DISCOURSE ANALYSIS OF TEACHER TALKS DURING ENGLISH CLASSES AT SENIOR HIGH SCHOOL METHODIST BANDA ACEH

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ABSTRACT

This research aimed at analyzing a spoken discourse produced by an English teacher at Senior High School Methodist Banda Aceh. The discourse analysis was done to identify the production of ideational function, interpersonal function, and textual function in the teacher talks produced by a teacher. The research method used in this study was discourse analysis which focuses on the spoken discourse to interpret deeper meaning of the spoken sentences. The respondent of this study was one English teacher at Senior High School Methodist Banda Aceh. The data collection was carried out through classroom observation and interview. The data were later analyzed by using three steps analysis. Before the process of data analysis, the data were transcribed. The results show that concerning ideational function, the teacher used mostly material process such as writing, answering, speaking, etc. Concerning interpersonal function, he mostly used declarative mood which is a mood of statement. Finally, the textual theme that he mostly used was unmarked theme, which means he frequently emphasized the subject of the sentence mostly on his students, not on adjuncts. In conclusion, the teacher used these functions to keep his students active during the teaching and learning process.

Keywords: *teacher talks, discourse analysis, ideational function, interpersonal function, textual function.*

INTRODUCTION

Since English is a device of overall correspondence in endeavor to express and pass on implications, teachers are the ones who significantly

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have the greatest commitment and obligation in showing it (Cameron, 2001). This is considered so because of the fact that English is one of the necessary subjects in the Indonesian national educational programs; in essence it is a foreign language in this nation. The significant point of English education in Indonesia is to create relational abilities, both oral and written aptitudes in all four skills: listening, speaking, reading, and writing. With a specific end goal to achieve motivations behind these guidelines, educators at school need to complete appropriate types of talks during the teaching and learning process. Nowadays, there are some problems commonly found in the process of English teaching at high schools (Brown, 2001). First, students can hardly master English even though they have studied the language for six years at school - junior and senior high schools. Some students have even taken extra English courses, but they still cannot totally master English. Second, there are students who have negative behavior toward English. Consequently, English has just drifted away every time it is taught. In this factor, basically students have problems with learning in general. Last, teachers are less interesting for students because of certain factors, such as the teaching techniques which can be boring, the teacher's general personality, and the teacher talk.

There are many teachers who consider that teacher talk is an obstacle during teaching and learning process in the classroom (Maftoon & Shakouri, 2012). Meanwhile, good usage of teacher talk can enlarge the student's opportunity in language learning. Mostly, teachers are not able to create genuine and authentic communication during the teaching and learning process as monotonous classroom conditions are regularly applied, so that students get more stressful during the learning process which blocks their learning opportunities (Gharbavi & Iravani, 2014). Resnick (1983) proposes a few types of talks that are for the most part utilized by the teacher, to be specific: (1) provoking students' learning, (2) welcoming students to talk, (3) empowering students, and (4) remedying students' discussion. Teachers have a tendency to make a few inquiries and it is also vital to keep in mind the end goal to discover at the end of the learning process. Resnick (1983) recommended that asking students' background knowledge can assist students with constructing ideas. Cameron (2001) brought up a few reasons for making inquiries – i.e. to effectively connect with students in the exercise, to make students' enthusiastic for the theme, and additionally to make students enhance their basic reasoning ability. It appears from that a teacher made a few

inquiries since he/she needed to know the students' background knowledge.

Besides, teacher talks can be effectively applied if some principles are followed. First, teacher talk can be more significant, intriguing and successful when a teacher gives more chances to students to talk. Second, a teacher should devise distinctive encouraging systems in making students certain and prepared to talk are since talking is imperative expertise which happens in unconstrained circumstances. Third, it is proposed to catch teacher talk and students talk in talking aptitude as well as in various abilities, for example, writing, listening and reading. It is on account of when the teacher shows composing, the teacher talk likewise will be diverse when s/he shows reading and listening. Fourth, it is prescribed to discover more different structures in investigating classroom talk (Mulyati, 2013).

The effectiveness of a teacher talk can be analyzed by looking at the meta-functional parts of his or her speech (Bilal, 2012). It can reveal deep meanings of what teachers say in the classroom. The investigation has demonstrated that an examination of semantic contents does not merely help understand the content structures, yet it is an addition to its profound implications. Such an investigation uncovers the concealed self of the characters drawing out their goals behind the articulations which may show up hard to get a handle on for a second language student.

