

THE FUNCTIONS OF SPEECH AND POLITENESS STRATEGY IN CLASSROOM INTERACTION

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ABSTRACT

The application of character education in the materials' of students' activities at school was occurred when the qualities of three aspects of education changed. Three aspects here are cognitive, affective, and psychomotor which look to the knowledge improvement, behavior, and skill based on education pillars consequently with the realization of knowledgeable and characterized person. These categories of the functions of speech and politeness strategy always used by the teacher inleading the student to do their activities through the teaching learning process in the classroom. This study was conducted to find out the kind of functions of speech applied and politeness strategy used by the English teacher in the classroom interaction. The setting of the study was class XII and class X of SMK Negeri 3 Banjarmasin. The subject of this study was an English teacher. The data were collected by observation, and documentation. The data taken from three meetings of the teacher's teaching schedules. The analysis of the functions of speech and politeness strategy in the classroom interaction is an analysis of the transcription of teacher's speech in the class. This is similar with the way people analyze other transcription in general. Based on the findings, the teacher gives positive results toward this research. Teacher applied all those categories of the functions of speech needed by students to be knowledgeable person. And the teacher almost used positive politeness strategy in his teaching to shape up a politer characterized person. For the next researchers who are interested in the same topic, it is suggested to conduct a research about the analysis of the functions of speech and politeness strategy of the teacher's speech applied in different school. The result of such studies can help the teacher leads the students' learn in the classroom interaction more effective and politer for future learner.

Key Words : Classroom Interaction, The Functions of Speech, and Politeness Strategy.

INTRODUCTION

In interaction, language is a tool for communicate between people. People generally learn the language in order to be able to communicate, and their goal is to be able to express their feeling to other through language. It is important to know how the way communicate nicely to other people. People need to consider what the purpose of their speech before they express it. So that is way the others can understand what the message on the conversation. This case includes to the functions of speech. Beside that, in having interaction or communication we need to consider about politeness. The goal of politeness is to get good relation with other, being polite is also can make more respecting each other.

According to Glaser, language is used to convey one's intention to each other. In conveying intention, people use strategies in their communication, and it is a part of the language user's communicative competence. The speaker communicative competence deals with pragmatics (2009). Yule states, Pragmatics determines our choices of wording and our interpretation of language in different situation. Pragmatics concerns with some fields and politeness is one of them (1996).

Vocational high school as school which more focused on the skill programmes of their students, the ability of communication in English should be considered and should be improved. The one of the solutions to make the improvement of the communication ability

in English is through the way of the teachers teach the students. Because, when the teacher teach their students he/she can make decision how the way the whole of the materials and the knowledges in it can be received by the students optimally. Nevertheless, it is important for the teachers who teach English in vocational high school to apply the functions of speech and politeness strategy in teaching and learning process. For the reason that one of the purposes of vocational high school is to prepare the students to be a productive person who can work autonomously, add the vacancy to the industrial and bussiness as the intermediate employee. Here, one of the goal of applying the functions of speech and politeness strategy in English classroom interaction is to build new better characters of every students and to develop the communicative ability in English.

As vocational high school, SMK Negeri 3 Banjarmasin includes in a school which often send their students to many kind of national competition. And the main focus of students in Vocational High Schools is on skill programs. It was made the application of the functions of speech and politeness strategy in teaching and learning process very necessary to support this skill programs to be better. Here, the function of speech and politeness strategy is one term in the application. Because both of these term is purpose to success the students in communicative skills and repair the characters of students. Here, the teachers take many roles to achieve these purposes. Almost of the other previous research that the researcher

found are only explain the kind of the functions of speech, and the others only explain politeness strategy. Both of these term be separated and it is what makes the other previous research still have weakness in their research. So that is way the writer will do the research of the analysis of the functions of speech and politeness strategy in classroom interaction. Moreover, important function of talk is the main tool to control the classroom, and understanding the kind of the functions of speech and politeness strategy in classroom interaction will make the classroom activities more effective and efficient. The teacher can applied the functions of speech and politeness strategy when their students found a problems or getting mistakes in their study. Harmer states to be a good teachers should be able to correct people without offending them. Beside that, in applying the functions of speech and politeness strategy in the classroom interaction, the students and the teacher will more respect each other in the classroom. Because, it includes intonation and gesture, that will make the language in teaching much more accepted and memorable by the students. Harmer in his book said: "Apart from adapting their language, experienced teachers also use physical movement: gestures, expressions, mime". So that is way the writer considers it is important to analyze the functions of speech and also the politeness strategy that the teacher used in classroom interaction, because the language that used by the teacher in the classroom is able to influence the students' characters in life.

