah for you
(*Let me read it first for you*)

2. Command = Verb + Object + Exclamation mark

Data 2a (Appendix B on unit 34)

(34) Teacher : Dengarkan baik-baik, belakang...Lia!
(Listen carefully to the back, Lia!)

A command is defined as the expression used by someone to demand goods or services from others or to ask someone to do something for the speaker. A command is usually expressed by imperative (Eggins, 2004:148). It is used to demandation from the listener requested by the speaker. In this case, the utterances which belong to command were realized in an imperative mood. Formula : Verb + Object + Exclamation mark. Based on that definition and formula about command the researcher found from Appendix B on unit 34 the teacher try to get a thing that will be done by the student. And to support the explanation the researcher will give an example of a command by the teacher in class which can be seen below:

(38) Teacher : Sekarang yang laki-laki ni isan coba baca!
(Now try to read this for men, isan!)

3. Statement = Subject+ Verb/Aux + Statement

Data 3a (Appendix B on unit 79)

(79) Teacher : Kalau untuk penanggalan yang dipakai itu ordinal number.
(If for the calendar is used ordinal number)

A statement is defined as the act of stating something like a single utterance or declaration. A statement is usually expressed by declarative (Eggins, 2004:148). Its function is to give information to the listener. In this case, the utterances in the form of giving statements were realized in the declarative and elliptical declarative mood. The statement is usually begun with the subject,

followed by a verb or auxiliary verb and ended by a full stop. Formula : Subject + Verb/Aux + Statement. Based on that definition and formula about the statement the researcher found from Appendix B on unit 79 the teacher try to give some information to the students. And to support the explanation the researcher will give an example of a statement by the teacher in class which can be seen below:

Data 3a (Appendix B on unit 117)

(117) Teacher : Jadi penulisan tanggal nya diikuti dengan 2 huruf terakhir seperti first jadi 1st,twenty second menjadi 22nd dan seterusnya.
(*So, in writing the date will be followed by the last 2 letters like first become 1st, twenty-second become 22nd, and so on*)

4. Question= WH-Question + Aux Verb + Subject + ?

Data 4a (Appendix B on unit 8)

(8) Teacher : Satu tahun ada berapa bulan nak?
(*How many months are there in a year?*)

A question is defined as the act of asking requesting information from others using such a particular expression. A question is usually expressed by interrogative that may be either formulated from (wh-question) or yes/no question (Eggins, 2004:148). In this case, all the utterances in the form question were realized in the interrogative mood. A question begun with auxiliary verb or WH-Question begins with an auxiliary verb or WH-Question and will be ended with a question mark(?). Formula : WH-Question + Aux Verb + Subject + ?. Based on that definition and formula about the question the researcher found from Appendix B on unit 8 the teacher try to. And to support the explanation the

researcher will give an example of a question by the teacher in class which can be seen below:

Data 4a (Appendix B on unit 94)

- (94) Teacher : Jadi kalau lantai ke dua?
(*So, if it's the second floor?*)

b. Responding of Speech Functions Used by a Female Teacher

1. Answer

Data 1b (Appendix B on unit 124)

- (123) Student : Flexion itu apa ma'am?
(*What is flexion ma'am?*)
(124) Teacher : Flexion itu artinya pecahan yah.
(*Flexion means fractions.*)

The answer is the act of reacting from someone's question due to the fact. The speaker demands information by asking a question to the listener and the speaker inherently inviting the listener to the response by giving or providing the answer. In this case, the clause in unit 124 was categorized as an answer uttered by the teacher gave her response to the student's question. Here, the teacher's answer was in the form of the elliptical declarative clause. And to support the explanation the researcher will give an example of an answer by the teacher in class which can be seen below:

Data 1b (Appendix B on unit 127)

- (126) Student : Bagaimana cara membacanya ma'am?
(*How to read it ma'am?*)
(127) Teacher : Contohnya kan 1/3 yang diatas dibaca dengan cardinal number dan yang dibawah dibaca ordinal number.
(*For example, it is 1/3 above which is read with a cardinal number and below reads an ordinal number.*)

2. Acknowledgment

Data 2b (Appendix B on unit 91)

- (88) Teacher : Artikan lantai kedua
(*translate the second floor*)
 (89) Teacher : lantai apa bahasa inggrisnya?
(*what is the English of floor?*)
 (90) Student 3 : Floor
 (91) Teacher : *Oke good*
(*Ok good*)

Acknowledgment is the act of admitting the fact that something has accepted as true or right by the listener. The speaker gave the listener some information and the speaker inherently inviting the listener to admit it. In this case, the clause in unit 91 was categorized as acknowledgment realized in a minor clause that was uttered by the teacher because the teacher acted to admit the students' answer as true or gave the confirmation that the students' answer was correct by saying "oke good". And to support the explanation the researcher will give an example of an acknowledgment by the teacher in class which can be seen below:

Data 2b (Appendix B on unit 103)

- (101) Teacher : jadi apa bahasa inggrisnya lantai dua nak?
(*So, what is the second floor in English?*)
 (102) Student 3 : Second floor
 (103) Teacher : *Iya betul*
(*Yes, it is true*)

3. The Reason of Female Teacher in using Speech function

The female teacher as the subject of this study were interviewed to gain further information related to using types of speech function during the learning process in her classroom.

a. The female teacher believes that by initiating question was conducted to stimulate and make the students' to be confident in the class

In this part, the teacher believes that by initiating questions, it can help the teacher to measure the students' understanding of whether students have understood or not about the topic and the teacher can know that based on the student's response. The data of the interview for this part can be seen clearly in appendix C.

Interviewer : Saya melihatkan bahwa ma'am lebih dominan atau lebih sering bertanya pada siswa ma'am. Jadi ma'am yang mau saya tanya kan disini kira-kira apakah alasan yang membuat ma'am lebih sering mengajukan pertanyaan pada siswa?