In Systemic Functional Linguistics, Halliday (1985) distinguishes three meta-functions of language. The first meta-function is ideational function, which is the 'substance capacity of language'. It is acknowledged in transitivity and serves to speak to circumstances and occasions on the planet and the functions, activities and procedures included. It is in the ideational capacity that a content maker epitomizes in language their experience of the marvels of this present reality. The second meta-function is relational capacity, which is the 'participatory capacity of language'. It takes into account the declaration of dispositions and assessments and is acknowledged by mind-set and methodology. It likewise permits the statement of a connection set up between a content maker and a content purchaser. The third meta-function is textual function also called the printed capacity of language. This function is an empowering one in which ideational and relational implications are completed. The printed work is acknowledged in data structure and union (Halliday, 1985).

To strengthen this rationale, three previous studies on teacher talk were examined. First, it is a study conducted by Faruji (2011). He

identifies a number of ways in which teachers can improve their teacher talk to facilitate and optimize learners' contributions as follow. First, it is to examine more closely the link between teaching process and language use. Second, it is to avoid filling in the gaps activities in the discourse of the EFL classroom. Third, it is to raise teachers' awareness of their language use in the classroom by making audio- and video-recordings of their lessons, and analyzing the transcripts. Fourth, more time should be allocated by any relevant stakeholders, e.g. schools, for teachers to provide the most beneficial ways of language use in the classroom. Finally, teachers are suggested to understand more fully the qualitative aspects of language use in order to come up with a set of guidelines which constitute good practice in language use in the classroom. It is a good practice in language use which can lead to improving students' motivation through a learning process.

The second study was done by Fikri, Dewi, and Suarnajaya (2014). They found that there was mood difference between male and female teachers when talking in class. Female teachers used more speech functions compared to male teachers. Furthermore, there was also difference in mood selection between male and female teachers. The impact that they found on students learning was that when the teacher was female, it was easier for the students to get emotional bond because of the mood that they applied in the learning process compared to the male teacher. The third study was carried out by Gharbavi and Iravani (2014). The study tried to analyze the quality and quantity of teacher talk with the purpose of raising awareness for teachers in order to carefully select and filter the way they interacted with their students. The finding suggested that the teacher in this study failed to put up authentic communication with their students and the researchers found that the talks were monotonous.

Briefly, based on the rationale narrated above, the researcher is interested in conducting a study concerning teacher talk. The gap provided in this current study is that there are different subjects and objects involved. The school teacher as well as SMA Methodist Banda Aceh involved was never studied for the case metafunction of teacher talks before. The author formulates the following research questions as the core of this study: What are the ideational, interpersonal, and textual functions of teacher talks in English classes at SMA Methodist Banda Aceh?

LITERATURE REVIEW

Teacher Talks

Classroom-focused research was begun to explore the way toward educating and learning as they happen in classroom setting. It is just to research what occurs inside a classroom (Allwright & Baily, 1991). Its point is to distinguish the issues that advance or hamper learning in a classroom. There are several aspects which are seen important in creating a good learning atmosphere in a classroom. Hanrahan (2005) suggests that these aspects concern teaching style, pacing and sequencing, and dialogue usage. The development of enthusiasm for the examination of teacher language has been invigorated by the dismissal of the language teaching technique as the essential determinant of fruitful learning. At first, the fundamental suspicion in instruction had been finding the privilege of the case. It was trusted that the instructing impact was totally controlled by the decision of educating strategy. Concentration, for instance, which was proposed by Reid (2002), explores similar adequacy of strategies, for example, language interpretation, sound lingualism, and subjective code, yet it was not ready to exhibit that one was more fruitful than another (Ellis, 1985).

Nunan (1991) mentioned that teacher talk is of urgent significance for the association of the classroom as well as for the procedures of obtaining learning objectives. It is critical for the association and administration of the classroom since it is through language that teachers either succeed or fail in actualizing their instruction plans. As far as acquisition, teacher talk is essential since it is most likely the significant wellspring of fathomable target language input the student is probably going to get. The sum and sort of teacher talk is even viewed as a definitive factor of progress or disappointment in classroom instructing. There are various ways that experts expose on the characteristics of teacher talk. A few scientists, for example Long and Sato (1983), found that teacher talk is improved in a rather formal way - linguistically, phonologically and semantically. In the syntactic space, expression length to kids is shorter. In the region of phonology, discourse to youngsters is pitched higher, has more misrepresented sound, and uses a more extensive pitch extend. It is portrayed by clearer explanations, delays amongst articulations and a general slower rate of conveyance. In the semantic area, vocabulary is more limited; teachers deliberately select the words they use as indicated by the students' capability and level. New words and troublesome words are kept away.

In addition, teacher talks are also parts of the classroom that cannot be separated. Chaudron (1988), having explored teacher talk for quite a while and abridged some exploration results on teacher talk, proposed that teacher talk in language classrooms tends to demonstrate the accompanying alterations. First, the rate of discourse gives off an impression of being slower. Besides, pauses, which might be confirmation of the speaker arranging more, are conceivably more continuous. Third, elocution has a tendency to be misrepresented and improved. Fourth, the vocabulary utilization is more fundamental. Fifth, level of subordination is slower. Sixth, greater numbers of declaratives and articulations are utilized than questions. Finally, teachers may self-rehash all much of the time.

