

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is important aspect in our daily life. Human and language cannot be separable with each other. Without language, it is impossible for human to communicate and interaction with others well. Everyone makes daily activities by using language. These activities include talking with friends, listening to teachers, reading an assignment, surfing the internet, etc. Without language, all activities would be possible. Language makes you to speak, read, write, listen to others, and even talk to yourself or to think. By language human can express their feeling, thinking, and share their ideas. Using language is help in a communication that aimed to know what message and what information that will be delivered to other people. Sibarani (2017:38) states that human is a social beings, need to interact and communicate with others in order to fulfill their needs, and language can be used interact and performance interpersonal function. As a member of the society, people adopt one of the metafunction of language that is interpersonal function. When they are communicating each other, they obviously produce sentences that consist of its meaning and structures.

English becomes the accepted on an international scale. In Indonesia, English becomes a foreign 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, and etc. All of these are activities involving language. In relation to learning, learning English takes place mostly in classroom interaction and frequency 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 they are ideational, interpersonal, and textual function. As member of the society, people adopt one of the metafunctions 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 It is a way of someone delivers ideas in communication to make listeners understand the ideas well. Talking about speech function, there are four basic categories of speech function Halliday (1994:6869) divides into four basic of speech functions: statement, question, offer, and command analysis of speech function is conducted for the reason that the analysis of classroom discourse is in line with various important phenomena of language use, texts and conversational interactions or communicative events in the classroom. 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 problem is the students do not truly understand the meaning of teacher speech. This matter makes the interaction between teacher and student does not run well. The communication not happens in a classroom is not well established. This research focuses on the speech function of teachers in English classroom because it is important to know for both the teacher and student who do not know the types of speech function. 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. 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 theories 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

In this research the researcher wants to discuss the following problems:

1. What types of speech function used by English teacher of SMA Swasta HKBP Sidorame Medan?
2. What types of speech function is the dominant one used by English teacher of SMA Swasta HKBP Sidorame Medan?

1.3 The Objectives of the Study

Through this study, the researcher wants to know the answer of those questions in statement of problem. The objectives of the study are as follows:

1. To describe the types of speech function used by English teacher of SMA Swasta HKBP Sidorame Medan.
2. To find out the most dominant type of speech function used by English teacher of SMA Swasta HKBP Sidorame Medan.

1.4 The Scope of the Study

There are three types of interpersonal meaning in Systemic Functional Linguistics

namely Mood, Speech function and Moves. In this research analysis focuses on this study is speech function by Halliday's theory that used by teacher and students.

1.5 The Significances of the Study

The significances of the study are as follows:

1. To the teachers

The result of this study can be used by teachers especially for English teacher to apply speech function in their English classroom activity. In addition, it can give more information to the teachers about speech function and know what types of speech function usually they use in their classroom activity.

2. To the students

After knowing information about speech function, the students are hopefully able to know and understand the function of their teacher's speech in their classroom activity.

3. To the future researchers

The result of this study can be used as references for the next researchers.

CHAPTER II REVIEW OF LITERATURE

2.1 Theoretical Framework

A Theoretical frame is a conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought and involved in this research.

2.2 Language

Language is medium in a communication. There are so many languages in the world. The different languages are used all over the world. There are many varieties within the language. How these languages are originated, it is very difficult to know. It is believed that people started conveying message quest, signals, postures, gestures and sign etc. Language is the source of human life and power since people use language to communicate, to explore knowledge, to convey ideas, to ask some opinions or helps, and so on. Language used by human to communicate each other. It can be symbols created to deliver messages and ideas in daily life. While Richard (2002: 283) defines language as the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units e.g. morphemes, words, sentences, utterances.

Every aspect of human's life must be fulfilled by a language in undergoing their daily routines, for instance, sign, symbol, or the oral speech, etc; these belong to a language. We cannot deny that language always used in our daily routines. All of human activities involved language as a medium to communicate. Eggins (2004: 1) in the journal "Mood Structure Analysis of Teacher Talk in EFL Classroom: A discourse Study Based on Systematic Functional Linguistic Theory" illustrated that in the ordinary life of human beings, they constantly use language. They chat to family members, organize children for school, read paper, speak at meeting, serve customers, follow instructions in a booklet, etc. all of these are activities involving language. Based on the explanations above, the researcher concludes that language is medium used in communication that involved in our daily routines to transfer ideas, thought and messages in the society.

