Speech Function on EFL Classroom Discourse Interaction at University of Riau Kepulauan: SFL Theory

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Abstract

The aims of this research are to to investigate, formulate and reason speech functions and its realization coding used on EFL classroom interaction discourse at Universitas Riau Kepulauan.by using A descriptive research design by taking nine subject materials as the source of the data. They are They are; Curriculum and Material Development, Cross Culture Understanding, Statistik Pendidikan, Morphology, TEFL, Language Testing, Syntax, English Teaching Media and Prose subject materials. The result shows that the most dominant coding was congruent coding, the reason of chosing dominant coding was influenced by two facor, they were; subject material and the formality of the situation. By using he congruent coding, the students could understand the message of the subject materials rather than metaphor coding, because metaphore coding refers to the daily interaction with complex contextual relation.

Keywords; Congruent Coding, Metaphor Coding, Subject Material, Formality, and Situation

INTRODUCTION

Classroom interaction is one of the mediums to improve students' English skills; speaking, writing, reading and listening. In the classroom interaction sometimes it is out of context, it means the purpose of leaning process must be to master the four skills, but in other condition it becomes as instrumental motivation because it is one of the national of final subjects (Yulia, 2013). Beside it, it needs to be realized that the frequent of English clasroom interaction has more significant influence rahther than vocabulary and grammar knowledge (Mukminin et al., 2015). But sometimes they are afraid of making mistakes on using this foreign language. It also is influenced by the cultural identities or nativeness status, the learner believes that impossible to use English as native speakers do (Zacharias, 2012).

It is generally recognized as a potentially valuable source of comprehensible input for the learner (Cullen in .Z, Dewi, & Suarnajaya, 2014). The quality of classroom interaction to a greater extent is determined by the effectivenes of information given to the students. Transferring language process plays an important role especially in social interaction. Teaching-learning interactions involves interactions between lecturers and students during teaching-learning process. So, this study covers addressers (lecturers) and addressees (students) interaction in English Education Department of University of Riau Kepulauan during the teaching-learning

process. The organization of classrooms interaction is an interplay between the verbal and non verbal activities as well as the visual and special resources used by addressers (lecturers) and addressees (students). Verbal and nonverbal interactions are required in classrooms interaction.

Relationship between language and the contexts in which it is used concerns as discourse analysis (McCarthy, 2000). The relationship can be clasified as three functions, they are experential, interpersonal and textual (Saragih, 2006), the three functions becomes as the basic of discourse analysis discussion. Discourse analysis as methodological approaches to the study of talk, both of which have far-reaching implications for our understanding of social interaction (Wooffitt, 2006). It indicates that classroom interaction is as the part of the discourse analysis discussion.

Discourse is a complex process involving the integration of textual (language) cues and background knowledge, it makes discourse comprehension is about as easy to achieve as it is hard to grasp (Gurning in Ashari, 2015). It shows that a language is complex and the meaning of the text is complex. Understanding the meaning of the text is also influenced by the background knowledge. The interpretation of meaning has correlation to the linguistic behavior from the pronunciation, word choice, sentence structure, semantic, and pragmatic. So, it can be said that discourse comprehension is comprehension competence to interpret the meaning of a text either spoken, written or semiotic language. The classroom discourse structures were dominantly realized by Initiation and Response (IR) structure (Jupriaman & Murni, 2016). The relationship influences the function of a language in a clause that will influence the meaning and interpretation too (Saragih, 2006). The context of language users also has a role in transferring meaning that will be interpreted. The context covers many areas that influence the meaning of the text, such as situation, status, time, culture, condition, gender, location, etc. the other context such as conversation activity, speech activity, reading activity, listening activity and writing activity.

The participants in a conversation always follow certain principles to develop towards some general directions (Zhang, 2008). The goal of practical conversation in English class is to stimulate students' speaking skills. By giving more exercise about conversation it can enrich their experiences about conversation. In classroom interaction, it can be instructed on not just the structure of thesis introductions but also the ways in which intertextual links and author persona are created in this genre (Samraj, 2008).

