

**SPEECH FUNCTIONS  
IN THE UNIVERSITY CLASSROOM INTERACTION**

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**ABSTRACT**

The objectives of the study were to know the types of speech functions occur in the classroom interaction of semester Four of English Department of Education Faculty of Teacher's Training, Islamic University of Labuhan Batu (UNISLA) Rantauprapat, to describe the realization of speech functions in mood system, and to investigate the context which are the students and the lecturer use speech functions as realized in mood system. The data of the research were the utterances of lecturer and students in the process of teaching learning process in classroom interaction. The research design was case study. The instruments of data collection were tape recorder and observation sheet. The result of the research shows that: (1) types of speech functions occur in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training, Islamic University of Labuhan Batu (UNISLA) Rantauprapat are statement is 69.54%, question is 11.85%, command is 9.16%, minor is 5.11%, answer is 4.04 %, offer is 0.26%. Statement divided into some types includes information is 62.01 %, affirmation is 24.03 %, duty is 6.97 %, suggestion is 3.10 %, aim is 2.71 %, hope, apprehensive, and promise each of them is 0.38 %, (2) the realization of speech function in mood system is in typical clause mood and in non-typical clause mood. In typical clause mood, statement is realized by declarative. Question is realized by interrogative, that is WH-interrogative and polar interrogative. Command is realized by imperative. Answer is realized by elliptical declarative. Minor is realized by minor. In non-typical clause mood, question is realized by modulated declarative. Command is realized by declarative. Offer is realized by declarative, (3) context of using speech functions as realized in mood system is situational context that is tenor. The power is unequal power. The intensity of contact is relatively frequent contact. The affective involvement is low.

**Keywords: Speech Function, Mood System, Situational Context**

**INTRODUCTION**

Interaction is as reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another (Wagner, 1994:8). In other word,

interaction is a reciprocal action or influence. Therefore, interaction does not occur only from one side, there must be mutual influence through giving and receiving messages. Interaction is more than action followed by reaction. When

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someone acts an action, the other one is expected to react the action.

Interaction is also occurred in the classroom. Interaction in a classroom does not only involve the teacher, it involves all participants. Tsui (1995: 6) says that classroom interaction is co-operative effort among participants in which each participant contributes in determining the direction and outcome of the interaction. In other word, when the teacher acts an action, so the students are also expected to react the teachers' action. Teacher and students are active to give the contribution in classroom interaction.

Classroom interaction is as a two-way process between the participants in the learning process. So, it is expected that every classroom interaction applies two-way process in teaching learning process.

Unfortunately, many classroom interactions apply one-way process. Teaching method "I lecture, you listen" is still used in the classroom. Recent research shows that in ELT classroom teachers spend 70 percent to 80 percent class time talking (Yuliati, 2013).

The one-way process in classroom interaction will be the problem because the classroom interaction is not active. This problem occurred in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat.

The problem need to be solved by applying speech function theory i.e. speech function is used as the medium exchange of language users' experiences (Halliday, 1994: 30). In other words, lecturer and students as the language users in classroom interaction together exchange experience, like exchanging information.

Based on the description above, this study was primarily intended to identify the speech functions in university classroom interaction and the realization of speech functions in mood system, and the

context of using speech function as realized in mood system.

Based on the background of the study, it is concluded that the problems of this research are formulated in questions such as the following:

- 1) What speech functions occur in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat?
- 2) How are speech functions realized in mood system in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat?
- 3) In what context do the students and the lecturer of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat use speech functions as realized in mood system?

It is necessary to state clearly what the objectives of the study in relation to the problems posed. The objectives of the study are:

- 1) to know types speech functions that occur in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat;
- 2) to describe the realization of speech functions in mood system in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat;
- 3) to investigate the context which are the students and the lecturer of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat

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use speech functions as realized in mood system.

### **THEORETICAL FRAMEWORK**

Classroom interaction as a form of institutional talk is locally managed but cooperatively constructed speech exchange system (Markee & Kasper, 2004). In other word, classroom interaction could be referred to as a process of passing down a vital information from the professional teacher who has undergone a rigorous training to the learners in the classroom. It could be referred to all interaction that take place between the teacher and the learner in an organizing classroom.

#### **Speech Functions**

According to Halliday (1994: 30) speech functions are action or performance done by language users such as asking, commanding, and answering in order to

fulfill the intention of the speakers and listeners. Speech function is used as the medium exchange of their experiences.