2.3 Linguistics

Todd (1987: 5) defines linguistics as the scientific way of studying language. Then, he explains more about the term "scientific" in the definition. He stated that the term "scientific" means that the study of language is systematic, the same as physics or chemistry. In studying the language, linguistics try to avoid prejudice. They try to observe the use of language, form hypotheses, test those hypotheses, and then collect evidences to support the findings. Linguistics want to know deeper about the way language works, and also about common knowledge possessed by people in sharing information and feelings.

Then deals with the important elements of certain language, such as words, and also the combination of the elements in more complex structure, such as phrase. Linguistics is also about modulation of speaker voice which depends on the speaker's intention. Last, it is also about the way the hearers relate the information they have to the new information they get. Second, language is described as words "system and rules of words" combination. The last, language is arbitrary. It means that there is not clear relation between sounds or words and their meanings. In this case, onomatopoeic words are excluded.

In conclusion, linguistics has several types or branches namely phonetics, phonology, morphology, syntax, pragmatics, discourse, and also semantics. Phonetics and phonology are the branches of linguistics which study the sounds of human language. Then morphology and syntax are related to the modifications of words. Pragmatics concern with the use of the utterances in communications, and semantics is the study of language meaning and it can be defined as the study of language to share information, feelings, and intentions. The language itself can be in the form of spoken or signed. It also can be in the form of a single meaningful element like word, or some elements which go together like phrase, or even clause and sentence. Finally, the study of

linguistics can be about a language itself or about a language combined with any other disciplines.

2.4 Semantics

Semantics is the study of the relationship between words and how we draw meaning from those words. People can absolutely interpret words differently and draw different meanings from them. There are two types of meaning there are conceptual meaning and associative meaning. The conceptual meaning of the word sea is something that is large, filled with saltwater, and so on. This meaning is true for everyone. The associative meaning might be pirates, shipwreck, storms, battle and so on. These associations vary from person to person. The conceptual meaning of concise is expressed in few words, but concise being a good thing is part of the associative meaning. According to Griffiths (2006: 1) semantics is one of the two main branches of linguistic studies. Basically, it is the study of meaning. He defines semantics as the study of word meaning and sentence meaning, different from pragmatics which relates language and its contexts. In addition, Kwantes (2005: 703) explains that semantic representation of the target word is constructed by context vector that is retrieved from memory. The researcher concluded that semantics explains the speaker's ability in understanding new words or sentences without any grammatical processes.

2.5 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 indifferent 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 described the language is used by people in accomplishing human's daily social life.

The use of language in making meanings can be identify 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 proportional content), Textual function (how the text is structured as a message. All of human activities involved language as a medium to communicate. Eggins (2004: 1) in the journal "Mood Structure Analysis of Teacher Talk in EFL Classroom: A discourse Study Based on Systematic Functional Linguistic Theory" illustrated that in the ordinary life of human beings, they constantly use language. They chat to family members, organize children for school, read paper, speak at meeting, serve customers, follow instructions in a booklet, etc. all of these are activities involving language.

2.6 Metafunction

The function of language maintains a concepts that human being 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 metafunction 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 speakers experience of the real world, including the world of this own consciousness.

2.6.1 Ideational Function

Ideational function is means about phenomenon, about things (living and non-living,

abstract, and concrete), about going on (what the things are or do) and the circumstances surrounding these happening and doings. These meanings are realized in wording through participant, process, and circumstances. Gerot and Wingel (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 are present experience in language. 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 role and express and understand feeling, attitude, and judgements.

