

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Language is used by human beings to communicate among one another. People need language to communicate and to understand the other knowledge in the diverse language. Without language, it is impossible for human to communicate and interact with others well. Everyone makes daily activities using language, Language allows you to speak, read, write, listen to others, and even talk to yourself or to think. By language human can express their feeling and thinking. People can share their ideas by using language, it is hard to imagine if people don't have language in their communication. Using language in a communication is aimed to know what message and what information that will be delivered to other people.

English becomes the accepted on an international scale. In indonesia, English becomes a foreign language. English is also learned by students start from elementary school, In english learning and teaching, there are four skills that will be learned, they are spe

aking, writing, reading, and listening. It is important for us to learn language, As we know language is needed to communicate in a society. From the point of view, Tampubolon (2018:178) Speaking is meant to communicate with others and to express our feeling or ideas orally. The goal of speaking is to build communication between the speaker and the listener in interactive way. Hughes (2001:73) stated that speaking is interactive and is addressee to accomplish pragmatics goal through interactive discourse with other speaker of language". Thus, speaking is then systematic oral skill to convey meaning utterances through interactive discourse. Speaking ability is described as the ability to express oneself in life situation, to report facts or situation with

precise words, or the ability to converse, to express a sequence of ideas fluently. The social interaction and communication of ideas or message can be delivered by using language.

According to Eggins (2004:1) illustrates that in the ordinary life of human beings, they constantly use language. They communicate to family members, organize children for school, read paper, speak at meeting, follow instruction in a booklet, and etc. All of these are activities involving language. In the instructional process, for instance, a teacher must utilize language as a means of instruction in the classroom action. In relation to learning, learning English takes place mostly in classroom interaction and frequently carried out under the guidance and supervision of teachers. The interaction between teachers and students constitutes the most important part in all classroom activities. Technically, the three metafunctions are divided into three, they are ideational, interpersonal, and textual function.

Language is something that has been spoken by a particular society. Sibarani (2017:38) stated that human is a social beings, need to interact and communicate with others in order to fulfill their needs, and language can be used to interact and perform an interpersonal function. As a member of the society, people adopt one of the metafunction of language that is interpersonal function. It is the use of language to exchange experience which means that language is organized as an interactive event involving speaker or writer, and audience. When they are communicating each other, they obviously produce sentences that consist of its meaning and structures.

Speech function is an exchange communication between speaker and listener where the speaker adopts a speech functional role and assigns the addressee a complementary role. It is a way of someone delivering ideas in communication to make listeners understand the ideas well. Basically, Saragih (2014:37) states that speech function refers to a function of language

performed by a speaker in a verbal interaction or conversation which specifies his or her role (asking and demanding) and the content or commodity transacted (information and goods & services). It is used as the medium to exchange experiences among speaker and listener in order to fulfill their needs.

Furthermore, to know the fact that the use of speech function is important in human's daily life, teaching and learning process in classroom interaction is also cannot be separated. Thereby, From the existences of speech function, it is crucial to know how the information is presented by teacher and students in the classroom. It can be used to identify meaning and analyze the grammatical features of information being transferred, so that students can obtain a better understanding of what the classroom activities designed by the teacher in form of verbal classroom interaction conversation by considering the use of speech functions in teaching and learning process Saragih(2014:47) So it's the influence of speech function in teaching learning process.

Talking about speech function, there are four basic categories of speech function Halliday (1994:6869) divides into four basic of speech function :statement, question, offer, command. Analysis of speech function is conducted for the reason that the analysis of classroom discourse is in line with various important phenomena of language use, texts and conversational interactions or communicative events in the classroom. Everyone produces speech in his or her daily activities. For example speech that produced by teacher in a classroom. Teacher's speech in classroom activity has different function. The function of teacher's speech in classroom is not about delivering message and information only actually, but it can be ordering, asking, directing, informing, etc.