The most fundamental types of speech role, which lie behind all the more specific types that we may eventually be able to recognize, are just two: (i) giving, and (ii) demanding. Either the speaker is giving something to the listener (a piece of information, for example) or he is demanding something from him. Even these elementary categories already involve complex notions: giving means inviting to receive and demanding means inviting to give. The speaker is not only doing something himself; he is also requiring something of the listener. Typically, therefore, an act of speaking is something that might more appropriately be called an interact: it is an exchange, in which giving implies receiving and demanding implies giving in response.

#### **Basic Role**

Role in exchanged	Commodity exchanged	
	Goods-&-services	Information
<b>Giving</b>	Offer Would you like this teapot?	Statement He's giving her the teapot.
<b>Demanding</b>	Command Give me that teapot!	Question What is he giving her?

#### **The Initiations and the Responses of Speech Function**

According to Martin (1992: 56) when the initiation and response as orientation of both interlocutors, other four speech functions are derived.

Speech functions and responses, define the four primary speech functions of offer, command, statement, and question. These in turn are matched by a set of desired response: accepting an offer, carrying out a command, acknowledging a statement, and answering a question.

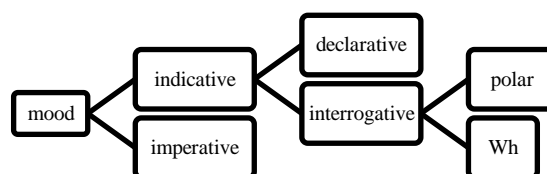
#### **Speech Function Pairs**

SPEECH FUNCTIONS PAIRS (Initiations and Responses)		
Initiating Speech Functions	Responding Speech Functions	
	Supporting	Confronting
Offer	Acceptance	Rejection
Command	Undertaking/Compliance	Refusal
Statement	Acknowledgment	Contradiction
Question	Answer	Disclaimer

**Mood System**

According to Morley (2000: 98) mood in the main clause refers to whether the clause contains a subject, and whether it contains a predicator and a finite element, and in what form, and it has an impact on the nature of the word order.

There are some types of mood system. Gerot and Wignell (1994) divide mood into two parts, namely indicative mood and imperative mood. Indicative mood is divided into two: declarative and interrogative.



**Realization of Speech Function in Mood System**

Egins (2004: 147) correlates the semantic choice of speech function and the grammatical structure of mood and also correlates the speech function with non-typical clause mood.

**Summary of Dialogue**

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

**Example of Speech Functions as Realized in Mood System**

Speech Function	Mood	Examples
Statement	Declarative	He's giving her the teapot.
Question	Interrogative	What is he giving her?
Command	Imperative	Give me that teapot!
Offer	-	Would you like this teapot?

**Context of Situation**

Halliday and Hasan (1989) state that context of situation is as the environment of the text. Further Halliday (1978: 10) states that the context of situation is a theoretical construct for explaining how a text relates to the social processes within which it is located, and consists of three components: the main social activity taking place, the people involved in it (plus the way they relate to one another), and the roles and functions of the text within this social activity, and known technically in systemic functional linguistics as field, tenor and mode.

Egins (2004: 148) states that the choice between a marked or an unmarked structure will be influenced by contextual demands (what the register is and, specifically, what the tenor relationships

are). Cate Poynton(1985) has suggested that tenor can be broken down into three different continua; power, contact and affective involvement. Power which positions situations in terms of whether the roles we are playing are those in which we are of equal or unequal power. Contact which positions situations in terms of whether the roles we are playing are those that bring us into frequent or infrequent contact. Affective involvement is in which situations can be positioned according to whether die roles we are playing ate those in which the affective involvement between us is high or low.

**METHOD OF RESEARCH**

Case study design was used in this research. The case study design is well-

suitable to this study because of its ability to answer the research questions appropriately. According to Merriam (1988: 7)...undertaken when description and explanation (rather than prediction based on cause and effect) are sought, when it is not possible or feasible to manipulate the potential causes of behavior, and when variables are not easily identified or are too embedded in the phenomenon to be extracted for study. In addition, Yin (2003: 7) stated that the case study is preferred in examining contemporary events but when the relevant behaviors cannot be manipulated. Two additional resources can be investigated in case studies; (1) interviews with those involved in the events, and (2) direct observation of the events. In this case, only direct observation of the events was used.

The research was conducted in Islamic University of Labuhanbatu (UNISLA) Rantauaprat. It is located at Jl. H.M. Yunus No.9 Kelurahan Padang Bulan – Rantauaprat.