2.6.2 Textual Function

According Halliday (2002:176) language serves to establish and maintain social relation for the expression of social roles created by language itself for examples the roles of questioner and respondent. Which s/he 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 on 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) state that language has provide 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 situational relevant, and enables the listener or reader to distinguish a text from a random set of

sentences. From the explanation above, researcher conclude that textual function it uses language to organize our experimental, logical and interpersonal meaning into a coherent and in the case of written and spoken language, linear whole. The three main functions of language are central to any study of language that the words we use and the way we organize the more technically encode meanings. In the systemic functional approach to language study, each sentences encodes not just one but three meanings simultaneously, and these meanings are related to the three different and very basic.

2.6.3 Interpersonal Function

Language is simultaneously used 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. 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 element of information as given or demanded, persons and attitudes. 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.

2.7 Speech Function

2.7.1 Definition of Speech Function

Speech function is a way of someone delivers ideas in communication to make listeners understand the ideas well. In Tarigan (2006: 36) states that speech function is an action or performance done by language use such as asking, commanding, and answering in order to fulfill intention of the speakers and listeners. Speech functions are used as the medium exchanging experiences in order to fulfill their needs. People use speech function in their daily interactions. 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 insist 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) states that speech is the vocalization form of human communication. When communicate with other people, we are actually trying to do something with our language. 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.

2.7.2 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 and demanding are known as speech role information are commodities. This basic type of speech role related to the nature of commodity being exchanged creates the four primary types of speech function they are statement, offer, question, and command.

Figure 2.1 Table Types of Speech Function

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

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. Declarative Statement

Statement is a way of giving information by starting or the act of starting in speech and writing 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 for example ‘The explanation given by the teacher is not clear enough to be understood’.

2. Interrogative Questions

A question is asking about a particular point or an expression of inquiry that invites or

calls for a replay as Grolier (1992: 327). Questions are a way of demanding information in the form of interrogative statement, defined as the act of asking a 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 information or to probe. Question is realized by interrogative clause. Which are used in questions form, 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 refer to.

Example: have you already eaten?

b) WH-questions

WH-questions use interrogative words to request information. In some languages, WH-movement may be involved. They cannot answer with a yes or no. Example: what do you mean?

c) Tag questions

Tag questions are grammatical structure in which a declarative statement or in imperative is turned into a questions by adding on interrogative fragment (the “tag”), such as “right”.

Question can be answered with a yes or no. Example: you are still remembering me, aren't you?

3. Declarative 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 strongly associated with modality). Offer can be realized by declarative, interrogative and imperative

Example: would you like to send me your email address?

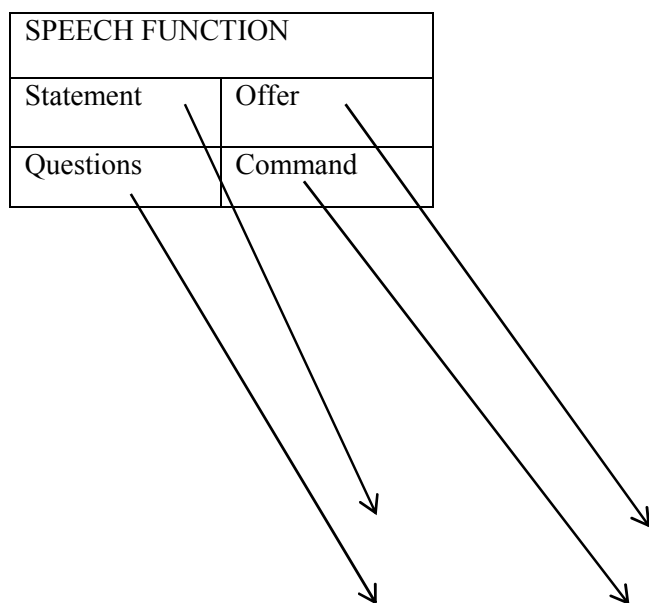
4. Command Imperative

Command is a way to receive 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!

2.8 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 lexical grammar (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 structure in English is described as in the figure 2.2 below:



MOOD	
Declarative	O
Interrogative	Imperative

Figure 2.2 the realization of speech function in mood

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 is expressing statements which cover past, present and future tenses. It is the most frequent choice and it serves to express a speech functional meanings. Eggins (2004:172) explains where the subject procedure the finite, predicator, complement 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 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.