Teacher : Sebenarnya kita sebagai guru alangkah baiknya memberikan umpan terlebih dulu kepada siswa supaya mereka merespon apa yang kita berikan. Dan kita bisa melihat hasil respon mereka itu baik atau tidaknya, jadi kita bisa evaluasi dimana letak kekurangan kita dalam menyampaikan pelajaran tersebut. Dan sebenarnya nak mengapa kita harus sering bertanya pada siswa yah karena kita harus membuat siswa itu lebih aktif dalam kelaskan. Jadi kelas itu tidak akan sunyi dan membosankan.....

Interviewer : Jadi ma'am kalau siswa tidak merespon dengan baik apa yang ma'am tanya kan bagaimana itu ma'am?

Teacher :Yah kalau mereka belum merespon berarti mereka belum mengerti apa yang kita sampaikan. Jadi kita harus memberikan

penjelasan kembali pada siswa. Dan terkadang dengan bertanya pada siswa itu membuat siswa lebih dekat dengan kita nak, kadang mereka lebih berani untuk bertanya pada kita. Jadi sering-sering lah bertanya pada siswa supaya mereka lebih aktif dan berani baik untuk bertanya maupun untuk memberikan penjelasan yang mereka ketahui sebelumnya.

b. The female teacher believes that by initiating statement was to increase knowledge and give the students new information about topic of the study that will be learned in the class

In this part, the teacher believes that initiating a statement, it can help teacher to share the knowledge and the information that can make the students more understand the topic. The data of the interview for this part can be seen clearly in appendix C.

Interviewer :Lalu selain mengajukan pertanyaan, ma'am juga memberikan statement (pernyataan) contohnya memberikan penjelasan, informasi dan lain-lain. Apa kira-kira tujuan ma'am memberikan kalimat pernyataan tersebut ma'am?

Teacher : Alasan ma'am menggunakan kalimat pernyataan yah itu untuk memberikan informasi dan penjelasan kepada siswa, dan tidak hanya itu terkadang ma'am juga sering mengulang kembali informasi yang telah ma'am berikan pada siswa soalnya kan kita tau bahwa daya tangkap siswa dalam belajar itu tidak sama jadi

perlu kita kasih penjelasan kembali. Sehingga siswa dapat mengeti apa yang kita pelajari hari ini.

c. The female teacher believes that by initiating command was pointed to make the students more active and focus on the learning process

In this part, the teacher believes that by initiating the command, it can help the teacher to measure the student's attention and how the students focus in the classroom. The data of the interview for this part can be seen clearly in appendix C.

Interviewer : Lalu ma'am juga memberikan kalimat perintah atau command kepada siswa apa kira-kira tujuan ma'am memberikan kalimat perintah tersebut?

Teacher : Kalimat perintah tersebut digunakan baik untuk mengajak siswa-siswa untuk memperhatikan pelajaran kadang siswa kalau kita tidak mengajak mereka lebih aktif dalam kelas mereka kadang menghayal dan santai-santai dalam pelajaran kita. Jadi ma'am kadang menyuruh mereka membaca, memperhatikan dan lain-lainnya. Jadi siswa dapat berperan aktif dalam kelas kita nak. Intinya dengan menggunakan kalimat perintah dapat membuat siswa yang pasif jadi aktif baik untuk mengerjakan sesuatu atau membaca dan memperhatikan didalam kelas.

d. The female teacher believes that initiating an offer was to measure the student to get more information about the topic.

In this part, the teacher believes that by initiating an offer, it can help the student to get something like information more detail from the teacher and make the students listen the material sometimes the students look like confused, so the teacher have to give an offer to the students in the classroom. The data of the interview for this part can be seen clearly in appendix C.

Interviewer : Lalu ma'am juga memberikan kalimat offer atau menawarkan kepada siswa apa kira-kira tujuan ma'am memberikan kalimat tawaran tersebut?

Teacher : Kita tau lah yah kan siswa-siswa ini kalau gak kita tanya atau kita tawari bantuan mereka segan kadang takut untuk bertanya langsung pada kita. Jadi inisiatif sendirilah untuk menawarkan bantuan ketika mereka lagi kelihatan kebingungan baik itu ketika diskusi kelompok atau gak. Dan itu ma'am lakukan untuk memancing siswa bertanya tentang apa yang mereka belum mengerti. Jadi dengan menawarkan tadi kita bisa tau respon mereka, so kita bisa memberikan informasi atau penjelasan lebih kepada siswa tentang materi yang kita ajarkan sebelumnya.

According to the researcher's viewpoint, the data interview found were similar with Supika's article in 2017 entitled "*The Realization of Speech Function in English Classroom Interaction Based on Systemic Functional Linguistic Theory*", she said that "*The data from the interview sessions showed that the underlying reasons of teacher's performance related to the existence of initiating*

question as the dominant speech function were affected by the teacher's belief which belongs to the presage category and context category which refers to the class which the teaching process takes place". The relationship between teacher and student can be seen on the use of interrogative mood types, which is produced more by the teacher as the leader of the class that asks the students. The teacher is also being the dominant speaker or the initiator while she produces clauses more than the student clauses with 107 clauses.

Based on the theory of Lakoff (1975) which states that men's speech is more direct than women. Meanwhile, it is opposite the researcher findings from the female teacher speech function in the English classroom. The fact that female teacher speaks directly to the students as exemplified from the Data in Appendix B on unit 34:

(34) Teacher : *Dengarkan baik-baik, belakang...Lia!*
(Listen carefully to the back, Lia!

In this example data, the female teacher realized her command by using imperative mood (Halliday, 2004) it is very opposite with the theory of Lakoff (1975) that women usually use less direct speech or indirect command when talking with the other's person.

C. Findings

Based on the data analysis, the writer found out some findings as follows:

1. During the teaching and learning process which was done in junior high school classroom interaction, the female teacher produced all the four types

speech function in form of initiating there are; statement, offer, question, and command and 2 types of responding of speech function, there are; answer and acknowledgment.