Questioning is a standout amongst the most widely recognized strategies utilized by teachers (Richards & Lockhart, 1994) and fills in as the foremost manner by which teachers control the classroom cooperation. As an indicative instrument, classroom questions enable a teacher to see into the psyches of students to discover what they know or do not know as well as how they consider a theme. Latest research on outline hypothesis recommends that the structure of students' existing information is a great determinant of how new data will be found out and student confusions and earlier conviction with the learning of new material (Donald & Eggen, 1989). Through vital scrutinizing, a teacher can evaluate the present condition of students, consider and recognize what students know as well as holes and misinterpretations. A second critical capacity that questions perform is instructional. The instructional capacity centers on the part that questioning plays in helping students learn new material and coordinate it with the old one. Questioning gives training and criticism basic for the improvement. Questioning is getting students ready to the data in an exercise. It is likewise important in the learning of incorporated collections of information. Toward this objective, questioning can be utilized to survey beforehand learned material to set up an information base for the new material to be scholarly. Moreover, as a new material is being produced, questioning can be utilized to illuminate connections inside the substance being talked about (Donald & Eggen, 1989).

A third capacity that classroom questions perform is motivational. Through questioning teachers can draw in students effectively in the current exercise, testing their reasoning and presenting issues for them to consider. From an exercise point of view, an inquiry toward the start can be utilized to catch students' consideration and give a concentration to

the exercise. Moreover, visit and intermittent questioning can empower dynamic investment and give opportunities in the exercise for being proceeded with student inclusion. At last, at the individual level, questioning can be utilized to move meandering students again into the exercise or to give a chance to one student to show up (Donald & Eggen, 1989).

Grammatical Metafunctions

When a person talks, there is always a hidden meaning behind the talk, which is known as speech metafunction. Halliday and Matthiessen (2014) suggested that language has three meta-functions: ideational, interpersonal, and textual. The ideational implications are the implications about how we speak to express our intention in a certain language. Whatever utilization we put the expressions to, we are continually looking at something or somebody accomplishing something. Eggins (2004) classified the ideational meta-functions into two segments: that of experiential importance and consistent importance. Experiential significance is communicated through the arrangement of transitivity or process write, with the decision of process ensnaring related member parts and arrangements. Ideational function is language concerned with building and maintaining a theory of experience. It includes experiential function and logical function (Eggins, 2004). The experiential function refers to the grammatical choices that enable speakers to make meanings about the world around us and inside us. Halliday (1985) argued that it was through this process of humans making meaning from experience, language evolved. Thus, the human species had to "make sense of the complex world in which it evolved: to classify, or group into categories, the objects and events within its awareness". These categories are not given to us through our senses; they have to be "construed in taking this position on the active role of grammar in construing reality".

The second segment of ideational meta-function is logical function. Halliday (1985) described logical function as the system which organizes logical semantic relationships between one clause and another in a sentence. The systems which come under the logical function are taxis and logico-semantic relations. When two clauses are combined, a speaker chooses whether to give both clauses equal status, or to make one dependent on the other (Eggins, 2004). In addition, a speaker chooses some meaning relation in the process of joining or binding clauses together. Halliday (1985) argued that the meanings we make in

such processes are most closely related to the experiential function. For this reason, he puts the experiential and logical functions together into the ideational function.

The interpersonal function assumes the part of setting up and keeping up social relations, and shows the parts of the members in correspondence (Halliday & Matthiessen, 2014). Halliday (1985) brought up that the relational importance can be communicated by state of mind and social technique. Afterward, he included pronoun framework, attitudinal modifier and highlights of words. Additionally, Eggins (2004) found that the connection between dialect frameworks and the decision made by a speaker in the trade empowers us to see speakers making importance about relational: the degree of their closeness, their level of recognition with each other and their states of mind and judgments. The interpersonal metafunction is coded by mood in English by seeing the pattern of the mood, whether it is declarative as a statement, imperative for an order, interrogative for a question, or offering. Interpersonal metafunction discusses the people's use of language regarding who their audiences are. Because the main concern is interactions among humans, speech roles play significant parts in this metafunction. The roles are giving, demanding, exchanging information, and exchanging commodity. The four are commonly known as statement, question, offer, and command (Eggins, 2004). Interpersonal meaning is analyzed mainly in terms of 'mood' and 'modality'. A mood analysis brings to the fore the grammatical structures that project various speech functions. There are four mood types in interpersonal metafunction as adopted from Eggins (2004); they are declarative mood, interrogative mood, imperative mood, and exclamative mood.