2.9 English Teaching

Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and students occurs during learning process activity. English Language Teaching or ELT refers to the activity and industry of teaching English to non-native speakers. Teaching English refers to teaching the English language to students with different first languages. Teaching English can occur either within the state school system or more privately, at a language school or with a tutor. Teaching English can also take place in an English speaking country for people who have immigrated there (either temporarily for school or work, or permanently). Teaching English teachers may be native or non-native speakers of English.

2.10 Teachers Talk

A teacher's job involves a lot of talks. The classroom is very much stage for the teacher's performance. Teacher talk becomes medium to transfer the material to learners in learning. Talk is vital to engage any students in their learning. It can transform relationships in the classroom. In the class, the teacher acts as the transmitter of knowledge and a valuable source of input for the learner. It also in some way to expresses the speaker's sense of who they are as a person, through the feeling and emotions being expressed, the value position they are taking up,

or the language variety they choose to use (Llamas et al. 2007: 157).

According to Liu et al (2012: 117) states that teacher talk refers to the language used by teacher when addressing L2 learners in classroom interaction. Richard (2002: 543) defines teacher talk as variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of characteristic of foreigner talk and other simplified styles of speech addresses to language learners. While according to Sinclair et al. in Liu (2010) define teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding.

Lei (2009: 75) in the journal "Communicative Teacher Talk in the English Classroom" says that teacher talk promotes the facilitation of classroom interaction is therefore called communicative. The teacher talk includes, for example, the kind of questions they ask, the speech, modifications they make when talking to learners, and the way they react to students errors. A teacher may use teacher talk to either ask questions or gives information in different areas depending on what he is teaching (Rex and Green, 2008). In any language classroom interaction, there are usually three major types of questions to be asked in terms of the purpose of questions.

According to Mesthrie et al (2006: 348), teacher talk is a primary means of classroom instruction, while listening, answering and question-asking are typically expected of pupils. Also important are the many forms of written language which can be found in the classroom, ranging from writing on the board to library books and other resource materials. The language or teacher talk employed by a teacher in the classroom can be said a magical thing. It can be probably charge everything in the classroom. Weddel (2008) in the journal "Mood Structure Analysis of

Teacher Talk in EFL Classroom: ‘A discourse Study Based on Systematic Functional Linguistic Theory’ reveals that the language that teachers use in class, or “teacher talk”, can have tremendous impact upon teaching and learning process.

Based the explanation above, the researcher can conclude that teacher talk is a variety of language used by teacher in his or her teaching learning as facilitator or medium to transfer information to the learners

2.11 Previous Study

The researcher does not deny that this research is not the first one to discuss speech function. In fact, there have been previous researches on this topic. A number of researches were done under sociolinguistics studies with speech functions as the main issue to be discussed.

A study is entitled “*Speech Function Used in A Little Princess of Frances Hodgson Burnett Novel*”. This study was conducted by Eka et al (2018). The study was aimed to describe kinds of speech function that used by the main character in A Little Princess Novel. It was found in some statements from Sara Crewe in this novel. All of the classified data was interpreted concern with description of situation. Each of them was analyzed based on Holmes’ theory. The result of this research showed that there found fifty Crewe’s utterances contained only five speech functions terms: expressive, directive, referential, phatic, and commissive. From the result of the data analysis, it showed dominant kind of speech function that used by Sara Crewe is expressive function as much as twenty utterances. It is hoped that by understanding kinds of speech functions and the use of them can help us create good communication and relationship with others. People need to understand the meaning to get the point to give appropriate responds to the speakers. The research design applied qualitative

research in which used the theory from Janet Holmes to categorize the utterances derived from list of data found in A Little Princess novel into 8 kinds of speech function (expressive, directive, referential, metalinguistic, phatic, poetic, heuristic, and commissive). The researcher used 8 kinds of speech function as the references of this study.

The second research was done by Yuliati (2013), entitled *Interpersonal Meaning Negotiation in the Teacher-Student Verbal Interaction* “published in the international journal of social science”. This research aimed to reveal the role relationship among the teacher and students of junior high school 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 similarities between the previous study and this study are also on the theory that was used. Discuss about interpersonal function and used Systemic Functional Linguistics theory, while the differences are on the subject, and data collecting technique.