Research Questions

What kind of the functions of speech applied by the English teacher and the politeness strategies used by the English teacher the use of the functions of speech in classroom interaction at SMK Negeri 3 Banjarmasin?

Review of Related Literature

The Theory of Classroom Interaction

L2 classroom interaction research began in the 1960s with the aim of evaluating of effectiveness of different methods in foreign language teaching in the hope that the findings would show the „best“ method and its characteristics. The methodology adopted was strongly influenced by firstlanguage (L1) classroom teaching research which was motivated by the need to assess objectively the teaching performance of student-teachers during practical teaching (Nunan, 2007). Cansolo stated language classroom can be seen as sociolinguistic environment and discourse communities in which interlocutors use various functions of language to establish a communication system, and the teacher-student interaction is believed to contribute on students' language development.

The Theory of Speech Classroom

Janet Holmes in her book states that she considers the range of functions language may serve, and the variety of ways in which the „same“ message may be expressed. In addition to distinguish a great variety of different functions which language serves, she classified six different categories for functions of speech, they are expressive, directive,

referential, metalinguistic, poetic and phatic utterances. Nevertheless, in this research the researcher does not use the theory of the functions of speech from Janet Holmes, because the categories of the functions of speech by Janet Holmes are relate to Sociolinguistics, it means it closed to the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language (2008).

Research Method

In this research the researcher used descriptive qualitative method. The description is about the functions of speech and politeness strategy that used by English teacher to the students in the classroom interaction. Arikunto states that descriptive research is not meant to test a certain hypothesis, but it only describes the phenomena, situation, and condition that occur during the study. The method of qualitative research usually use observation, recording and documentation (Suharsimi,1995).

Source Data

The data that the researcher has collected in the research is the teacher's speech in the class. And, it includes observation, field notes, documentation or recorder of teaching learning process in the class, and transcript of the teacher's

speech in the recorder or documentation of teaching learning process in the class. The subject of the research is the English teacher in SMKN 3 Banjarmasin. The researcher focused on one teacher to this research, She is Mrs. Fachtulrizky. This teacher was chosen by several reason, one of them is the teacher is expert in his teaching, the second is the teacher teaches English in many class, so she often called senior English teacher and he is also favourite teacher in that school. The researcher took one teacher because the researcher thought that the needs of analyzing the functions of speech and politeness strategy in classroom interaction is on how many meetings we do in this research. And the researcher taken the data from 3 (three) meetings in different classes. And the classes that the researcher used in this research are class X TPM 2, class X MM 1, and class XII TPM 2. These classes have chosen random by the researcher to search or see how far the functions of speech and politeness strategy applied by the English teacher in the classroom.

Research Instrument

In this research the researcher has arranged the instruments of the research that used to collect the data. The instruments are used to help the researcher to gets the data which needed in the research more accurate. The research instruments that used by the researcher are observation and documentation

Findings and Discussions

The research was conducted from 26th – 30th July 2016. Using instrument for analyzing the data, it was set to answer

the research question in this research. Those research questions are what kind of the functions of speech applied by the English teacher in classroom interaction at SMK Negeri 3 Banjarmasin, and what are the politeness strategies used by the English teachers through the use of the functions of speech in classroom interaction at SMK Negeri 3 Banjarmasin. The data was collected from the record of the English teacher's speech in the classroom interaction. Thus, this study analyzed the transcription of the English teacher's speech in the classroom interaction based on the record. The results of the findings are classified based on the research question of the study.

a. The Kind of the Functions of Speech Applied by the English Teacher in Classroom Interaction

The kind of functions of speech by the teacher in classroom interaction are academic instructions, motivations, and evaluations. The first is academic instructions, this function refers to the teacher's academic presentation or answering students' academic questions. The teacher use it to lead the students to do the activities in the classroom. Beside that, the teacher has used academic instructions to support the students to answer or response the questions. For example: What? Come on!, "Kamu sekarang duduk", Come on!. This category includes the teacher's corrective feedback, as an example: Taking, not talking, yah!. Beside that, the

teacher also use this function in directive sentence, and that is supported by Jiang, she states that academic instruction appears in the form of imperative sentences. It can show by the teacher when said "Please, Underline! The topics in its units, Ok?".