The sources of data were the lecturer and semester Four of English Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauaprat. The fourth semester consists of 24 students. While the data was the utterances of lecturer and students in the process of teaching learning process in classroom interaction.

The instruments used in this research were tape-recorder and observation sheet.

The procedures of data collection were (1) record the participants' utterances, (2) transcribe the utterances, and (3) confirmed the data revealed.

As a qualitative research, the data trustworthiness of the study is established by referring to the criterion areas and the series techniques. The criterion areas include credibility which contained triangulation of investigator and triangulation of data source, transferability, dependability, and confirmability.

Miles and Huberman (1984: 22) states there are three main components of qualitative data analysis, those are data reduction, data display, and drawing and verifying conclusions.

### **DATA ANALYSIS, RESEARCH FINDINGS, AND DISCUSSION**

The data were taken from the utterances of lecturer and students of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauaprat in the process of teaching learning process in classroom interaction for several times. The first was on Saturday, 25 April 2015 which contained two meetings. The last was on Saturday, 3 May 2015.

Data analysis consisted of data reduction, data display, and drawing conclusion. The first step was data reduction. There were some steps in data reduction. selecting, focusing, simplifying, abstracting and transforming the data.

Before doing data reduction, the total number of utterances that occurred in classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauaprat was 424 utterances. After doing data reduction steps, the utterances that was used as the data was 371 utterances.

The next step in data analysis is data display. There are five types of major speech functions and minor speech function found in the classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauaprat. They are statement, question, command, minor of initiation, answer, minor of response, and offer.

**Types of Speech Functions**

Speech Functions	Number	Percentage
Statement	258	69.54
Question	44	11.85
Command	34	9.16
Offer	1	0.26
Minor	16	4.31
Answer	15	4.04
Minor	3	0.80
<b>Total</b>	<b>371</b>	<b>100</b>

From those types of speech functions that occurred in the classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat, statement is the dominant type of speech function. Question also has a high number of sentences. It happened because university classroom interaction is as the place to act giving and demanding information. The following conversation shows how lecturer initiates statement and initiate question.

**The Example of Statement and Question**

Lecturer:	And then the next is telephone customer service recordings, rekaman layanan customer servis telepon.	[statement]
	Jadi yang selalu kita gunakan ini apakah One-Way Communication atau Two-Way Communication?	[question]
	What is it?	[question]
	Anybody knows about that?	[question]
Students:	One-Way Communication	[response statement to question]
Lecturer:	One-Way Communication because we get from the audio, recording audio, ya.	[statement]
	Ini termasuk dia radio and television program.	[statement]
	Even though we record from the radio program and also we listen in the class.	[statement]
	Jadi it is One-Way Communication.	[statement]

Data shows that statement includes eight of twenty categories of statement introduced by Halliday. They are information, affirmation, duty, suggestion, aim, hope, apprehensive, and promise.

**Types of Statement**

Types of Statement	Number	Percentage
Information	160	62.01
Affirmation	62	24.03
Duty	18	6.97
Suggestion	8	3.10
Aim	7	2.71
Hope	1	0.38

Apprehensive	1	0.38
Promise	1	0.38
<b>Total</b>	<b>258</b>	<b>100</b>

The dominant type of statement found in the classroom interaction of semester four of English Department of Education Faculty of Teacher's Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat is information statement and followed by affirmation statement. It happened because the lecturer played his role as a language instructor, who presents new language. He gave some information for the students and he also should affirm some information in order to

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make the students know, and understand the information well.

### The Example of Information and Affirmation

Lecturer:	next slide, given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners.	[statement: information]
	Jadi kalau di dalam kelas, kalau kamu nanti sebagai guru, jadi kalau seandainya jadi guru itu apa yang kita omongkan itu tentunya kita harus bisa memberikan informasi kepada siswa jelas ya, jelas kepada siswa itu untuk memberikan informasi tentang pelajaran apa yang kita berikan dan apa yang kita ajarkan kepada mereka.	[statement: affirmation]
	In the communication, sorry,	Minor
	in the communicative approach to language teaching, jadi dalam pengajaran bahasa pada pendekatan komunikasi, ya, this means modeling listening strategies and providing listening practice in authentic situations,	[statement: information]
	situasi yang autentik maksudnya tepat waktu, tepat,	[statement: affirmation]
	ada disini yang paling tepat dia.	[statement: affirmation]
	Those that learners are likely to encounter when they use the language outside the classroom.	[statement: information]

There are two realizations of speech functions in mood system, namely typical clause mood and non-typical clause mood. In typical clause mood, statement was realized by declarative, command was realized by imperative, question was realized by interrogative, i.e WH-interrogative and polar interrogative, minor

(in initiation) was realized by minor, answer was realized by elliptical declarative, and minor (in response) was realized by minor. In non-typical clause mood, question was realized by modulated declarative, command was realized by declarative, and offer was realized by declarative.