2.12 Conceptual Framework

Speech function is a way of someone delivers ideas in communication to make listeners understand the ideas well. In Tarigan (2006: 36) states that speech function is an action or performance done by language users such as asking, commanding, and answering in order to fulfill intention of the speakers and listeners. Speech functions are used as the medium exchanging experiences in order to fulfill their needs. People use speech function in their daily interactions.

Speech function is an action done by language used teacher and students, in this case such as asking questioning, commanding, offering and answering in order to fulfill the teacher and students Invention. 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.

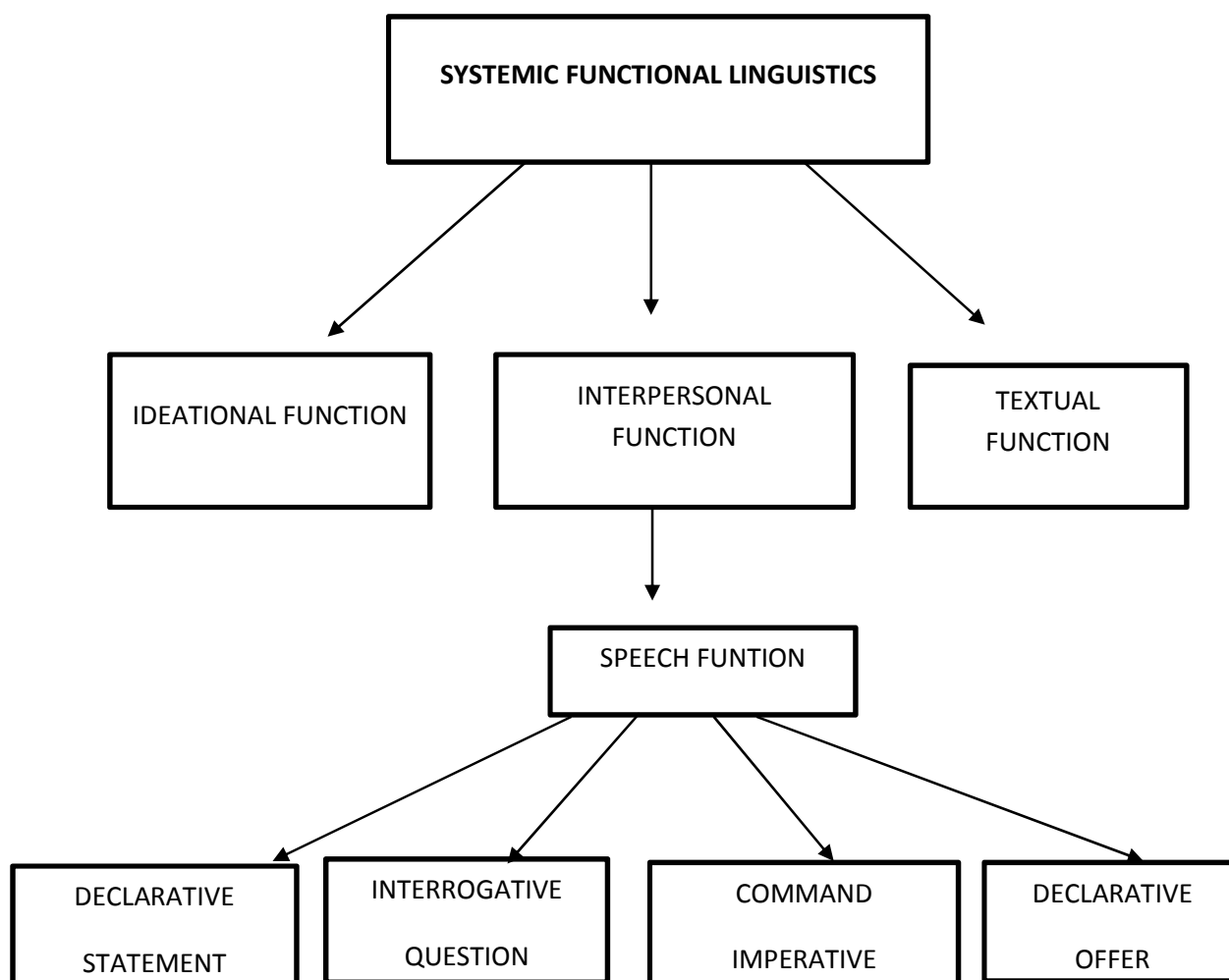


Figure 2.3 Conceptual Framework

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2012: 3). Generally, there are two kinds of research method. They are qualitative and quantitative research, which both of them has different

characteristics such as in process though the purpose of study. In this research, the research used descriptive qualitative research to support the study. According to Creswell (2012:16) qualitative research has characteristics as follows:

1. Exploring a problem and developing a detailed understanding of a central phenomenon.
2. Starting the purpose and research questions in general and broad way so as to the participant's experience.
3. Collecting data based on words from a small number of individuals so that the participant's views are obtained.
4. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings.
5. Writing there port using flexible, emerging structures and evaluate criteria, and including the researchers subjective reflectivity.

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

This research used descriptive qualitative research. The descriptive research conducted to describe information of the real condition and situation. In this study, the information that described is focus on the English teacher in the classroom. By using descriptive qualitative, the researcher wants to analyze the types of speech function used, and the most dominant speech function.

3.2 The Object of the Study

The researcher was conducted the research in English classroom of SMA Swasta HKBP Sidorame Medan. The Object of the research was the English teacher of SMA Swasta

HKBP Sidorame Medan who were observed by the researcher as the subject of the research.

3.3 Data and Data Resources

The data of this study is speech function uttered by English teacher in English teaching at SMA Swasta HKBP Sidorame Medan. The source of the data is from English teacher.

3.4 The Instrument of Collecting the Data