The Interpersonal Level contains descriptions of all and only those properties of linguistic units that reflect, and indeed influence, their use in verbal interaction (Hengeveld & Mackenzie, 2008). It shows that it needs to nanlyzed the structure of conversation interaction. It is due to the functional approached that covers negotioantion (exchange structure), ideation (lexical string) and identification (reference chain) (Halliday & Matthiessen, 2014) . Negotiation covers speech function, its mood and move (Saragih, 2006). In the level of lexico-grammar, it is called interpersonal function and it becomes negotiation in the level of discourse (Halliday, 1985). Negotiation is one of the fields of the discourse analysis which is dealing with the conversation activity. Martin in (Saragih, 2006) defines that negotiation means shaping meaning through dialogue. In conversation, it involves two participants, they are addresser and addressee. (Wooffitt, 2006) defines that conversation examines language as social action. It means that language structure used in every conversation must be different. Saragih states in (Shalehoddin & Ashari, 2016) that conversation is structured in terms of *move*. In addition, systematically the realizations of moves are related to *Speech Functions* and *Moods*. In this way, conversations are multi-dimensionally analyzed. it means that in negotiation there are three dimension that can be analyzed, they are *move*, *speech function* and *mood*. The purposes of addressers producing language and their wants are called speech function. (M A K Halliday & Matthiessen, 2014) states that speech functions are actions or performance done by language users as: asking, commanding, and answering in order to fulfill the intention of the speakers and listeners. To exchange of addressers' experiences, speech function is used. The speech function is oriented to addressees' functional interpretation. It shows that in every daily communication, we cannot avoid the four type of speech function (statements, question, offer, and command). In addition, Martin in Saragih, 2006) states that speech function is a semantic aspect of meaning which is realized by mood at the level of lexicogrammar. In this case, all the speech functions should be coded by three moods they are (1) *declarative,* (2) *interrogative,* and (3) *imperative*. It means that the four speech function is coded by the mood in daily communication in order to exchange information and good and service.

In exchanging the structures, it requires some commodity that will be exchanged. in exchange structure, the language user only do two actions , they are demanding and giving (Saragih, 2006)The two actions will be applied to the

commodity, they are information and good and service. It means in doing conversation, Four specific activities or speech functions are derived as summarize in Table 1.

Table 1. Speech Functions

ROLES	COMMODITY	
	INFORMATION	*GOOD AND SERVICES*
GIVING	STATEMENT	OFFER
DEMANDING	QUESTION	COMMAND

Furthermore, the role and the commodity in exchange structure will involve the orientation of the structure, the orientation consists of two, they are initiating and responding, as Martin in (Saragih, 2006) states that when the initiation and response as orientation of both the interlocutors are taken into account, other four speech functions are derived, thus making eight speech functions are summarized in the following figure.

Figure. 1 Realization of speech function in mood Speech Function
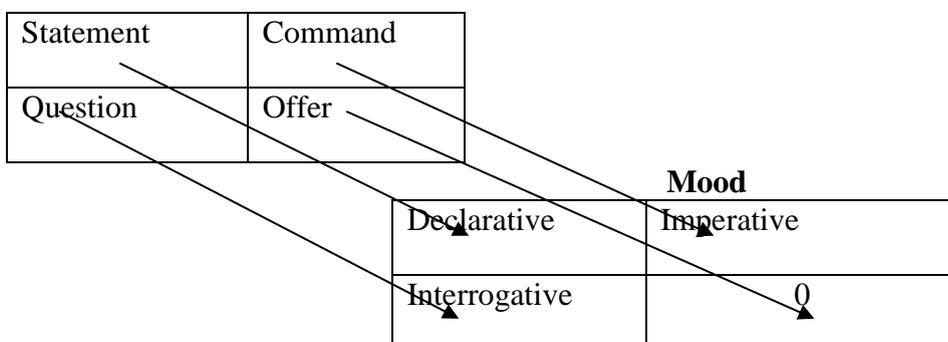
As (Saragih, 2006) states conversation is structured in terms of *move*. In addition, systematically the realization of *moves* is related to *Speech Functions* and *Moods*. In this way, conversations are multi-dimensionally analyzed. it means that in negotiation there are three dimension that can be analyzed, they are *move*, *speech function* and *mood*. It means, the coding pattern conversation will be known by analyzing the three aspects of the conversation itself. There are two aspects that are analyzed in conversation, they are *move* and *speech function* and its realization in *mood*. In analyzing conversation, there are two possibility coding, they are unmarked or congruent coding and marked or metaphor coding. Congruent coding means that the structure moving of the conversation *move* is unmarked, it means the link is as normal structure. Meanwhile in speech function, it is the addresser's aim or purpose in conversation and mood is the form of the language that are used to exchange the speech function itself. So this way in analyzing conversation, the