2. The way speech functions were coded by a female teacher in English classroom interaction was similar to the formula of initiating and responding speech function like a statement, offer, question, command, answer, and acknowledgment.
3. The reason in realization of speech function were used by female teacher, were: (1)Initiating question was conducted to stimulate and make the students' to be confident in the class; (2) Initiating statement was to increase knowledge and give the students new information about topic of the study that will be learned in the class; (3) Initiating command was pointed to make the students more active and focus on the learning process; (4) Initiating offer was to measure the student to get more information about the topic.

D. Discussion

According to Halliday, the two basic fundamental types of speech functions are related to the nature of the commodity being exchanged. The commodity involved in the act of giving and demanding divides into (a) good or services and (b) information. In simple, when someone communicates or interacts with other people, there will be there two kinds of commodity exchanged, namely the commodity of information and good and services. And the four primary types of speech functions as the semantic aspect or meaning namely (1) offer, (2)

command, (3) statement, and (4) question find their realization in mood types or the mood structure which is an aspect of interpersonal meaning at the level of lexicogrammar.

The result of the analysis during the speaking skill process confirms that the overall teaching and learning process was initiated dominantly by a female teacher's initiation of question. It showed that the classroom interaction tended to occur in the interaction of teacher-to-students resulting in the teacher did almost the overall of the classroom talk which can be seen in table 4.1. The female teacher produced 37 interrogative clauses realized in question speech function dominant, 32 declarative clauses, and 17 imperative clauses.

This study showed that the power of the teacher here was very dominant since using interrogative clauses shows that the teacher tried to gain and stimulated students' participation which was realized by initiating a question. It means that the authority of the teacher was still dominating the classroom. It is also in line with the teacher's reason for the existences of initiation of question as the dominant speech function appeared during the learning process which can be seen in Appendix C. In addition, by initiating questions to the students as a request for the information, the interaction will be motivated quickly and heatedly because question is the commonest and most straightforward way to make students talk during the interaction in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher initiates to present the conclusion based on the data analysis of research in the classroom activity in eighth grade at SMP Muhammadiyah 49 Medan. The conclusions consist of several points that are related to the problems of the study, they are:

1. There were four types of speech function in the form of initiating produced by a female teacher such as; offer, command, statement, and question. Moreover, there are also two types of responses of speech function used by a female teacher, such as; acknowledgment and answer.
2. The way speech functions were coded by a female teacher in English classroom interaction was similar to the formula of speech functions. Speech functions realization used by a female teacher like the gesture of teacher that performs four functions as well and terms it 'sign function'. The offering function is typically realized by giving help to the students; the commanding function is realized through emblematic gestures (e.g. gestures of stopping, preparing to study, etc.); the statement function is realized through the representation of things or concepts; and the questioning function is realized by an upward movement of the head or eyebrow.
3. The reasons for the realization of speech functions by a female teacher during the teaching and learning process. They were: (1) Initiating question was

conducted to stimulate and make the students' to be confident in the class; (2) Initiating statement was to increase knowledge and give the students new information about topic of the study that will be learned in the class; (3) Initiating command was pointed to make the students more active and focus on the learning process; (4) Initiating offer was to measure the student to get more information about the topic.

B. Suggestion

Considering the conclusion above, some suggestions are presented in this part, as follow:

1. For teacher, the teacher should be able to realize some types of speech function to devote students' participation in the classroom. Analyze the students' need and character before conducting certain types of speech function in order to make the class active.
2. For readers, it is suggested to readers especially to the students to improve their participation in classroom activities so they will enthuse and motivated to be active in learning English.
3. For researchers, it is suggested to other researches to conduct other varied research in the classroom interaction sessions, for instance in writing, reading and listening class that will improve the teachers' performance in teaching English class as well as improving the students' abilities in learning English.

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APPENDIX A

Trancription of the Video Recorded

Teacher : Fitri Wahyuni, S.Pd
Teaching Experience: 14 years
School : SMP MUHAMMADIYAH 49 MEDAN
Lesson : English
Class : VIII
Material : DAYS, MONTHS AND YEARS

TRANSCRIPTION

Teacher : Are you ready to study?
Students : Yes ma'am
Teacher : Lakukan posisi siap lah nak. Lipat tangannya, busung kan dadanya, dan terakhir lihat kedepan. Itu tanda anak yang mau belajar yah. Dengarkan ketika guru menerangkan yah fokusnya itu aja.
Teacher : Berhubung kita baru masuk jadi ma'am mulai aja pelajaran hari ini dari yang dasar yaitu the name of the months atau nama-nama bulan. Satu tahun ada berapa bulan nak?
Students : 12 bulan
Teacher : Iya betul ma'am bacakan dulu yah for you, setelah itu kalian ikuti yah mulai dari January, February, March, April, May, June, July, August, September, October, November, and December. Untuk apa ma'am nama-nama bulan ini dipelajari? Kalau kita mau membuat penulisan tanggal kita udah tau. Contoh hari apa hari ini? What day is today?
Students : Friday
Teacher : Itu nama-nama hari ya. Masuk lagi what date is today? Tanggal berapa hari ini? Tanggal 26 yah?
Students : Iya ma'am

Teacher : Kalau untuk penulisannya yaitu mulai dari tanggal, bulan dan tahun. Jadi kalau dibacakan the twenty sixth of July two thousand and nine.....

Students : Nineteen

Teacher : Barulah masuk kedalam nama-nama hari yah. Baiklah sekarang ma'am akan tunjuk satu-satu siapa yang bisa membacanya. Jadi ma'am akan tau siapa yang salah dalam membaca dan siapa yang sudah bisa membacanya. Paham?

Students : Paham

Teacher : Jadi ma'am akan tunjuk. Are you ready?

Students : Ready

Teacher : Dengarkan baik-baik, belakang... Lia!

Teacher : Kuatkan suaranya nak!

Student 1 : January, February, March, April, May, June, July, August, September, October, November, December, February, June, July, August, October

Teacher : Oke good. Sekarang yang laki-laki ni isan coba baca!