Finally, it is textual function which is seen as the cohesion and coherence of the text whether it is written or spoken. Halliday (1985) further explained that coherence and cohesion are created in a discourse in the form of *textual metafunction*. Reciprocally, these two elements cohesion and coherence create the meaning of language which is outlined implicitly in the discourse. Briefly, it can be said that in various contexts including in spoken contexts, a meaning is possible to be obtained by the utilization of the *textual metafunction*. Textual function recognizes meanings of language through its context. Concerning with contexts, there are two kinds of theme, namely marked and unmarked theme (Haliday, 1985). Marked theme is an uncommon adverb which is put at the beginning of the sentence, while unmarked theme is a common adverb which comes at the end of the sentence. For example: **Yesterday**

Diana bought many books (Marked theme), and **Diana** bought many books yesterday (Unmarked theme). Further, there have been a lot of arguments in academic writing that the coherence of ideas, clarity and logicality of relationships among sentences and paragraphs is presented in terms of "thematic organization" (Eggins, 2004). This is figured out to be a significant aspect of functional grammar to keep a message well organized. A marked theme is a component in a sentence that unites together with syntactic subject, while unmarked theme is a component in a sentence that does not unite together with syntactic subject.

Discourse Analysis

Discourse analysis is an interesting domain to study about. VanDijk (2006) illuminated that there are numerous approaches to examine a talk section, contingent upon our points and hypothetical ideal models. In any case, regardless of their significant contrasts of hypothesis and strategy, contemporary talk and discussion experts for the most part concur that such an examination ought to at any rate expressly take care of the structures or systems of this discourse characterized as an open occasion or as an occurrence of social cooperation. We should subsequently need to look at the syntactic, elaborate, explanatory, down to business, factious, interactional or different structures that characterize the different measurements or levels of this discourse. We may call this the focal assignment of talk and discussion investigation.

In analyzing discourse, there are many pinpointing factors such as social, political, institutional or social conditions and the results of analysis are generally understood as the 'specific circumstance' of each factor. There are numerous ways of talk and discussion investigation that have been done to particularly or essentially analyze language use. In this way, some experts discuss that social structure may become the enthusiasm for further research as long as it is applicable for not just "talk", but also "written discourse" (VanDijk, 2006). A related contention is that such mental states and procedures are more private and confidential, so that an investigation of digressive social communication should take care of general society measurements of content and talk as well as considering the case for the beneficiaries.

Concerning the issue of validity and reliability of discourse analysis, there are additional references. As Gee (2005) urged, validity for discourse analysis is based on the following four elements. First, it is convergence. This means that convergence plays a vital role. The more explanation it gives, the more valid and convincing it becomes.

Otherwise, it cannot give compatible and convincing answers to many or all of them. Second, it is agreeable. Agreement in this case means that the subject of the research is being involved directly. The analysis is more valid more that it can be applied to relate to the data. This includes being able to make sense of what has come before and after the situation being analyzed and being able to predict the sorts of things that might happen in related sorts of situations. Lastly, it is the issue of linguistic details. The analysis is considered more valid if it is tightly related to the structure of language. All human languages have evolved both biologically and culturally. The aim is to serve various functions in communications. For this reason, the grammar of any social language is composed of specific forms that are made to carry out specific functions, though any form can usually carry out more than one functions. In addition, truth can be clarified when it is crosschecked with research subjects involved.

RESEARCH METHODOLOGY

The research method of this study is basically qualitative in nature. Ary, Jacobs, Razavieh, and Sorensen (2006) explained that qualitative study finds out a phenomenon, a process or particular point of view from the perspective of those involved. In brief, the purpose of this study is to understand the meta-function used by an English teacher during the teaching time. In terms of design, the researcher used discourse analysis which analyzed a spoken discourse made by an English teacher at SMA Methodist Banda Aceh. According to Jorgensen and Phillips (2002), discourse analysis refers to a general idea that language is structured based on different patterns that people use in different areas of social life. Discourse is context which is broader than sentence. Teacher talks can also be classified as discourse. All of the discourse analytical approaches cover the respect to the views of language and the subject, in order to provide a common base for the discussions. Fairclough (2005) and Gee (2005) argued that discourse analysis is in general the analysis of text, whether it is spoken interactions, written texts, or multimedia texts. There are various topics of interest in discourse analysis which are the narrow dimension of discourse—such as sounds, speech acts, syntax, gestures, rhetoric, meanings, and other aspects of interactions. Besides, Gee (2005) also mentions that discourse analysis involves the analysis between text and context, text and syntactic structure, text and

interactions, and text and power as in political discourse (Gee, 2005; Trappes-Lomax, 2008).