speech function cannot be separated with mood. Among the "figures of speech" recognized in rhetorical theory are a number of related figures having to do with verbal transference of various kinds, it is called metaphor or Metaphor is the replacement of one grammatical class by another (Halliday & Matthiessen, 2004). Metaphor is a variation in the expression of meanings which involves a non-literal use of content that consists on the use of a word in a sense different from its proper one and related to it terms of similarity .it means that metaphor is defined as coding or interpreting meaning from two sides. In another word, the meaning of the clause is not same as the meaning in semantic. It also shows that when a speech function is not realized by its congruent mood is called metaphor. It means, it is possible in conversation a speech function is not coded by its mood, when it occurs, it is called metaphor. The coding of exchange structure or conversation can be in various coding or not congruent is called metaphor coding (Saragih, 2006). Metaphor coding in conversation refers to a term used in exchange structure involving *moves*, *speech functions* and its realization in *moods*.

METHODOLOGY

Design is defined as a writer's plan of how to proceed (Bogdan & Biklen, 1994). A research designs should be limited to frequently used forms. surveys and experiments in quantitative research; narrative research, phenomenology, grounded theory, ethnography, and case studies in qualitative research; and convergent, explanatory sequential, and exploratory sequential designs in mixed methods research (Creswell, 2014) . A descriptive research design will be applied in this study where descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the object of the study (Gay, Millls, & Airasian, 2012). Descriptive design simply describes what is going on what data shows; because it focuses on the natural characteristics of the data. In the other word, how a theory works in different phenomena. The purpose of using the descriptive design is simply because through this design, the fact of the area of interests is able to gather and to describe systematically. Data sources means for seeking convergence across qualitative and quantitative methods (Creswell, 2014). Since, it is qualitative research, so data source was taken from lecturers and students interaction during teaching and learning process. since data is embedded within a larger design and the data sources play a supporting role in the overall design

(Creswell, 2014), so the data will be transcripted after being recorded. So the way to get the data is by recording the lecturers and students inetraction during teaching and learning process.

Semester five (5) students of English department of Universitas Riau Kepulauan were choosen, beause they have discussed speaking 1, 2, and 3. So, it is believed that they can conduct good interaction in frequence. There are 3 classes of semester 5, but only semester 5 a will be choosen in coderation of the similarity of subjects and lecturers. There are 8 subject and 1 optional subject. Whole subjects clasroom interaction will be choosen. They are; *Curriculum and Material Development, Cross Culture Understanding, Statistik Pendidikan, Morphology, TEFL, Language Testing, Syntax, English Teaching Media and Prose (optional.* Classroom interaction between lecturers and students were recorded. Technique of gathering data covered the steps to gather the data, and every a study has different way, it can be including include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information (Creswell, 2014). According to (Bogdan & Biklen, 1994) data analysis is the process of systematically searching and arranging the interview transcripts, field notes , and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

RESULTS

After having the data, then the data are analyzed. Data were seperated based on its classroom interation, it means that there nine groups data (referred to its subject material); (1) *Curriculum and Material Development, (2)Cross Culture Understanding, (3) Statistik Pendidikan, (4) Morphology, (5) TEFL, (6) Language Testing, (7) Syntax, (8) English Teaching Media and (9) Prose subjects.*speech function can be seen as follows;

Tabel 3. Speech Function of Lecturer and Students Interaction

No	Speech Function	Subjects								
		1	2	3	4	5	6	7	8	9
1	Statement	125	123	80	135	135	120	130	100	98
2	Question	20	15	13	18	18	13	11	18	12
3	Offer	5	3	2	3	2	4	5	3	4
4	Command	10	9	5	14	5	3	14	9	6
	Total	**180**	**150**	**100**	**170**	**160**	**140**	**160**	**130**	**120**