Student 2 : January, February, March, April, May, June, July, August, September, October, November, December, June, July, October

Teacher : Yah good berarti daya tangkapnya masih bagus. Dia kalau masih bagus dia lancar, kalau lambat berarti lama ada jeda waktunya. Sekarang lihat dan tolong focus. Ma'am rasa kalau pelajaran ini terlalu gampang karena sejak kelas 4SD sudah dipejari betul gak?

Students : Betul

Teacher : Jadi setiap kita belajar tulislah hari dan tanggal dalam bahasa inggris. Supaya apa?

Student 3 : Supaya lancar

Teacher : Yeah, supaya lancar. Coba lagi semuanya....

Students : January, February, March, April, May, June, July, August, September, October, November, December, February, August,

April, October, February, July, October, November, April, August, December, March, October, March, July.

Teacher : Iya bagus, Sampai disini kalian bagus. Ada yang ingin ditanyakan kira-kira?.

Students : silent

Teacher : Coba tepuk tangan dulu untuk kita semua! Nama-nama bulan sudah tuntas, nanti jika ada pr tentang penulisan nama-nama bulan sudah bisa. Nah kemudian nama-nama hari. Seminggu ada berapa hari?

Students : 7 hari

Teacher : Coba sebutkan dalam bahasa inggris!

Students : Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Teacher : Good job, sudah hafalkan? Ada lagi yang ingin ditanyakan?

Student : No ma'am

Teacher : Ingat kalau dalam bahasa inggris penulisan tanggal harus nama harinya dulu. Nama hari koma, bulan habis itu tanggal lalu tahun. Kalau di Indonesia kan tanggal bulan baru tahun kan. Masalah penanggalan ini berhubungan dengan apa nak?

Students : Silent

Teacher : Tolong perhatikan yah!.Bisakan ma'am mulai pelajarannya ini?

Teacher : Apa arti number?

Students : Bilangan

Teacher : Oke lihat ini baik-baik. Number artinya bilangan. Number are divided to be three (bilangan dibagi menjadi tiga). Ada namanya cardinal number, ordinal number, flexion. Kalau untuk penanggalan yang dipakai itu ordinal number.

Student : Ma'am maksud dari cardinal, ordinal number itu apa ma'am?

Teacher : Cardinal number adalah bilangan biasa dan Kalau ordinal number yang menyatakan urutan. Contoh cardinal number kayak zero, one, two, three, four, and so on. Contoh ordinal number kayak Rafi pergi ke medan mall dengan Alfin sampai disana hilang Rafi.

Pisahlah mereka berdua lalu ditelfon Alfin lah Rafi kan. “fi ko dimana fi? Aku dilantai dua ni”. Lantai dua menyebutkan urutan gak?

- Students : Iya ma'am
- Teacher : Jadi lantai ke dua itu adalah ordinal number. Artikan lantai ke dua, lantai apa bahasa inggrisnya?
- Student 3 : Floor
- Teacher : Oke good, dua apa artinya?
- Students : Two
- Teacher : Jadi kalau lantai ke dua?
- Students : Floor two... Two floor
- Teacher : Ada yang bilang floor two? Or two floor? Mari kita lihat kalau di ordinal number kan urutan satu dibilang first, dua dibilang second. Jadi kalau lantai ke 2 apa jadinya nak?
- Students : Floor second
- Teacher : Kalau dibahasa inggris itu nak selalu terbalik dengan bahasa Indonesia. Jadi apa bahasa inggrisnya lantai dua nak?
- Students : Second floor
- Teacher : Iya betul.Lalu untuk apa lagi ordinal number?
- Sudent 1 : Untuk penanggalan
- Teacher : Iya untuk penanggalan atau pemberian tanggal. Contoh: what day is today? Apa artinya?
- Student 1 : Sekarang hari apa
- Teacher : Good, Today is Friday. Hari Ini hari jum'at. Lalu guru bertanya lagi what date is today? Sekarang tanggal berapa?
- Student 2 : Today is 26 of july 2019
- Teacher : Jadi penulisan tanggal nya diikuti dengan 2 huruf terakhir seperti first jadi 1st. 22nd dan seterusnya. Jadi kalau kita mau membuat tanggal 28 bagaimana?
- Students 3 : Ditambah th ma'am. Jadi twenty eighth ma'am 28th

Teacher : Wah pintar rupanya Alfin yah bagus-bagus. Jadi begitulah cara penulisan tanggal dalam bahasa inggris yah nak. Ada yang ingin ditanyakan lagi?

Student 1 : Flexion itu apa ma'am?

Teacher : Flexion itu artinya pecahan yah. Contohnya $1/3$, $2/4$ dan lain-lain.

Student 1 : Bagaimana cara membacanya ma'am?

Teacher : Contohnya kan $1/3$ yang diatas dibaca dengan cardinal number dan yang dibawah dibaca ordinal number. One/third seperti itu. Lain lagi $3/6$ jadi seperti apa nak?

Students : Three/sixth

Teacher : Iya bagus sekali. Kalau $2/4$..?

Students : Two/ Fourth

Teacher : Jadi kalau untuk bagian yang diatasnya itu cardinal number dan yang dibawah ordinal number itu termasuk kedalam flexion. Jadi ada berapa bagian tadi number?

Students : Divided into three first cardinal number, second ordinal number third flexion.

Teacher : Jadi kalau dasar-dasarnya udah tau jadi untuk menuliskanya dan mengomongkannya udah enak. Ada pertanyaan lagi? Kalau tidak ma'am akan beri soal.