Speech is one of parts of communication. In the other word, people can transfer their ideas by their speech. In a classroom, teacher transfers their ideas by producing speech. The thing that often happens is students do not truly understand the meaning of teacher's speech. This matter makes the interaction between teacher and student does not run well. The communication that happens in a classroom is not well established. So, speech function is essential in order to know what the function of speech that people do in daily activities especially teacher and students speech in English classroom. Through this research, the researcher hope this research can add insight into the conversation also useful as a model for discussing the speech function in classroom interaction space that makes an effective conversation in the classroom.

Considering the description above, reasons are provided by the writer to analyze "Speech function used in classroom interaction by teacher and students in RomiSiswantoChannel Youtube". This study focuses on the speech function of teacher and students talk in classroom. Through the background that has been explained, researchers used Halliday's theory, because it has a match between the theory with the title of the thesis and can be proven This study and will be described the types of speech function and the most dominant types used in classroom interaction clearly.

## **1.2 The Problems of the Study**

1. What types of speech function are used by Teacher and students in Classroom interaction ?
2. What types of speech function is the most dominant used by Teacher and students in classroom interaction ?

## **1.3 The Objectives of the Study**

1. To describe types of speech function are used by teacher and students in classroom interaction

2. To find out the most dominant type of speech function are used by teacher and students in classroom interaction

#### **1.4 The Scope of the Study**

These are three types of interpersonal meaning namely : Mood, Speech function and Moves. Analysis focuses on this study is speech function by Halliday's theory that used by teacher and students

#### **1.5 The Significance of the Study**

The findings of this study are expected to make a relevant contribution for someone Theoretically and practically. Officially, the findings are expected to increase more horizons in conversation theory In research, The findings can be a reference for further studies.

Practically, with all my heart finding these findings is expected to be useful as a model to discuss the speech function especially in the interaction class, where it is involved the teacher's speech can be used as evaluation material to be work guides and references for effective conversation on the class Internet.

And second, finding can be a useful way to develop and improve the world of special education for English students, so that they will be enthusiastic and be motivated to actively participate in the classroom activities and as references for education research in the future.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

##### **2.1.1 Systemic Functional Linguistics**

Systemic functional linguistic (SFL) is a functional approach to language proposed by Halliday which sees language in social context, in order can be begin to analyze and explain how meaning are made in every linguistic interaction. It examines how language is performed in different context and how that kind of language is structured by people is expressing their purpose on their meanings. Liu (2014:1238), Systemic Functional Linguistics (SFL) provides a social perspective to language study and regards language as a social semiotic resource. It describes how the language is used by people in accomplishing human's daily social life.

The use of language in making meanings can be identified by examining the several macro-functions of language. Halliday (2009:5) states that a semantic system is organized into three main functional components, of “metafunction” the three components are: ideational, interpersonal and textual function. Interpersonal function (speech function, exchange structure, expression or attitude), Ideational function (the propositional content), Textual function (how the text is structured as a message, e.g: theme-structure, given/new

### **2.1.2 Metafunction**

The function of language maintains a concept that human beings use in order to fulfill three functions in their lives, which are known as the metafunctions. Metafunctions means that the language is used to represent, to exchange and to organize experience. Technically these metafunctions are terms as ideational function, interpersonal function and textual function. Halliday (2002:175) states that language serves for the expressions of “content” that is the speaker's experience of the real world, including the world of their own consciousness

Ideational function are meanings about phenomena, about things (living and non-living, abstract, and concrete), about going on (what the things are or do) and the circumstances surrounding these happenings and doings. These meanings are realized in wording through participant, process, circumstances, (Gee and Wetherell 1994 : 12) Ideational function divided into experiential function and logical function. The experiential function describes the experiences. Eggins (1994: 12) defines ideational or experiential meanings as ones about how we represent experience in language. Whatever use we put language to, we are always talking about something or someone doing something. The logical function links the experiences. Interpersonal function is the function of language to exchange human experiences, interpersonal function is

known as a language used to enable us to participate in communicative acts with other people, to take on roles and express and understand feeling, attitude, and judgements.