The study was conducted in Senior High School Methodist Banda Aceh. It is located in Jalan Pocut Baren, Gampong Keuramat, Kuta Alam, Banda Aceh. There were 170 students at this school. The first grade consisted of 56 students, the second grade consisted of 58 students, and the third grade consisted of 56 students. The subject of this research is an English teacher at Senior High School Methodist Banda Aceh, and their talks during teaching. Meanwhile the object of this study concerened with the discourse of the ideational metafunction, interpersonal metafunction and textual metafunction produced by an English teachers during the English classes at Senior High School Methodist Banda Aceh. The researcher obtained the data by using two research instruments: observation sheet and interview guide. To support the researcher's intention to analyze the teacher talks during the teaching and learning process in Senior High School Methodist Banda Aceh, the researcher used observation sheet as an instrument. This instrument provided information about the ideational, interpersonal, and textual functions of teacher talks in the classroom interaction. The observation sheet was adapted based on Nurpahmi (2017) who already did the research related analysis of teacher talk in the classroom interaction context. The other instrument is interview guide which provided the information to support the main data gathered by means of observation. The combination of research instrument is termed as triangulation.

The data were collected through observation by note taking and video recording. The researcher was involved here as a non-participant as mentioned by Creswell (1998). The non-participant researcher is the researcher who only observes the condition and takes notes on the phenomena that happen. Observation is applied to know the real teaching and learning activities occurred in the class to gain an understanding the process of teacher talks. To see completely the complexities of numerous circumstances, coordinate cooperation in, and perception of, the marvel of intrigue might be the best research strategy.

The researcher acted as an observer during this particular study. It means researcher participated passively during the observation interaction where the English teacher taught. The researcher observed the teaching and learning process and took notes of the teacher's talk. Since the researcher was hard to cope with all the conversations which occurred during the interaction, the video recorder (Samsung J5 Pro) was used to record all the activities. She observed this for second and third

grade twice for each grade. Consequently, there were 4 meetings in total. However, only the teacher talk that consisted of ideational function, interpersonal function, and textual function became the data in study. Then all the data findings were transcribed and analyzed to find out the ideational function, the interpersonal function, and the textual function as proposed by Saragih (2013). To minimize artificiality of subject observers the researcher informed the teacher that her coming would not impact language learning activity. The observation was held on October 3rd, 2018, October 4th, 2018, October 10th, 2018, and October 18th, 2018. During the observation, the researcher entered the class and videotaped the classroom teaching and learning process without involved actively in the process. In addition, she also took notes on how the teacher managed the class. There are three important points from this note: first, the teacher always opened the class with lesson outline; second, he then always made points throughout the learning process; and finally, the teacher asked every student to take notes on the points of summary that he gave.

Later, concerning the interview, the author conducted interview with the English teacher. The questions were about the use of teacher talks during the transfer of teaching material, the types of interaction during the teaching process, etc. In this study, researcher used semi-structured and open ended interview by taking some notes if they were related and important to the research results. This interview was conducted after the researcher observed the process of teaching and learning in the classroom. An audio recorder was used as a tool to record all the conversations between the teacher and the researcher. There were 5 questions for this interview and the interview lasted for 15 minutes. Then, all of data from the audio recording were then transcribed and analyzed to the benefits and drawbacks in teaching English as foreign language in the classroom.

In this study, the data were analyzed qualitatively. In attempt to answer the first research question, she did the analysis concerning the types of process in ideational function. Then, to answer the second research question, the researcher scrutinized the major mood used in the teacher's oral sentences. Later, to answer the textual function was examined by identifying the theme and rheme of those sentences. Finally, she drew conclusions based on the results obtained after the data analysis.

There were two techniques used in analyzing the data. A thematic analysis is one that looks over every one of the information to recognize

the normal issues that repeat, and distinguish the principle subjects that outline every one of the perspectives you have gathered. This is the most widely recognized strategy for unmistakable subjective tasks. The key stages in a topical investigation are scrutinizing and comment on transcripts, which is the most essential stage. It is not important to give a diagram of the data in this progression, yet mention fundamental objective facts. This is especially valuable with the initial couple of transcripts; at that point, it is the identification of the subjects. In this progression, it is important to begin looking in detail at the information to begin distinguishing subjects: the rundowns. In the edges of every transcript or set of notes, begin to note what the interviewee is alluding to. Attempt to make these as dynamic as could be expected under the circumstances. This implies not simply abridging the content, but rather attempting to think what the content is a case of (Brikci, 2007).