Students : No, ma'am

APPENDIX B

The Analysis of Conversation by a Female Teacher with the Students of Meeting on 26th July 2019

Unit of Utterances	Element in Classroom	Utterances	Speech Function	Responding of Speech Function	Typical Mood in Clause
1.	T	Are you ready to study?	Question		Interrogative
2.	SS	Yes ma'am		Answer	Declarative
3.	T	Lakukan posisi siap lah nak. <i>(do the ready position kids!)</i>	Command		Imperative
4.	T	Lipat tangannya, busung kan dadanya, dan terakhir lihat kedepan. <i>(fold your arms, stretch out your chest, and last look forward!)</i>	Command		Imperative
5.	T	Itu tanda anak yang mau belajar yah. <i>(it's a sign of a child who wants to study)</i>	Statement		Declarative
6.	T	Dengarkan ketika guru menerangkan yah, fokusnya itu aja.	Command		Imperative

		<i>(listen when the teacher explains, just focus on that one!)</i>			
7.	T	Berhubung kita baru masuk jadi ma'am mulai aja pelajaran hari ini dari yang dasar yaitu the name of the months atau nama-nama bulan. <i>(Since we just entered so ma'am will start the lesson for today from the basic, namely the name of the months)</i>	Statement		Declarative
8.	T	Satu tahun ada berapa bulan nak? <i>(How many months are there in a year?)</i>	Question		Interrogative
9.	SS	12 bulan <i>(12 of months)</i>		Answer	Declarative
10.	T	Iya betul <i>(es, it is true)</i>		Acknow	Minor Clause
11.	T	Ma'am bacakan dulu yah for you <i>(let me read it first for you)</i>	Offer		Declarative
12.	T	setelah itu kalian ikuti yah mulai dari	Command		Imperative

		<p>January, February, March, April, May, June, July, August, September, October, November, and December.</p> <p><i>(after that you guys follow, start from January, February, march, April, May, June, July, August, September, October, November, and December.</i></p>			
13.	T	<p>Untuk apa ma'am nama-nama bulan ini dipelajari?</p> <p><i>(What the names of this month are learned for, ma'am?)</i></p>	Question		Interrogative
14.	T	<p>Kalau kita mau membuat penulisan tanggal kita udah tau.</p> <p><i>(If we want to make a date we already know)</i></p>		Answer	Declarative
15.	T	<p>Contoh hari apa hari ini?</p> <p><i>(Example of what day is today?)</i></p>	Question		Interrogative
16.	T	<p>What day is today?</p>	Question		Interrogative

17.	SS	Friday		Answer	Declarative
18.	T	itu nama-nama hari ya <i>(Those are the names of the days)</i>	Statement		Declarative
19.	T	Masuk lagi what date is today? <i>(We enter again on what date is today?)</i>	Question		Interrogative
20.	T	Tanggal berapa hari ini? <i>(What date is today?)</i>	Question		Interrogative
21.	T	Tanggal 26 yah? <i>(26th right?)</i>	Question		Interrogative
22.	SS	Iya ma'am <i>(Yes ma'am)</i>		Answer	Declarative
23.	T	Kalau untuk penulisannya yaitu mulai dari tanggal, bulan dan tahun. <i>(If for writing, it starts from the date, month and year)</i>	Statement		Declarative
24.	T	Jadi kalau dibacakan the twenty sixth of july two thousand and nine.....? <i>(So if you read it the twenty sixth of july two thousand and nine...?)</i>	Question		Interrogative

25.	SS	Nineteen		Answer	Declarative
26.	T	Barulah masuk kedalam nama-nama hari yah. <i>(Then we enter to the names of the days)</i>	Statement		Declarative
27.	T	Baiklah sekarang ma'am akan tunjuk satu-satu siapa yang bisa membacanya. <i>(Alright now ma'am will appoint one by one who will read it!)</i>	Command		Imperative
28.	T	Jadi ma'am akan tau siapa yang salah dalam membaca dan siapa yang sudah bisa membacanya. <i>(So ma'am will knows who can already read it)</i>	Statement		Declarative
29.	T	Paham? <i>(Understand?)</i>	Question		Interrogative
30.	SS	Paham ma'am <i>(Understand ma'am)</i>		Answer	Declarative
31.	T	Jadi ma'am akan tunjuk. <i>(So ma'am will start to choose you!)</i>	Command		Imperative
32.	T	Are you ready?	Question		Interrogative

33.	SS	Ready		Answer	Declarative
34.	T	Dengarkan baik-baik, belakang...Lia! <i>(Listen carefully to the back, Lia!)</i>	Command		Imperative
35.	T	Kuatkan suaranya nak! <i>(Loudly, please!)</i>	Command		Imperative
36.	S1	January, February, March, April, May, June, July, August, September, October, November, December, February, June, July, August, October		Compliance	Declarative
37.	T	Oke good. <i>(Ok good)</i>		Acknow	Minor Clause
38.	T	Sekarang yang laki-laki ni isan coba baca! <i>(Now try to read this for men, Isan!)</i>	Command		Imperative
39.	S2	January, February, March, April, May, June, July, August, September, October, November, December, June, July, October		Compliance	Declarative
40.	T	Yah good <i>(Yeah good)</i>		Acknow	Minor Clause
41.	T	Berarti daya tangkap	Statement		Declarative

		nya masih bagus. <i>(Means that the catch power still good)</i>			
42.	T	Dia kalau masih bagus dia lancar, kalau lambat berarti lama ada jeda waktunya. <i>(If he is still good he will read fluently, if slow means there is a lag time)</i>	Statement		Declarative
43.	T	Sekarang lihat dan tolong focus! <i>(Now look and please focus!)</i>	Command		Imperative
44.	T	Ma'am rasa kalau pelajaran ini terlalu gampang karena sejak kelas 4SD sudah dipejari. <i>(I think that this lesson is too easy because since 4SD class has been learned)</i>	Statement		Declarative
45.	T	Betul gak? <i>(Is it right?)</i>	Question		Interrogative
46.	SS	Betul <i>(That's right)</i>		Answer	Statement
47.	T	Jadi setiap kita belajar	Statement		Declarative

		tulislah hari dan tanggal dalam bahasa inggris. <i>(So every time we learn try to write the day and date in English)</i>			
48.	T	Supaya apa? <i>(What for?)</i>	Question		Interrogative
49.	S3	Supaya lancar <i>(For accustomed)</i>		Answer	Declarative
50.	T	Yeah, supaya lancar. <i>(Yeah, for accustomed)</i>		Acknow	Minor clause
51.	T	Coba lagi semuanya baca... <i>(Try to read this again all!)</i>	Command		Imperative
52.	SS	January, February, March, April, May, June, July, August, September, October, November, December, February, August, April, October, February, July, October, November, April, August, December, March, October, March, July.		Compliance	Declarative