Data is information that is used to solve the problem of the research. The data can be taken from human, event, location, document, building house or even animal and plants (Djamal, 2015:65). According to Higgs, et.al (2009: 3) qualitative research is a research of which data in the form of written or oral word are descriptively analyzed of qualitative research concerns to understand the results of found data rather than calculate it. As well as in the ordinary method of qualitative research usually used observation, and recording. Sugiyono, (2013:306) gives opinion that in qualitative research, the researcher as human instrument, the researcher decides to focus of research, choose the informant as the data source, collecting the data, evaluate the data, analyze the data, and in the last of study the researcher makes the conclusion. The instrument of collecting data was conducted by doing observation, documentation and recording.

The analysis of this research are utterances performed by English teacher in English teaching of SMA Swasta HKBP Sidorame Medan, to describe the most dominant types of speech function used by English teacher. Sugiyono (2013:308) says that technique of collecting data is very important in conducting research because the main objective from the research is gaining the data. Without knowing the technique of collecting data, the researcher will not get

the data that is fulfill the standard of set in data.

In this research, the researcher was used observation and recording to the English teacher of SMA Swasta HKBP Sidorame Medan. The purpose of conducting recording is to get more information about speech function used by English teacher.

3.5 The Technique for Collecting Data

The technique of collecting the data in this study was observation. Observation is the technique of collecting the data by seeing the phenomenon of the teacher speech function and giving evidence of it. The steps are:

1. Recording English teacher utterances directly in learning process or out of learning process.
2. Listening to the recording and trying to understand the utterances used by the English teacher
3. Transcribing the data into written form.
4. Underlining or classifying the words included in types of speech function.

3.6 The Technique for Analyzing Data

After the data was collected, the researcher was analyzing the data with using qualitative method.

The steps are following:

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

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)

Data triangulation was often through to help in validating the claims that might arise from an initial pilot study. 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 views points or standpoints cast light upon a topic. The mixing of data types knows as data triangulation.

In this study the researcher used data triangulation from miles and Huberman (1994) namely methodology triangulation. By this technique, the researcher was collected the data by used observation and documentation, namely download or screenshots photos, speech function conversation teacher and students, 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 make it in documentary.