RESULTS AND DISCUSSION

Results of Classroom Observation

The first observation was on October 3rd, 2018; in that session the researcher did not record any activities of the classroom interaction. She only observed the learning process and familiarized herself with the teacher and students. It was done in order to avoid the artificiality of the subjects being observed. Moreover, the researcher ensured that her coming would not affect the teaching and learning process as mentioned in the section of data collection technique of this study. For the other observation sessions carried out on October 4th, 2018, October 10th, 2018, and October 18th, 2018, the researcher only observed language learning interaction in the classroom. The teacher and students were ensured by the researcher that her coming would not affect the teaching and learning process. The researcher recorded all the classroom activities by using a video recording. The result of data analysis showed that the teacher began the class by greeting and checking the attendance list as she usually did and then she continued to review the previous learning material in order to refresh the students' mind about the last subject by giving them several questions and the students who could answer the questions got an extra point. Then, the teacher started to explain what they would learn that day, namely about making sentences in the conditional form for the second grade students and making hortatory exposition text for the third grade students. It was started by explaining and giving some examples of conditional sentences (second grade) and

hortatory exposition text (third grade). Here, the researcher found the ideational functions, interpersonal functions, and textual functions of teacher talks produced by the English teacher.

In the next activity, the teacher gave students 15 minutes to write on a piece of paper about the examples of conditional sentences for the second grade students, and about hortatory exposition text entitled "Korean Influence, Instagram or Country Concern for Palu Earthquake" for the third grade. During the writing process, the teacher helped the students with their work, for instance, helping students to find out certain words or vocabulary in English and how to write them in the conditional form. Then, the teacher also informed the students how to relate the first sentence to the next or the first paragraph to the next one. It was quite noisy at that time, because all students spoke with their friends asking and answering their friends' questions.

When the time was up, the teacher asked all students to stop their work and then asked one student to read his/her text in front of the class. After collecting and presenting, then the teacher gave feedback to the students' work and concluded what they had learned in the class. He ended the class by asking them questions related to the material that they got that day and giving them extra points.

Results of Meta-functions in Teacher Talks

This part concerns with the results of meta-function (ideational, interpersonal, and textual) from second grade (XI) and third grade (XII). The analysis of interpersonal and textual are also entailed as it takes the sentence analysis as a whole.

Table 1. Result of Material Process along with Mood and Theme

Class	Sentence	Ideational process	Interpersonal mood	Textual theme
XI	Everyone **pays attention** to the whiteboard.	Material	Declarative	Unmarked
XI	Students should **write** examples.	Material	Declarative	Unmarked
XII	**Walk** to the front of the class.	Material	Imperative	Unmarked
XII	Melanie, **come** here.	Material	Imperative	Unmarked

In Table 1, it can be seen that the sentence contains the material process. As shown in the table, in class XI the verb used by the teacher was *pay attention* which means that the teacher wanted every student to

be actively involved in the teaching and learning process that he was hosting. Then, in the next column, we can see that the mood is declarative mood. The teacher was declaring that all of his students should look at the whiteboard at the moment. In the last column, meanwhile, he used unmarked theme which means that the subject of his sentence was clear and pointing directly to everyone in the classroom which was his students.Moreover, the results of mental process along with the mood and theme analysis is shown below.

Table 2. Result of Mental Process along with Mood and Theme

Class	Sentence	Ideational process	Interpersonal mood	Textual theme
XI	You **know** it.	Mental	Declarative	Unmarked
XI	**Think** about it.	Mental	Imperative	Unmarked
XII	I do not **like** the book.	Mental	Negative	Unmarked
XII	Do you **like** this flower?	Mental	Interrogative	Unmarked

Table 2 shows that the sentence contains the mental process. In the first sentence in class XI, it is clearly seen at the verb usage that the verb used by the teacher was *know* which means that the teacher wanted his students to proceed the information mentally, not physically as happening in material process. In this condition, the teacher wanted to emphasize the material that he was explaining. Then, in the next column, we can see that the mood is declarative mood. This is basically the mood frequently used by the teacher. In this sentence, he was declaring that all of his students knew the proposition about the organization of hortatory texts, because it was the topic on that day. In the last column, he used unmarked theme which means that the subject of his sentence was clear and pointing directly to whom he meant, which was his students.

In addition, the teacher talk contained verbal process along with mood and theme as presented below.

Table 3. Result of Verbal Process along with Mood and Theme (I)

Class	Sentence	Ideational process	Interpersonal mood	Textual theme
XI	Last week, we **discussed** the formula.	Verbal	Declarative	Marked
XI	Next we **talk** about type III.	Verbal	Declarative	Marked
XII	Yesterday, I **told** about narrative.	Verbal	Declarative	Marked

XII	Now, I **ask** him to go out.	Verbal	Declarative	Marked

Table 3 shows that the sentence produced in class XI contained verbal process. We can see that the teacher used the verb discussed. This means that the teacher was pointing at a time in the past (because he used past form verb) to show his students that they were discussing about the conditional type I in the past (last week). Thus, the implication is the fact that he wanted all of his students to recall the information back because it was discussed in the previous week. Then, in the next column, we can see that the mood is also declarative mood. What appears different in this table is the theme that is shown in the last column. This time, the teacher used marked theme. It is a theme that is not a doer; in this sentence *last week,* the unmarked theme, was placed at the temporal adjunct or better known as adverb of time in structural grammar.