53.	T	Iya bagus <i>(Yeah good)</i>		Acknow	Minor Clause
54.	T	Sampai disini kalian bagus. <i>(Up to here all of you are good)</i>	Statement		Declarative
55.	T	Ada yang ingin ditanyakan kira-kira? <i>(There is something you want to ask?)</i>	Question		Interrogative
56.	T	Coba tepuk tangan dulu untuk kita semua! <i>(Now give applause for all of us!)</i>	Command		Imperative
57.	T	Nama-nama bulan sudah tuntas, nanti jika ada pr tentang penulisan nama-nama bulan sudah bisa. <i>(The names of the moths are complete so later if there is homework about writing the name of moths can be done)</i>	Statement		Declarative
58.	T	Nah kemudian nama-nama hari. <i>(Well then the names of the days)</i>	Statement		Declarative

59.	T	Seminggu ada berapa hari? <i>(How many days in a week?)</i>	Question		Interrogative
60.	SS	7 hari <i>(7 days)</i>		Answer	Declarative
61.	T	Coba sebutkan dalam bahasa inggris! <i>(Try to mention it in English!)</i>	Command		Imperative
62.	SS	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday		Answer	Declarative
63.	T	Good job.		Acknow	Minor clause
64.	T	sudah hafalkan? <i>(Have you memorized it?)</i>	Question		Interrogative
65.	T	Ada lagi yang ingin ditanyakan? <i>(Anything else you want to ask?)</i>	Question		Interrogative
66.	SS	No ma'am		Answer	Declarative
67.	T	Ingat kalau dalam bahasa inggris penulisan tanggal harus nama harinya dulu. <i>(Remember that in writing the English</i>	Statement		Declarative

		<i>date must be days for the first)</i>			
68.	T	Nama hari koma, bulan habis itu tanggal lalu tahun. <i>(Name of day comma, month then date and last year)</i>	Statement		Declarative
69.	T	Kalau di Indonesia kan tanggal bulan baru tahun kan. <i>(If in Indonesia for the first is date, month and year)</i>	Statement		Declarative
70.	T	Masalah penanggalan ini berhubungan dengan apa nak? <i>(What is this dating problem related to, guys?)</i>	Question		Interrogative
71.	T	Tolong perhatikan yah! <i>(Please pay attention!)</i>	Command		Imperative
72.	T	Bolehkan ma'am mulai pelajarannya ni? <i>(May I start this lesson?)</i>	Offer		Declarative
73.	T	Apa arti number? <i>(What does number</i>	Question		Interrogative

		<i>mean?)</i>			
74.	SS	Bilangan <i>(Number)</i>		Answer	Declarative
75.	T	Oke lihat ini baik- baik. <i>(Ok look at this!)</i>	Command		Imperative
76.	T	Number artinya bilangan. <i>(Number means number)</i>	Statement		Declarative
77.	T	Numbers are divided to be three (bilangan dibagi menjadi tiga).	Statement		Declarative
78.	T	Ada namanya cardinal number, ordinal number dan flexion. <i>(There's a cardinal number, ordinal number and flexion)</i>	Statement		Declarative
79.	T	Kalau untuk penanggalan yang dipakai itu ordinal number. <i>(If for the calendar is used the ordinal number)</i>	Statement		Declarative
80.	SS	Ma'am maksud dari cardinal, ordinal number itu apa ma'am?	Question		Interrogative

		<i>(What do you mean by cardinal and ordinal number, ma'am?)</i>			
81.	T	Cardinal number adalah bilangan biasa dan Kalau ordinal number yang menyatakan urutan. <i>(The cardinal number is an ordinary number and the ordinal number is a number that represents the sequence)</i>		Answer	Declarative
82.	T	Contoh cardinal number kayak zero, one, two, three, four, and so on. <i>(Example of cardinal number such as zero, one, two, three, four, and so on.</i>		Answer	Declarative
83.	T	Contoh ordinal number kayak Rafi pergi ke medan mall dengan Alfin sampai disana hilang Rafi. <i>(Example of ordinal number like Rafi went to Medan mall with</i>		Answer	Declarative

		<i>Alfin until there disappeared Rafi)</i>			
84.	T	Pisahkan mereka berdua lalu ditelfon Alfin lah Rafi kan, “fi ko dimana fi? Aku dilantai dua ni”. <i>(Both of them disperse, so Alfin called Rafi. “fi, where are you? I’m in the second floor.</i>		Answer	Declarative
85.	T	Lantai dua menyebutkan urutan gak? <i>(Second floor mentions the sequence or not?)</i>	Question		Interrogative
86.	SS	Iya ma’am <i>(Yes ma’am)</i>		Answer	Declarative
87.	T	Jadi lantai ke dua itu adalah ordinal number. <i>(So, second floor is ordinal number)</i>	Statement		Declarative
88.	T	Artikan lantai ke dua <i>(Translate the second floor!)</i>	Command		Imperative
89.	T	Lantai apa bahasa inggrisnya?	Question		Interrogative

		<i>(What is the floor in English?)</i>			
90.	S3	Floor		Answer	Declarative
91.	T	Oke good <i>(Ok good)</i>		Acknow	Minor Clause
92.	T	dua apa artinya? <i>(Two means?)</i>	Question		Interrogative
93.	SS	Two		Answer	Declarative
94.	T	Jadi kalau lantai ke dua? <i>(So, if it's the second floor?)</i>	Question		Interrogative
95.	SS	Floor two... Two floor		Answer	Declarative
96.	T	Ada yang bilang floor two Or two floor? <i>(Some of you say floor two or two floor?)</i>	Question		Interrogative
97.	T	Mari kita lihat kalau di ordinal number kan urutan satu dibilang first, dua dibilang second. <i>(Let's look at the ordinal number, the order of one is said to be first and two is second)</i>	Command		Imperative
98.	T	Jadi kalau lantai ke 2 apa jadinya nak?	Question		Interrogative