According to Halliday (2002:176) language serves to establish and maintain social relations for the expression of social roles created by language itself for examples the roles of questioner or respondent, which s/he can do by asking or answering a question, and also for getting things done, by means of interaction between one person and another. Through this function, which it may refer to as interpersonal, social groups are delimited, and the individual is identified and reinforced, since by enabling him to interact with other language also serves in the expression and development of his own personality. In other words interpersonal function refers to a form of action done by the speaker or addresser in doing something to the listener, hearer, or addressee. Textual function is the function of language to organize the text.

Halliday (2004:176) states that language has provided for making links with itself and with features of the situation in which it is used. He calls this the textual function, since this enables the speaker or writer to construct "Texts", or connected passages of discourse that is situationally relevant, and enables the listener or reader to distinguish a text from a random set of sentences. According to Halliday, M.A.K. and C. Matthiessen, 2004 (in Sipayung, 2016:23) Further Halliday adds that, Textual meaning is embodied throughout the entire structure, since it determines the order in which the elements are arranged, as well as patterns of information structure just as in the clause (note for example that the unmarked focus of information in a nominal group is on the word that comes last, not the word that functions as Thing: on pantographs, not on trains). In other words, Textual function of language as a message former which links ideational function and interpersonal function to be the text. From the explanation above, researchers conclude that textual function uses language to organize our experiential,



logical and interpersonal meaning into a coherent and, in the case of written and spoken language, linear whole.

The three main functions of language is central to any study of language that the words we use and the way we organize them carry, or more technically encode meanings. In the systemic functional approach to language study, each sentence encodes not just one but three meanings simultaneously, and these meanings are related to the three different and very basic functions of language .

### **2.1.3 Interpersonal Function**

Language is simultaneously used as a presentation, exchange, and organization of experience (Halliday 1994:68) As social beings, human kinds cannot live alone or be isolated; they need to interact with others in order to fulfill their needs. The use of language to interact perform interpersonal functions. This statement suggests that interpersonal function is needed because human beings cannot live alone and provide their needs by themselves. One of the main purposes of communicating is to make interaction to establish a social relation between speaker and listener called interpersonal meaning. In either spoken text or written texts, an interlocutor expects to tell listener/readers via text. This means that each text has a relationship between providers of information and recipients of information. from an interpersonal point of view, a nominal group enacts elements of information as given or demanded, persons and attitudes. When the speaker gives something to the hearer such as information and goods & services. S/he plays a speech role. The speech role refers to speech function, Interpersonal function is the function of language to exchange of the information called “language as action ” this function present the meaning of interaction potential speak who have a good relationship as

two ways speaker or writer and the listener or reader. These are three types of interpersonal meaning namely; Mood, Speech function, and Moves.

#### **2.1.4 Speech Function**

In doing communication, the speaker performs a particular speech role and is doing assigns to the listener a complementary role which the speaker wishes the listener to perform in his turn. Whenever people speak or write, actually their language has speech function. Halliday (1994:30) stated that speech function is an 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 functions are used as the medium exchange their experiences in order to fulfill their needs. Fosnot (1996: 45) stated that speech is the vocalization form of human communication. When communicate with other people, we are actually trying to do something with our language.

Schiffrin (1994: 386) says that in communication, people use utterances to convey information and to lead each other toward an interpretation of meanings and intentions. It may be either to give information, or demand something. Wherever people speak or write, actually their language has speech function. It is very important to know about speech function because errors of using speech function will cause a misunderstanding in communication.

#### **2.1.5 The types of Speech Function**

Halliday (2004:68) states that the most fundamental types of speech function, which lie behind all the more specific types are just two Giving and Demanding. Either the speaker is giving something to the listener or he is demanding something from him. Even these elementary

categories already involve complex notions ,eg: giving means inviting to receive and demanding means inviting to give . these two basic types of speech function related to the nature of commodity being exchange. this may either (a) goods& services or (b) information. The activity of giving anddemanding are known as speech role in the speech functions whereas goods and services and information are commodities. These basic types of speech role related to the nature of commodity being exchange d creates the four primry types of speech function they are statement,offer,question,and command.