Based on the table above, it can be seen that the most dominat speech function was statement. As it was stated that statement was givig information, and it was the response of the question, it means that the interaction referred to the giving and asking information, in another word that the interaction was in less number of interaction, the lecturer dominated the classroom interaction. The classroom interaction was in small number of discussion process, it can be seen by seeing the number of the question and command speech function. The number of the were so fatr from statement. Based on the classroom interaction culture, the domination of the statement refer to the lecturing method where lecturer more active than students. Actually it was suggested to apply congruent and metaphore coding in balance number to make the classroom like real situation of english language debate or discussion. For moods, can be seen as follows;

Tabel 4. Mood realization of Lecturer and Students Interaction

No	Moods	Subjects								
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1	Declarative	137	130	82	135	138	109	132	112	98
2	Imperative	18	10	8	10	4	8	10	3	7
3	Interogative	25	10	10	25	18	23	18	15	15
	Total	**180**	**100**	**150**	**170**	**160**	**140**	**160**	**130**	**120**

Similar to the speech function above, its moods were also dominated the declarative. The correlation between speech function and moods would be related to the coding pattern categories. The result of the relation is discussed on point 5.2. Meanwhile on table 4, it discussed the moods of speech function realization. The realization of statement were dominated by the declarative, it means that the relation was congruent coding. For coding can be seen as follows;

Tabel 5. Coding of Speech Function and its Mood on lecturer and students Interaction on Curriculum and Material Development Subject

Type	Number of Utterence	Percentage
a) Congruent Coding	170	94.4%
b) Metaphorical Coding	10	5.6%
Total	**180**	**100%**

Tabel 6. Coding of Speech Function and its Mood on lecturer and students Interaction on Cross Culture Understanding Subject

Type	Number of Utterence	Percentage
a) Congruent Coding	92	92%
b) Metaphorical Coding	8	8%
Total	**100**	**100%**

Tabel 7. Coding of Speech Function and its Mood on lecturer and students Interaction on Statistik Pendidikan Subject

Type	Number of Utterence	Percentage
a) Congruent Coding	148	98.7%
b) Metaphorical Coding	2	1.3%
Total	**150**	**100%**

Tabel 8. Coding of Speech Function and its Mood on lecturer and students Interaction on Morphology Subject

Type	Number of Utterence	Percentage
a) Congruent Coding	165	97.1%
b) Metaphorical Coding	5	2.9%
Total	**170**	**100%**

Tabel 9. Coding of Speech Function and its Mood on lecturer and students Interaction TEFL Subject

Type	Number of Utterence	Percentage
a) Congruent Coding	150	93.7%
b) Metaphorical Coding	10	6.3%
Total	**160**	**100%**

Tabel 10. Coding of Speech Function and its Mood on lecturer and students Interaction on Language Testing Subject

Type	Number of Utterence	Percentage
a) Congruent Coding	138	98.6%
b) Metaphorical Coding	2	1.4%
Total	**140**	**100%**

Tabel 11. Coding of Speech Function and its Mood on lecturer and students Interaction on Syntax Subject

Type	Number of Utterence	Percentage
a) Congruent Coding	156	97.5%
b) Metaphorical Coding	4	2.5%
Total	**160**	**100%**

Tabel 12. Coding of Speech Function and its Mood on lecturer and students Interaction on English Teaching Media Subject

Type	Number of Utterence	Percentage
a) Congruent Coding	128	98.5%
b) Metaphorical Coding	2	1.5%
Total	**130**	**100%**

Tabel 13. Coding of Speech Function and its Mood on lecturer and students Interaction on Prose Subject

Type	Number of Utterence	Percentage
a) Congruent Coding	100	83.3%
b) Metaphorical Coding	20	16.7%
Total	**120**	**100%**

Based on the all tables above, it can bee seen that the most dominant coding was congruent coding. It means that the pattern of realization of speech function and its mood in the interaction dominantly based on the unmarked realization. Unmarked realization or congruent coding means that the interaction was easier to understand. The pattern of exchange structure of teaching and learning interaction on the unmarked exchange and a little in marked exchange. In interaction, congruent coding is a type of conversation that deliver the message of the interaction directly to the listeners or addresee.