		<i>(So, what about the second floor?)</i>			
99.	SS	Floor second		Answer	Declarative
100.	T	Kalau dibahasa inggris itu nak selalu terbalik dengan bahasa Indonesia. <i>(If in English the Sentence is always reversed with Indonesian)</i>	Statement		Declarative
101.	T	jadi apa bahasa inggrisnya lantai dua nak? <i>(So, what is the second floor in English?)</i>	Question		Interrogative
102.	SS	Second floor		Answer	Declarative
103.	T	Iya betul <i>(Yes, it is true)</i>		Acknow	Minor Clause
104.	T	Lalu untuk apa lagi ordinal number? <i>(Then what else is the ordinal number for?)</i>	Question		Interrogative
105.	S1	Untuk penanggalan <i>(For dating)</i>		Answer	Declarative
106.	T	Iya untuk penanggalan atau pemberian tanggal, Contoh: <i>(Yes for dating or</i>	Statement		Declarative

		<i>giving a date, for example:)</i>			
107.	T	What day is today?	Question		Interrogative
108.	T	Apa artinya? <i>(What does it mean?)</i>	Question		Interrogative
109.	S1	Sekarang hari apa? <i>(What day is today?)</i>		Answer	Declarative
110.	T	Good boy		Acknow	Minor Clause
111.	T	Today is Friday.	Statement		Declarative
112.	T	Hari Ini hari jum'at. <i>(Today is Friday)</i>	Statement		Declarative
113.	T	Lalu guru bertanya lagi. <i>(Then the teacher ask again)</i>	Statement		Declarative
114.	T	What date is today?	Question		Interrogative
115.	T	Sekarang tanggal berapa? <i>(What date is today?)</i>	Question		Interrogative
116.	S2	Today is 26 of july 2019		Answer	Declarative
117.	T	Jadi penulisan tanggal nya diikuti dengan 2 huruf terakhir seperti first jadi 1 st , twenty second menjadi 22 nd dan seterusnya. <i>(So, in writing the date will be followed by the last 2 letters</i>	Statement		Declarative

		<i>like first become 1st, twenty-second become 22nd, and so on)</i>			
118.	T	Jadi kalau kita mau membuat tanggal 28 bagaimana? <i>(So, how if we make date of 28th, guys?)</i>	Question		Interrogative
119.	S3	Ditambah th ma'am. Jadi twenty eighth ma'am 28 th <i>(Plus th ma'am, so twenty eighth ma'am be 28th)</i>		Answer	Declarative
120.	T	Wah pintar rupanya Alfin yah bagus- bagus. <i>(Wow, apparently Alfin is really good)</i>	Statement		Declarative
121.	T	Jadi begitulah cara penulisan tanggal dalam bahasa inggris yah nak. <i>(So, that's the way to write the date in English)</i>	Statement		Declarative
122.	T	Ada yang ingin ditanyakan lagi? <i>(Anything else do you</i>	Question		Interrogative

		<i>want to ask?)</i>			
123.	S1	Flexion itu apa ma'am? <i>(What's flexion ma'am?)</i>	Question		Interrogative
124.	T	Flexion itu artinya pecahan yah. <i>(Flexion means fractions)</i>		Answer	Declarative
125.	T	Contohnya 1/3, 2/4 dan lain-lain. <i>(For example 1/3, 2/4 and so on.)</i>		Answer	Declarative
126.	S1	Bagaimana cara membacanya ma'am? <i>(How to read it ma'am?)</i>	Question		Interrogative
127.	T	Contohnya kan 1/3 yang diatas dibaca dengan cardinal number dan yang dibawah dibaca ordinal number. <i>(For example , 1/3 above read with cardinal number and below is read an ordinal number)</i>		Answer	Declarative
128.	T	One/third seperti itu. <i>(One/third like that)</i>		Answer	Declarative

129.	T	Lain lagi 3/6 jadi seperti apa nak? <i>(Different with 3/6 how it could be guys?)</i>	Question		Interrogative
130.	SS	Three/sixth		Answer	Declarative
131.	T	Iya bagus sekali. <i>(Yes, very good)</i>		Acknow	Minor Clause
132.	T	Kalau 2/4..? <i>(If 2/4..?)</i>	Question		Interrogative
133.	SS	Two/ Fourth		Answer	Declarative
134.	T	Jadi kalau untuk bagian yang di atasnya itu cardinal number dan yang dibawah ordinal number itu termasuk kedalam flexion. <i>(If for the part above it the cardinal number and the ordinal number below that are included in Flexion)</i>	Statement		Declarative
135.	T	Jadi ada berapa bagian tadi number? <i>(So how many parts are there in the number?)</i>	Question		Interrogative
136.	SS	Divided into three first cardinal number, second ordinal		Answer	Declarative

		number third flexion.			
137.	T	Jadi kalau dasar-dasarnya udah tau jadi untuk menuliskanya dan mengomongkannya udah enak. <i>(So if we have known about the basic of write it down and say it easily)</i>	Statement		Declarative
138.	T	Ada pertanyaan lagi? <i>(Anymore question?)</i>	Question		Interrogative
139.	T	Kalau tidak ma'am akan beri soal. <i>(If there is no question, ma'am will give you questions)</i>	Statement		Declarative
140.	SS	No, ma'am		Answer	Declarative

APPENDIX C

The Transcript of Interview with the Teacher

Teacher : Fitri Wahyuni, S.Pd

Teaching Experience: 14 years

School : SMP MUHAMMADIYAH 49 MEDAN

Lesson : English

Class : VIII

Material : The name of the months, days and years.

Interviewer : Selamat siang ma'am

Teacher : Selamat siang

Interviewer : Maaf ma'am saya mengganggu waktunya sebentar. Ada beberapa hal yang ingin saya tanyakan kepada ma'am untuk mendukung hasil penelitian saya ma'am. Boleh saya minta waktunya sebentar ma'am?

Teacher : Boleh, silahkan.