**Table 2.1Types of Speech Function**

<b>Role in exchange</b>	<b>Commodity exchanged</b>	
	Goods & offer	Information
<b>Giving</b>	<p>“ Offer “</p> <p>Would you like a cup of coffee ?</p>	<p>“statement”</p> <p>He is giving him coffee</p>
<b>Demanding</b>	<p>“ Command ”</p> <p>Give me a cup of coffee!</p>	<p>“Question ”</p> <p>What is the give to me?</p>

Halliday (1994:69) said that there are four primary types of speech function , they are : statement, question,offer and command.

Furthermore the explanation of each term of speech function will be explained below :

1. Statement

Statement is a way of giving information by starting or the act of starting in speech and written Grolier (1992: 414). Statement is usually began with subject, followed by verb or auxiliary verb and ended by full stop (.) In this study, statements are most naturally expressed by declarative clauses.

Example : The explanation given by the teacher is not clear enough to be understood.

## 2. Questions

A question is asking about a particular point or an expression of inquiry that invites or calls for a reply as Grolier (1992: 327). Questions is a way of demanding information in the form of interrogative statement, defined as the act of asking an requesting from others using such a particular expressions. According to Halliday(2004:75) the typical function of asking to questions is to indicate that the speaker wants to demand or request the information from the listener. Questions are used to enquire about something to request iformation or to probe. Questions is realized by interrogative clause. Which are used in questions form, a questions in ended with questions mark (?)There are three types of question such as : based on Eggins ( 2004 :148 )

### a) Yes /no questions

Yes or no question can be answered with “yes” or “no”, hence the name is referred to.Example : have you already eaten ?

### b) WH-questions

WH-questions use interogtive words to request information. In some langauages, WH-mpvement may be involved. They can not e answered with a yes or no. Example : what do you mean ?

### c) Taq questions

Taq questions are grammatical structure in which a declarative statement or in imperative is

turned into a questions by adding on interrogative fragment (the “taq”), such as “right”. Ta question can be answered with a yes or no.

Example : you are still remembering me, aren't you ?

### 3. Offer

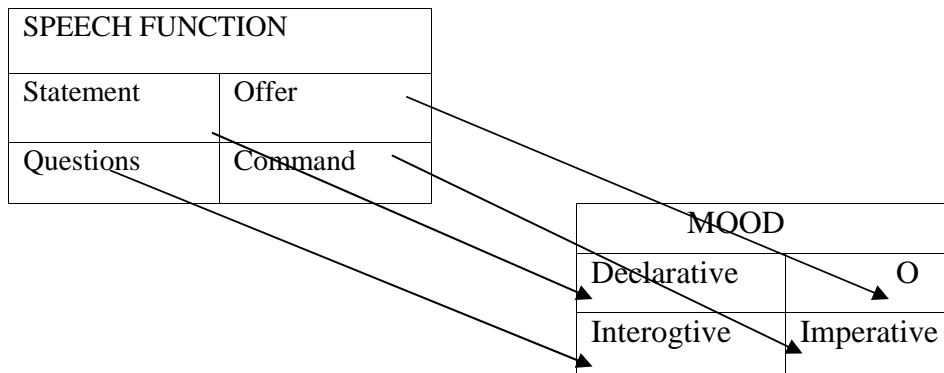
Offer is an expression of willingness to give or to do something.in other word, offer is something to give or to present. In the act speaking, if a speaker wants to give goods/ services, se/she will use word “offer”. Offer does not have an unmarked representation of mood. Offers are the odd one out, since they are not associated with a specific mood choice (though they are stongly associated with modality ). Offer can be realized by declarative, interrogative and imperative.Example : would you like to send me your email address ?

### 4. Command

Command is a way to reive some information, good or services by forcing the listener to give them. A command is used in oral interactions, though they can be found in written procedures such as instruction or in dialogue. Command is realized by imperative clause.Example : Bring me some files and check them first !