On *Curriculum and Material Development* subject material, the number of congruent coding percentage was 94.4%, meanwhile metaphor coding was 5.6%. it sows that in this interaction the lecturer use direct communication to make the students understand the material easier. The language coding choice was categorized as good choice because it was a formal situation. It was same as the other subject materials, *Cross Culture Understanding, Statistik Pendidikan, Morphology, TEFL Language Testing, Syntax, English Teaching Media and Prose* subject materials. Since natural interaction was not always in unmarked but marked or metaphor coding and the number of them were not different in big percentage. But in this case, the interaction was easy to grapped by the students because the interaction was easy to predict. It was one of the lecturer strategies on teaching learning process to make students understand the material well by uttered uttered directly as its aims. lecturer's language choice was good in order to make the interaction success. In natural interaction, the application of the metaphor coding in interaction has the aim make interaction

becomes more more polite and enrich vocabulary, but it needs more discourse, pragmatics or context competance of the language user. If it is missing it can make misunderstanding between addresee and addreser in interaction

DISCUSSION

The reason of choosing congruent coding was influenced by the subject material and situation. The subject material in those interactions forced the addreser to choose congruent coding, where the material needed the direct language communication. it was because, it had a big potential of misunderstanding between addresee and addreser about material if the number of the mataphore coding same or slighty same as congruent coding. The factor that made this phenomenon was the different level of students' contextual competance. And beside it, the the number of students also influenced the various level of contextual competance. This situation made the adrreser to use congruent coding or unmarked realization. It is revealed that classroom interactions refered to the conversation theory, where classroom interactions ought to be presented in congruent coding or simple structure. Congruent coding determined that the clauses dominantly are coded by natural coding structure, but it is needed to developed to the metaphor pattern, It was caused of the classroom interaction does not always run well. It means that the classroom interactions should be dominated by the complete (at least using mood) mood. the number of the elliptical is low, where elliptical mood was dominantly faced in daily life or in natural interaction. The usefulness of elliptical mood will help the usage of the time in interaction but it was very important to comprehend the discourse, pragmatic and context of the language being used.

Another reason was the situation. The formal situation needs to deliver message or meaning in interaction directly. Since it was formal situation, so the lecturer had to make the simplest word to make the students understand the subject material well. eventhough it was english students class, but the main purpose of the class was to make understand material well, it would be diferent if it was a speaking class, in speaking class they were introduce the contextual conversation or natural conversation, or can be said that in speaking clas the coding must be dominated by the metaphor coding. Congruent coding interaction itself had a porpuse to make communication become easier to understand. so, it cannot be said that the interaction was natural interaction, it means that the lecturer had prepare the subject

material or the direction of interaction before joining the class. so, it shows that the lecturers has prepared the material before teaching and learning process, and it was confirmed by the head of English department. Meanwhile, in natural interaction or conversation, the number of the congruent and metaphor coding must be almost in the same numbers, because the natural conversation has so many context. The context can be beginning since long time ago by the both addresee and adressee. So, it can be said that the the interaction can be predicted by the others.

Patterns of coding in classroom interactions has a significant contribution on students' comprehension towards the classroom interactions during teaching and learning process. Patterns of coding contributed to see how the conversation going on in classroom based on the context whether it runs normally or does not. The dominance of the congruent coding in the level speech function and its mood showed that the classroom interactions were presented to the students, and lecturer had a role as to deliver messase in interaction in the classroom, it showed that the conversation was dominantly involve asking and giving information.

The problem was possible to occur when it was applied in daily life where in daily conversation are rather different, it is caused of that in daily life metaphorical coding is more often used. The comprehension of discourse, pragmatic and context of the native speaker metaphorical coding in aim to use time efficiently and effectively on understanding the interaction. Culture also cannot be separated from language. Classroom interaction refers to the interpersonal function. In interpersonal function is found ellipsis clause. The elliptical clauses lead the conversation to the metaphorical coding. it means that in daily life the patterns of coding in speech functions are dominated by the metaphorical coding.

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