EXPLORING SPEECH FUNCTION IN LEARNERS' INTERACTION IN EFL SENIOR HIGH SCHOOL CLASSROOM GROUP WORK

An Undergraduate Thesis

Submitted in partial fulfilment of the requirements for the completion of the Degree of *Sarjana Pendidikan* (S.Pd) in English Language Education

By:

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Oleh

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Sebuah skripsi diajukan sebagai salah satu syarat untuk memperoleh gelaer Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Sastra

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STATEMENT OF AUTHORIZATIONS

I, Linda Cynthia Sipayung, state that this paper entitled "exploring speech function in learners' interaction in EFL senior high school classroom group work" is my own work. I am aware that I have cited a couple of some statements and theories from a number of sources to support my thesis by following the science ethics. If there is any violation regarding my thesis, I am willing to bear the risk.

Bandung, August 2023

Linda Cynthia Sipayung

PREFACE

The current study is submitted as a part of the partial fulfilment of the requirements for Sarjana Pendidikan degree. This paper focuses on the speech functions in learners-learners' interactions. The purposes of the current study were to explore the speech function utilized by the students as well as the challenges and strategies they encountered. One of public senior high school in Bandung was chosen as the research site in this study. 12 students were participated in the current study. Moreover, case study research design is employed to obtain an-depth understanding of the speech functions in students' interaction as well as the challenges and strategies they encounter. There are three observation sessions and two interview sessions to obtain the data. After that, the data are thematically analysed.

I hope the current give benefit to English language teaching field. Moreover, I also hope the current study contribute to enrich existing literature and give valuable input to teacher education. Furthermore, there may be some mistakes in this study. Therefore, any constructive feedback and comments are appreciated.

Bandung, August 2023

Linda Cynthia Sipayung

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ABSTRACT

Students' interaction is regarded as important in language learning. Therefore, speech function can be used to explore the interaction of learners' groupwork. Speech function is a function which determines the speaker role within the commodity exchanged in a verbal interaction or conversation. Thus, the present study aims to explore types of speech functions and mood learners use in group work interaction and the challenges and strategies that students encounter to perform speech function in group work interaction. The present study is based on Halliday (2014) speech function framework. Moreover, the present study employs case study research design. The participants in this study are twelve students from senior high school class in which were divided into two groups; higher English level group and lower English level group. To obtain the data, this study utilized observation and focus group interview. The data from observation is used to find the speech functions that students used. The data from interview is used to gain the challenges and strategies that students encountered. The results showed that students in high English level performed 12 speech functions. In contrast, students in low English level performed 10 speech functions. Therefore, majority of the speech functions were realized congruently. Furthermore, the result shows that the two groups performed the initiation speech function more than the responding speech functions. Majority of the participants encounter inhibition and not know what to say as the challenges. Thus, there are several strategies they perform in the interactions. The strategies were helping someone when they had to demand someone. Another strategy found were strengthened their ideas when they had fearful of critics. They use tools for translation whenever they encountered not know what to say. For further study, it is suggested to involve variety of respondents characteristics in the study. By involving the variety of respondents characteristics, the data will get richer and more reliable.

Keywords: *Groupwork interaction, speech function, student-student interaction.*

ABSTRAK

Interaksi siswa dianggap penting dalam pembelajaran bahasa. Oleh karena itu, fungsi tuturan dapat digunakan untuk mengeksplorasi interaksi peserta didik di dalam kerja kelompok. Fungsi tuturan adalah fungsi yang menentukan peranan penutur dalam komoditi yang dipertukarkan dalam suatu interaksi verbal atau percakapan. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi jenis fungsi tuturan dan *mood* yang digunakan pelajar dalam interaksi di dalam kerja kelompok serta tantangan dan strategi yang dihadapi peserta didik untuk melakukan fungsi tuturan dalam interaksi di dalam kerja kelompok. Penelitian ini didasarkan pada kerangka fungsi tuturan Halliday (2014). Selain itu, penelitian ini menggunakan desain penelitian studi kasus. Partisipan dalam penelitian ini adalah dua belas siswa SMA yang dibagi menjadi dua kelompok; kelompok tingkat bahasa Inggris tinggi dan kelompok tingkat bahasa Inggris rendah. Untuk memperoleh data, penelitian ini menggunakan observasi dan *focus group interview*. Data dari observasi digunakan untuk menemukan fungsi bicara yang digunakan siswa. Data dari wawancara digunakan untuk mengetahui tantangan dan strategi yang dihadapi siswa. Hasilnya menunjukkan bahwa siswa dengan tingkat bahasa Inggris tinggi melakukan 12 fungsi tuturan. Sebaliknya, siswa dengan tingkat bahasa Inggris rendah melakukan 10 fungsi tuturan. Oleh karena itu, sebagian besar fungsi tuturan diwujudkan secara kongruen. Lebih lanjut, hasil penelitian menunjukkan bahwa kedua kelompok lebih banyak melakukan fungsi tuturan inisiasi dibandingkan fungsi tuturan respons. Mayoritas peserta membatasi diri dan tidak tahu harus berkata apa sebagai tantangannya. Oleh karena itu, ada beberapa strategi yang mereka lakukan dalam berinteraksi. Strateginya adalah membantu seseorang ketika mereka harus memerintahkan seseorang. Strategi lain yang ditemukan adalah memperkuat ide-ide mereka ketika mereka merasa takut terhadap kritik. Mereka

menggunakan alat penerjemah setiap kali mereka tidak tahu harus berkata apa. Untuk penelitian lebih lanjut, disarankan untuk melibatkan berbagai karakteristik responden dalam penelitian. Dengan melibatkan keragaman karakteristik responden, data akan menjadi lebih kaya.

Kata kunci: fungsi tuturan, interaksi dalam kerja kelompok, interaksi siswa-siswa.

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