Furthermore, we can also find relational process along with the mood and theme analysis in this teacher talk.

Table 4. Result of Relational Process along with Mood and Theme

Class	Sentence	Ideational process	Interpersonal mood	Textual theme
XI	Do you **have** any idea?	Relational	Interrogative	Unmarked
XI	Do you **have** any example?	Relational	Interrogative	Unmarked
XII	Do I **look** handsome?	Relational	Interrogative	Unmarked
XII	Does it **taste** good?	Relational	Interrogative	Unmarked

Table 5 above shows that the sentence produced in class XI contained the relational process. It is clearly seen at the verb usage that the verb used by the teacher was *have.* He was asking his students whether they had any ideas in their mind. At that time, he was trying to find an example to write in the whiteboard. Then, in the next column, we can see that the mood is interrogative mood where he was questioning his students whether or not someone had an idea about the examples to write in a hortatory text as it was the topic on that day. Finally, in the last column, he used unmarked theme which means that the subject of his sentence was clear and pointing directly to you.

Existential process along with the mood and theme analysis could also be found in this teacher talk as shown in the following.

Table 5. Result of Existential Process along with Mood and Theme

Class	Sentence	Ideational process	Interpersonal mood	Textual theme
XI	**There are** two examples here.	Relational	Declarative	Unmarked
XI	**There is** one student in the canteen.	Relational	Declarative	Unmarked
XII	**There is** a car in the parking lot.	Relational	Imperative	Unmarked
XII	**There is** a bowl in the kitchen.	Relational	Imperative	Unmarked

Table 5 shows that in class XI it can be seen that the sentence contained the existential process. It is shown that the verb used by the teacher is to be "are" which means that the teacher wanted every student to look at the two examples that exist on the whiteboard as he had written them earlier. The auxiliary verbs "to be" are always taken as the state of existence. As the teacher wrote two examples on the whiteboard, he presented these examples using the existential process. Then, in the next column, we can see that the mood was still declarative mood. The teacher was declaring that all of his students should look at the whiteboard at the moment to see those two examples. In the last column, he used unmarked theme which means that the subject of his sentence was clear and pointing directly to two examples on the whiteboard.

Finally, the results of behavioral process along with the mood and theme analysis found in the teacher talk was shown and discussed.

Table 6. Result of Behavioral Process along with Mood and Theme

Class	Sentence	Ideational process	Interpersonal mood	Textual theme
XI	She **smiled** at me.	Behavioral	Declarative	Unmarked
XI	Johanes **is laughing** at us.	Behavioral	Declarative	Unmarked
XII	A cat **sleeps** under my bed.	Behavioral	Declarative	Unmarked
XII	Jensen never **smiles** in the classroom.	Behavioral	Negative	Unmarked

Table 6 above shows us that the first sentence produced in class XI contained the behavioral process. The teacher used the behavioral verb *smiled*. At this moment, the teacher was giving an example on the topic he explained, namely conditional type II. He took an example that if a girl smiled at him, he would be shy. Later, in the next column, we can see that the declarative mood could clearly be seen to be used by the teacher. Lastly, the theme was unmarked, that is, she.

Results of Interview

This sub-section discusses the result of interview. There were five questions asked to the teacher during the interview. In the first question, the teacher stated that the instructor had to give more features to the students. If not, the students could be confused when they needed to make notes. When they got confused, they would have problem to recall the material. For the second question, the teacher clarified that it was better if the teacher adjusted everything in the classroom. Notwithstanding, in class, it is better if students had all the more original exercises on their own. This implies that if they consider about a certain material, there must be an exercise given for the material. If we only give clarification and they are simply thinking it without doing it, they will overlook everything. Later, for the third question, the teacher answered that it was better if teachers asked more and more questions. The aim was to involve students to the material that was discussed on that day. The question could be about telling about the definition or giving an example. Because at the present time the students had already known more than the teacher did. In short, he believed that the teacher did not just stand in front of the class and give lectures and assignments.

For the fourth question, the teacher said that he believed if he gave a lot of assignments for his students, they would remember more information. And if more questions are being asked to the students, they can utilize more of their background knowledge. And finally, for the last question asking whether he also used English outside the classroom, the teacher answered that he used English both inside and outside the classroom, but he mixes between English and Indonesian when he talks to his students.