## **2.1.6 The Realization of Speech function in Mood**

The four primary types of speech function (offer, command, statement,and question) find their realizations in mood types or the mood structures which is an aspect of interpersonal meaning at the level of lexicogrammar (Saragih, 2014:40). Thus, in their unmarked or congruent representations, the four primary speech functions are realized or expressed by declarative, interrogative and imperative. The mood structures in English is described as in the figure 2.1below:



**Figure 2.1 The realization of speech function in moods**

The speech function of O as stated earlier does not have an unmarked realization as it potentially coded by the declarative ,interrogative or imperative mood.

### 1. Declarative

Declarative clause express statements which cover past, present,and future tenses. It is the most frequent choice and it serves to express a speech functional meanings .Eggin (2004:172) explains where the subject precedes the finite,predicator,complement,and adjunct and subject. Declarative is realized by subject finite declarative, that means followed by and means indicate .its sentence conveys the information . So, conclude that Declarative or declaration is sentences to convey information or make statements.Example : I met them two days ago in campus

### 2. Interrogative

Interrogative clauses are different from declarative. The one that makes them different is the structure of the subject and finite. The declarative clause are realized by subject preceding the finite structure, while interrogative clause are realized by finite preceding subject structure, In short, interrogative is realized by finite subject interrogative (where means followed by means

indicate )The interrogative mood demands further choice between yes/no questions and wh-questions. So interrogative mood is sentences, or questions, request information or ask questions.Example : When will you give this book to Anne ?

### 3. Imperative

Imperative often function to make command i.e to demand someone to do something .imperative sets up expectations of a complain response in non-verbal form. However in casual conversation imperative mood is often used to negotiate action indirectly. Eggins (1997:85-89) explain that imperative clauses are the mood typically used for exchanging goods and service and do not contain a predicator, plus any of the non-core participant of complement and adjunct. Imperative clause is that not marked by person as a subject, whereas the marked imperative clause is marked by person as a subject or polarity; negative polarity or positive polarity

#### **2.1.7 Classroom Interaction**

Classroom interaction is derived from two words such as classroom and interaction. According to Brown (2001:165), classroom interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other which takes place in the classroom. Classroom means that a certain place where there are teacher and student meet together which purpose to organize and have collaboration each other in formal context as educational context. The purpose means to share and get the information and knowledge which probably needed by the students as the receivers of those.

Nicholson(2014). stated that Classroom interaction is the teacher initiates an exchange, usually in the form of a question, one of the students answer, the teacher gives feedback (assessment, correction, comment) initiates the next question and soon. Barker (1987: 72) stated that

Classroom interaction is said to occur when teachers and students are talking together for purposes of learning conducted within the process-product paradigm. It means Classroom interaction is the social relationship of teacher and students in the classroom to interact. To express opinions, to share information and to deliver thought. Classroom is not only about participation in the teaching and learning process and sharing their knowledge of a material at each other, but it is also about a relationship at each student to other student in the classroom. Classroom interaction will make the student involve in collaborative learning because they talk and share at each other in classroom. It means that the classroom interaction will make the student have a good relationship at each other. The classroom interaction is the place where teachers and students come together and language learning is supposed to happen. So, it can be said that classroom interaction is an interaction between teacher and students that happens when they participated in the classroom.

Furthermore, in the on going interaction, the teacher and the students share the expertise and responsibility of leading the discussion on the contents of the sections of the text that they jointly attempt to understand, it means that in the group discussion in the classroom the explain about the material will give more effect for students. They will show their abilities to give many arguments and in this discussion the students will be more confident to say something. In this situation the teacher will guide the students and make the situation in the class will be more comfortable for student to learn and the students will be easy to understand about the subject. Based on explanation above, classroom interaction is all the interrelated interactions done by the elements (teacher and students) in the classroom that occurs in the teaching and learning process which involve continuously initiating action and responding action from teacher and students in the classroom.