The second function applied by the teacher is motivation. This function refers to various acts aimed at activating students such as their participation and academic questions. In the transcription, the example are: How many units, Dimas? You know?, Oh, who is this? Are you sleepy?, George, questions?. In addition, the teacher use this function in asking academic questions such as "I remember about the dictionary. But, I don't see dicts on the table. Do you forget or what ?, Nduk, your name is?, Le, how many topics in unit 1, Le?. Mostly the utterance of the teacher when used this function are giving questions about the materials to the students to get the students' attention. And the category of motivations also applied in form of initiative feedback, such as suggestions or advices. For example: Everything is up to you. But, Keep your ears, yah!, My suggestion, don't be "A" (absent)!! It will be dangerous for yourself!, So, Don't lay, yah? L-a-y!, I mean English is elastic, like a peer. The sentences are up to you. But, what the important thing,

And the third function applied by the teacher in classroom interaction is evaluation. Evaluation is indispensable in English class. This function refers to the teacher's positive and negative feedback which is very important to students. It can encourage as well as discourage the students. From the transcriptions the examples are: "I am not sure! Look again!, How about last meeting last Saturday? Do you still remember what talked about?, Can you repeat?. Furthermore, the teacher mostly use an evaluation like praise or say a good things about someone. In her theory, Jiang states that in giving evaluation, the teacher often give praises generously to the students. For example: "Good!", "Yes, translate. Good!", "Greetings. Good!", or "Give applause!", and "Yes, a complete answer!". Beside that, the evaluations can be applied in form of comments, such as "When you speak the intonation is high. It looks you antagonist, stiff, ya?. Sometimes, this function also applied by the teacher in the classroom interaction in form of apologizing, Oh, that's right, yah? So, I am wrong. I am sorry, yah?, Yes. But, for the fourth function of teacher's speech that is classroom management, the writer has no found in the the data transcription of teacher's speech when teaching learning process in classroom. The teacher consequently used three functions of fourth function of the

functions of speech recommended by Jiang.

b. The Kind of Politeness Strategy Used by the English Teacher in Classroom Interaction

From the finding of the research, the kind of politeness strategy used by the teacher in the classroom interaction are positive politeness strategy and negative politeness strategy. From the positive politeness strategy, it can be seen that the teacher use eight strategies. Those strategies are: Strategy 1, this strategy used by the teacher to notice or attend the students, for example: "Hallo....Number two is...?". According to Brown and Levinson, expressing an interest and noticing the hearer is one of the major means of expressing positive politeness. In general, this output suggests that S should take notice of aspects of H's condition. Such as "Oh, siapa ini? Are you sleepy?, So, don't lay, yah?". Strategy No.2, Exaggerating by giving different intonation, tone and other prosodic features or exaggerating by using intensifying modifiers (interests, approval, sympathy with the hearer), from the transcription the examples are: "I mean English is elastic, like a peer. The sentences are up to you. But, what is the important thing, Rez?", and "By the way, is there one students of yours are absent today?". Strategy No.5, seeking agreement by the addressee's statements through

using specific statements or repetition. Examples: “Yes, when you speak the intonation is high. It looks you antagonist, stiff, yah?”. And this strategy also showed by the teacher in giving correction, such as mispronunciation. E,g.: Taking! Not talking, yah.

Conclusion

The conclusion of the kinds of the functions of speech applied by the teacher in classroom interaction are academic instruction, motivations, and evaluations. Based on the theory of the functions of speech by Jiang, the writer has no found the function classroom management in the teacher – students interaction in the classroom and from the finding of the research, the writer found politeness strategies used by the English teacher in the classroom interaction. They are positive politeness strategy and negative politeness strategy. From the finding, the writer found the English teacher used eight strategies from fifteen strategies of positive politeness strategy and two strategies from ten strategies of negative politeness strategy.

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