Interviewer : Jadi begini ma'am. Beberapa hari ini saya kan telah mengikuti ma'am, melihat cara mengajar ma'am juga. Setelah saya dengar hasil rekaman dirumah kan ma'am. Saya melihat bahwa ma'am lebih dominan atau lebih sering bertanya pada siswa ma'am. Jadi ma'am yang mau saya tanya kan disini kira-kira apakah alasan yang membuat ma'am lebih sering mengajukan pertanyaan pada siswa?

Teacher : Sebenarnya kita sebagai guru alangkah baiknya memberikan umpan terlebih dulu kepada siswa supaya mereka merespon apa yang kita berikan. Dan kita bisa melihat hasil respon mereka itu baik atau tidaknya, jadi kita bisa evaluasi dimana letak kekurangan kita dalam menyampaikan pelajaran tersebut. Dan

sebenarnya nak mengapa kita harus sering bertanya pada siswa yah karena kita harus membuat siswa itu lebih aktif dalam kelaskan. Jadi kelas itu tidak akan sunyi dan membosankan. Apalagi pelajaran bahasa inggris ini bukan bahasa ibu kita kan nak. Jadi kita harus pelan-pelan mengajarkannya pada siswa.

Interviewer : Jadi ma'am kalau siswa tidak merespon dengan baik apa yang ma'am tanya kan bagaimana itu ma'am?

Teacher : Kita sebagai guru tidak boleh berpikir bahwa kita harus membuat semua siswa yang kita itu pintar, tapi berpikirlah bahwa kita harus memberikan ilmu pada mereka dengan sabar. Yah kalau mereka belum merespon berarti mereka belum mengerti apa yang kita sampaikan. Jadi kita harus memberikan penjelasan kembali pada siswa. Dan terkadang dengan bertanya pada siswa itu membuat siswa lebih dekat dengan kita nak, kadang mereka lebih berani untuk bertanya pada kita. Jadi sering-sering lah bertanya pada siswa supaya mereka lebih aktif dan berani baik untuk bertanya maupun untuk memberikan penjelasan yang mereka ketahui sebelumnya.

Interviewer : Begitu ya, ma'am. Lalu selain mengajukan pertanyaan, ma'am juga memberikan statement (pernyataan) contohnya memberikan penjelasan, informasi dan lain-lain. Apa kira-kira tujuan ma'am memberikan kalimat pernyataan tersebut ma'am?

Teacher : Alasan ma'am menggunakan kalimat pernyataan yah itu untuk memberikan informasi dan penjelasan kepada siswa, dan tidak hanya itu terkadang ma'am juga sering mengulang kembali informasi yang telah ma'am berikan pada siswa soalnya kan kita tau bahwa daya tangkap siswa dalam belajar itu tidak sama jadi perlu kita kasih penjelasan kembali. Sehingga siswa dapat mengeti apa yang kita pelajari hari ini.

- Interviewer : Lalu ma'am juga memberikan kalimat perintah atau command kepada siswa apa kira-kira tujuan ma'am memberikan kalimat perintah tersebut?
- Teacher : Kalimat perintah tersebut digunakan baik untuk mengajak siswa-siswa untuk memperhatikan pelajaran kadang siswa kalau kita tidak mengajak mereka lebih aktif dalam kelas mereka kadang menghayal dan santai-santai dalam pelajaran kita. Jadi ma'am kadang menyuruh mereka membaca, memperhatikan dan lain-lainnya. Jadi siswa dapat berperan aktif dalam kelas kita nak. Intinya dengan menggunakan kalimat perintah dapat membuat siswa yang pasif jadi aktif baik untuk mengerjakan sesuatu atau membaca dan memperhatikan didalam kelas.
- Interviewer : Lalu ma'am juga memberikan kalimat offer atau menawarkan kepada siswa apa kira-kira tujuan ma'am memberikan kalimat tawaran tersebut?
- Teacher : Kita tau lah yah kan siswa-siswa ini kalau gak kita tanya atau kita tawari bantuan mereka segan kadang takut untuk bertanya langsung pada kita. Jadi inisiatif sendirilah untuk menawarkan bantuan ketika mereka lagi kelihatan kebingungan baik itu ketika diskusi kelompok atau gak. Dan itu ma'am lakukan untuk memancing siswa bertanya tentang apa yang mereka belum mengerti. Jadi dengan menawarkan tadi kita bisa tau respon mereka, so kita bisa memberikan informasi atau penjelasan lebih kepada siswa tentang materi yang kita ajarkan sebelumnya.
- Interviewer : Owh begitu yah ma'am. Pertanyaan terakhir ini ma'am. didalam buku Halliday (1994:69) kan ada 12 speech function atau fungsi ujaran itu ma'am. jadi dari video yang telah saya analisis kan ma'am. ma'am hanya menggunakan 6 fungsi ujaran ma'am seperti question, statement, command, offer, answer and acknowledgement. Dan yang tidak ma'am gunakan itu ada acceptance, rejection, compliance, refusal, disclaimer dan

contradiction. Jadi kita-kira ma'am apa yang menyebabkan ma'am tidak menggunakan kalimat yang 6 tersebut?

Teacher : Iya nak, sebenarnya kita sama-sama tau bahwa guru tidak banyak menggunakan kalimat responding atau tanggapan karena kita lihat sendiri bahwa siswa kadang jarang untuk bertanya terlebih dahulu. Lalu siswa juga jarang memberikan penjelasan tentang apa yang mereka pikirkan. Jadi apa yang mau kita respon kalau siswanya sendiri tidak memberikan umpan pada kita. Jadi yang itu juga lah yang mungkin menyebabkan saya dan mungkin guru-guru lainnya lebih sering menggunakan kalimat tanya dan lainnya. Yah untuk mengajak mereka lebih aktif lagi dalam belajar mengajar.

Interviewer : Owh jadi begitu ma'am. Baiklah ma'am mungkin itu saya pertanyaan-pertanyaan saya ma'am terimakasih atas waktunya ma'am.

Teacher : Sure, semoga penelitiannya lancar yah nak.

Interviewer : Terimakasih banyak ma'am.

APPENDIX D

Research Documentation