### **2.1.8 Aspects Of Classroom Interaction**

#### **1. Teacher talk**

The teacher is one of the components determining the interaction in the English teaching-learning process of the bilingual class. According to Cullen (1998:179), the roles of teachers can be a planner, manager, provider, facilitator, resources person, and diagnostician. In language teaching and learning what is claimed by “teacher talk ” is the language that teachers used in their communication in classroom. Teacher talk takes an important part in the teaching- learning process. It is not only for the organization and management of the classroom but also for the process of acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreign talk such as applying slower and louder than normal speech, using simple vocabulary and grammar and the topics are sometimes repeated.

#### **2. Student talk**

Students, as the subject and object of the teaching-learning, are one of the components determining the interaction in the teaching-learning process. There are some factors which affect the student’s involvement or his interaction in the learning process. Yanfen (2010:52) explains that these factors are motivation, attention toward subject, ability to generalize, ability to understand the material, and ability to apply what has been learn.

Student talk is a language that students used to communicate in classroom. It can be used by the students to express their own ideas, opinions and initiate new topics. As the output of their activities, their knowledge will increase.

### **2.1.9 Participants in Classroom Interaction**

These are the most frequent ways of organizing classroom interaction, depending on who communicates (Dagarin, 2004 ;129):

#### 1. Teacher-learners

The first form of interaction (teacher-learners) is established when a teacher talks decides about the types and process of the activity. The primary or vocabulary. Mostly, they are in the form of repeating structures teacher (the model), this type of practice is also referred to as “ a drill”.

#### 2. Teacher – learner/ a group of learners

The second arrangement is conducted when the teacher refers to the whole class, but respects only one student or a group of students to answer. It is often used for evaluation of individual students. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity.

#### 3. Learner – learner

The third type of interaction is called “ pair work ”. student’s get an assignment which they have to finish in pairs. The teacher holds the role of a consultant or adviser, helping when necessary. After the activity , they are put the pairs into a whole group and each pair reports on their work.

#### 4. Learners –learners

The last type of classroom interaction is called ‘group work ’. As with pair work, the teacher’s function here is that of a consultant and individual groups report on their work as a follow-up activity.

## **2.2 Previous Study**

This part deals with the previous studies in order to strengthen the topic by providing the relevant references to support this study. Based on the theoretical review, the writer will be

identified the types of speech function emerge in vocational school classroom interaction. As the title is “Speech function in classroom interaction by teacher and students” Some studies related to the analysis of speech function and the dominant speech function are used in classroom interaction have been conducted by some researchers. thus, they are explained as follow:

The first research was conducted by Araghi and Shayegh in 2011 entitled “*interpersonalmetafunction of gender Talk in ELT Classroom*”. Published in journal academic and applied studies. It was aimed to explore the interpersonal metafunction of gender talk in ELT classrooms. The objective was to determine different clausal structures (declarative,imperative,and interrogative ) English as their second and foreign languages respectively. the findings showed that dominant mood used by both genders is declarative of third person simple present tense causing the process of meaning exchange to one-sided and partial. Reonstrucking clausal structure used by iffereent genders in ELT classrooms may result into student’s high language proficiency to bilingual of situation.

The second research was done by Yuliati (2013), entitled *interpersonal meaning negotiation in the teacher- student verbal interaction* “*published in the internasional journal of social sience* ”. This research aimed to reveal the role relationship among the teacher and students of junior highschool and the way teacher negotiate interpersonal meaning to the students. The result showed that most of the utterances produced by the teacher were in the form of command which means that teacher’s authority was dominantly appeared. The third research was done by Airini (2017), entitled “*The realization of speech function in English classroom interaction based on systemic functional Linguistics theory*” published in universitasNegeri Medan. This researcher will aimed to find out the types of speech function