### Realization of Speech Function as Realized in Mood System

Speech Functions	Number	Mood System			
		Typical Clause Mood	Number	Non-Typical Clause Mood	Number
Statement	258	Declarative	258	-	-
Question	44	Interrogative	26	Modulated Interrogative	18
Command	34	Imperative	31	Declarative	3
Minor of Initiation	16	Minor	16	-	-
Answer	15	Elliptical Declarative	15	-	-
Minor of	3	Minor	3	-	-

Response					
Offer	1	-	-	Declarative	1
<b>Total</b>	<b>371</b>	<b>249</b>		<b>22</b>	

From those realizations, statement realized by declarative is the dominant type of realization of speech function in mood system and is followed by command realized in imperative. It means that in the classroom interaction of semester four of English Department of Education Faculty of Teacher’s Training Islamic University

of Labuhanbatu (UNISLA) Rantauprapat always realized statement type by declarative type in the level of lexicogrammar and realized command by imperative. The following conversation includes the statement which is realized by declarative and command which is realized by imperative.

**The Example of Statement as Realized by Declarative and Command as Realized By Imperative**

Lecturer	it is one also, the second strategies for listening Integrating Metacognitive Strategies.	[statement realized by declarative]
	It is one, before listening, sebelum kita mendengarkan,	[statement realized by declarative]
	Plan for the listening task, rencanakanlah dulu untuk tugas listeningnya,	[command realized by imperative]
	jadi, so if you would like to give your students with the listening task, maybe you have to prepare first what the assignment should be given to the students	[statement realized by declarative]
	And then set a purpose or decide in advance what to listen for	[command realized by imperative]

In term of power, lecturer and students in the classroom interaction of semester four of English Department of Education Faculty of Teacher’s Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat have an unequal power.

The contact between the lecturer and the students in the classroom interaction of semester four of English Department of Education Faculty of Teacher’s Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat is relatively frequent.

The lecturer and the students in the classroom interaction of semester four of English Department of Education Faculty of Teacher’s Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat have a low affective involvement.

**CONCLUSIONS AND SUGGESTIONS**

There are some conclusions can be derived as follows.

- 1) Types of speech functions occur in the classroom interaction of semester four of English Department of Education Faculty of Teacher’s Training Islamic University of Labuhanbatu (UNISLA) Rantauprapat are statement, question, command, minor, answer, and offer. Statement is 69.54%. Question is 11.85%. Command is 9.16%. Minor is 5.11%. Answer is 4.04 %. Offer is 0.26%. Statement which is divided into some types includes information, affirmation, duty,suggestion, aim, hope, apprehensive, and promise.

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Information is 62.01 %. Affirmation is 24.03 %. Duty is 6.97 %. Suggestion is 3.10 %. Aim is 2.71 %. Hope, apprehensive, and promise is 0.38 %.

- 2) The realization of speech function in mood system is in typical clause mood and in non-typical clause mood. In typical clause mood, statement is realized by declarative. Question is realized by interrogative, that is WH-interrogative and polar interrogative. Command is realized by imperative. Offer has no realization in typical clause mood. Answer is realized by elliptical declarative. The last is minor is realized by minor. In non-typical clause mood, statement has no realization. Question is realized by modulated declarative. Command is realized by declarative. Offer is realized by declarative. Answer has no realization. The last is minor also has no realization in non-typical clause mood.
- 3) Context of using speech functions as realized in mood system is situational context that is tenor. The agentive or

societal roles are lecturer and students. The status is unequal power. The social distance is relatively frequent contact, maximized to construct authoritarian, relatively formal, and low affective involvement.

In connection to the conclusions, there are some suggestions staged as the following:

- 1) to make further exploration on speech functions in the university classroom based on ethnic of language users.
- 2) to make further exploration from the perspective of modality. Modality in a text explores how a personal judgment on opinion flavor or seasoning to an experiential content or a speech functions by the addresser.
- 3) to make further exploration from the perspective the structure of mood and modality. The structure of mood and modality in a text explores how the component of sentence such as subject, finite, predicator, adjunct, and complement are structured in a sentence.

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