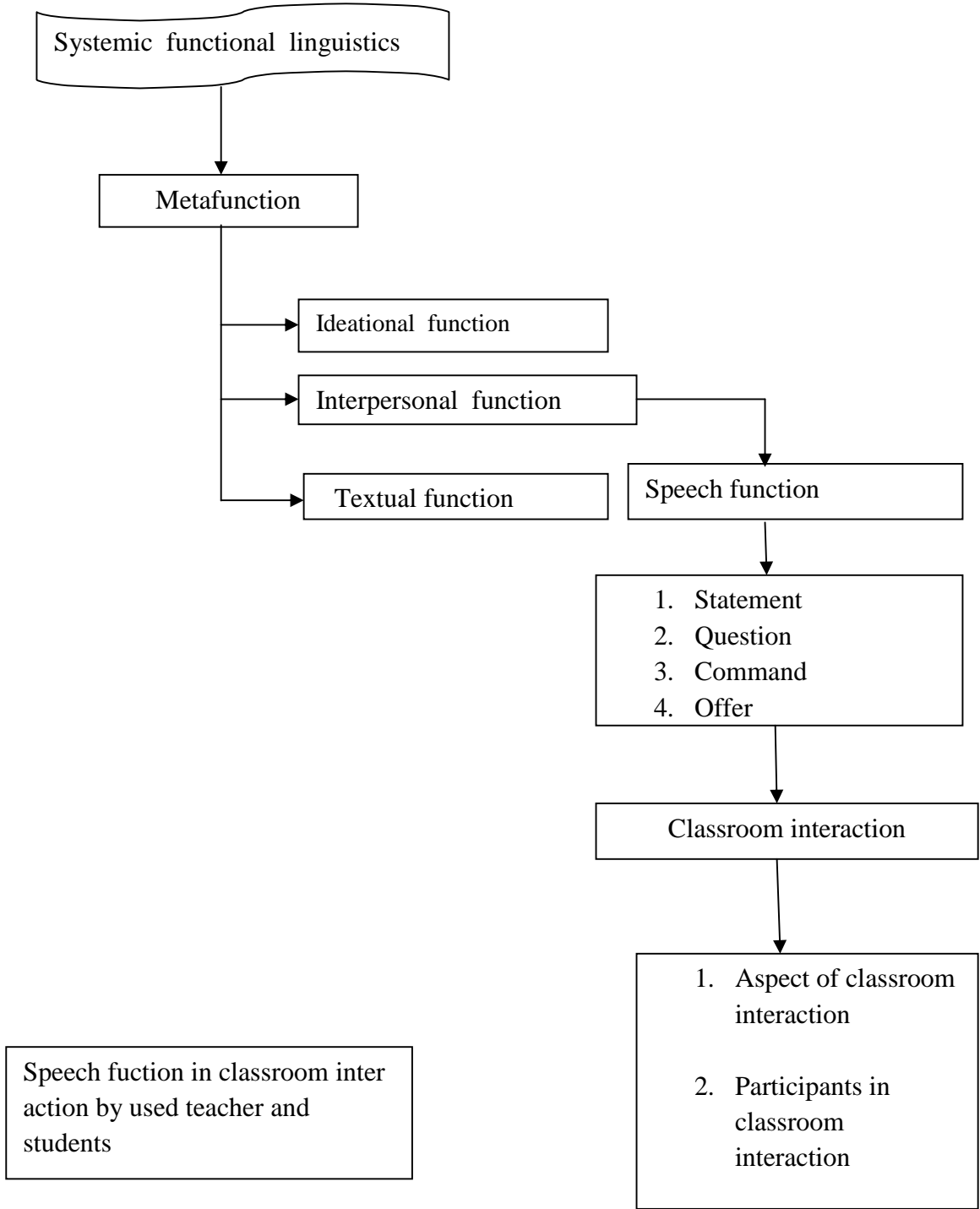
which were dominantly used by teacher and students and the reason for the existences of that dominant one.

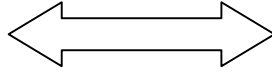
A descriptive qualitative Design will use in this study. The data will collected by observing, recording the utterance by teacher and students. The data will be analysis based on Systemic functional Theory. The data in this study, descriptive qualitative method used. The data will taken by recording then transcribed, rewriting, identifying utterance, elaborating and then analyzed were the process of data analysis.

### **2.3 Conceptual Framework**

Speech function is an action done by language users teacher and students, in this case such as asking questioning, commanding ,offering and answering in order to fulfill the teacher and students Invention. Speech function are used as the medium in exchanging experiences, knowledge , and information in order to fulfill the students's needs. This study was intended to (1) Describe the types of speech function in classroom interaction (2) To find out the most dominant type of speech function used by Teacher and students in classroom interaction.

Therefore, to find out the two answer of the two questions, the researcher used audio video recording document result of transcript of student and teachers spoken to again the data of the classroom interaction during the teaching learning process. The systematic functional linguistics theory was used to analyze the data and to describe the types of speech function and to find out the most dominant type of speech function used by Teacher and students in classroom interaction.





**Figure 2.2 Conceptual framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study deals with the teaching and learning process in the classroom focused to the types of speech function in classroom interaction. A descriptive qualitative design was used in this study. In this study a qualitative approach was used. According to Creswell (2010: 4) Qualitative research is methods to explore and understand the meaning that by a number of individuals or groups of people ascribed social or humanitarian problems. Qualitative means to find out how a theory works in different phenomena whose data collected are in form of words rather than numbers.

The researcher record the teaching and learning process in classroom interaction to find out the types of speech function and the dominant speech function are use in classroom interaction based on systemic Functional linguistics theory.

#### **3.2 Data and Data Resorce**

a. The data

The data of this study are conversation on speech function uttered by teacher and student's in classroom interaction

b. Source of Data

The source of data of this study is from Romisiswanto channel youtube

### **3.3 The Instrument for Collecting Data**

In order to fulfill the objectives of this research, the instruments have been used to obtain the data. The instruments are, recording. Audio and videorecorder was used to recorded the interaction in form of spoken language between teacher and students in the classroom and record the types of speech function and the dominant types of speech function that the teacher and student's are use. Furthermore, the video recording supported the research since it provides visual representation of what actually happened .

### **3.4 The Technique for Collecting Data**

The technique was used to collect the data is observation. The use of video and audio use to capture the classroom interaction. Camerawasused to record the teacher and student's conversation that occurs in the interaction. The data collection procedures conducted for this study are done through the following steps:

- a. Doing an documentation (video recording) of learning
- b. Watching the video by focusing on speech functions of the teacher and the students.
- c. Transcribe the utterances from video recording into the text.

### **3.5 The Technique for Analyzing Data**

After the data was collected, the researcher was analyze the data with using qualitative method. The step are follow :

1. The video recording of the classroom was transcribeddown in form of written transcript in order to get what spoken by teacher and student's
2. Segmenting the transcript into clauses
3. Classifying the Utterance based on types of speech function
4. Counting the realization of speech function that mostly used by teacher and student's.

using the Formula :

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

Where :

X = the percentage of speech function

F = the frequency of each types

N = the total number of speech function

5. Interpreting the data
6. Concluding the result of the study

### **3.6 Validity (Triangulation)**

Triangulation is to conform the findings, Maria Oliver states that triangulation involves the careful receivewing of data collected in order to achieve a more accurate and valid estimate of qualitative result for a particular construct. The significance of qualitative research comes from the role it plays in investigating the reasons and process leading to certain result.



Oslen, W (2004) states that in social science triangulation is defined as mixing of data or method so that diverse viewpoints or standpoints cast light upon a topic. The mixing of data types known as data triangulation. Data triangulation is often through to help in validating the claims that might arise from an initial pilot study.

In this study the researcher uses data triangulation from Miles and Huberman (1994) namely methodology triangulation. By this technique, the researcher collected the data by using observation and documentation, namely download or screenshot photos, speech function conversation teacher and students from YouTube, but the data only focused on types of speech function and the most dominant types used by teacher and students in classroom interaction. During learning process researcher was making it in documentary.