Discussion

The present study has successfully found out the meta-function in a teacher talk occurring in two English classes of Methodist Senior High School of Banda Aceh. The first data is related to the ideational process.

The teacher made the abstract concepts of English subjects become more real. This can be said so because he mainly used the material process in his teaching. The words that he mostly used were 'work', 'do', 'write', and 'say'. Alaei and Ahangari (2016) mentioned that material processes which is determined on the basis of the actors that are being animate reveals the fact that whatsoever happened in the story was done by the actors. Meanwhile, looking at the second most frequent process, namely mental process, it implies that the teacher tried to make impression in his students' mind and memory when he involved the use of mental process of ideational function. The words that he frequently used were 'think', 'remember', and 'imagine'. Moreover, the mental process verbs were found in the teacher talk, whose function was to show that the participants do not only see, believe, think, understand and know the subject, but they are also mentally aware of the classroom procedure in the teaching and learning process.

In the case of material process verbs, there are a lot of them appearing in the teacher talk observed in this study. The higher number of this material processes which is determined on the aim that the main actor is the teacher himself reveals the fact that anything happening in the classroom was under the control of the teacher. This implies that the actor—in this case the teacher—is the character who carries on the main responsibility of leading the students. Considering the types of mental processes, the reaction mental process verbs are all related to the process of learning. This points out that the teacher is the only one who reflects and shows any possible reactions to the learning situation on that day and takes the responsibility of guiding his students whether to be active or passive in the learning process (Alaei & Ahangari, 2016).

Second, regarding the interpersonal function, based on the mood occurrences, it can be said that the teacher was so courageous to involve his students in the process of teaching and learning. This is evidenced by the use of interrogative mood where the teacher was definitely fond of asking students a lot of questions before he explained. He wanted the students to elaborate ahead of him. Then, his elaboration is also important. It can be seen that he used the declarative mood quite often. This means that he also considered that giving a restatement after the students aspire what they think is as important as asking them to give opinions on a subject matter. This leads to the learning process where students can be actively and independently involved. As Hanrahan (2005) argued it is very important to keep the dialogue that keeps all students actively involved when a teacher teaches because if it is not so,

the explanation about the subject of that day would only be heard without acquired by the students.

In line with the study of Fikri, Dewi and Suarnajaya (2014), they stated that the male teacher's speech functions seem to be varied. Basically, when the exchange between the teacher and the students take place, it occurs initiating and responding. As has been mentioned previously, the male teacher utilized seven types of speech function. Four types are in terms of initiating such as offering something, commanding, giving statements, and asking questions. Three types are in terms of responding such as acknowledgment, answer and contradiction. From 533 clauses, the total numbers of clauses employed by the teacher in the classroom interaction, for instance, statement is 207 clauses, question is 119 clauses, command is 113 clauses, and offer is 14 clauses. It is also similar with this study, that the most used mood is declarative mood or statement mood.

There exist many factors affecting teaching quality. For many years, teachers just focus on the learning of teaching methods and techniques. Most of them just follow or imitate the fashionable teaching method or technique. As a result, they only copy the superficial forms, but miss some essential elements of teaching. Teacher talk, the most important factor a successful class depends on, always be neglected. In the actual teaching, few teachers are aware of the importance of teacher talk and use it unconsciously, they know little about the forms of teacher talk and most of them just follow other teachers. As we have discussed, different forms of teacher talk bring different effects: positive feedback can create a warm, encouraging classroom atmosphere that prompt learners; referential questions can elicit students to produce more complex, meaningful sentences than display questions, and thus lead them to attain a much higher language proficiency. It was found that the teachers receiving training in question types produced significantly more referential questions than the control teachers following training (Chaudron, 1988). Thus, if teachers know much about teacher talk and choose its appropriate forms consciously, the dull atmosphere in the classroom will disappear and the teaching quality will improve.

Teachers should persist in the study of teaching and learning theory and place teacher-training in its proper place. At the same time, a good teacher must integrate the teaching theory with practice. Teacher talk is the medium to combine theory with classroom practice. It will contribute a lot to the successful classroom language teaching if teachers know about the theoretical knowledge including teacher talk (Cullen, 2002).

Finally, concerning the textual function on the usage of unmarked and marked theme, it is implied that the teacher tends to use clear and concise subject when he spoke during his teaching time. The use of more unmarked theme reveals this fact. When the unmarked theme is used, the students can catch the information in a more precise way without any hidden or implied message in it (Alaei & Ahangari, 2016).

CONCLUSION

There are three conclusions that can be drawn over the findings in the previous chapter. Based on the research question one (i.e. to find out the ideational metafunction), the teacher used a higher number of this material processes. This process is characterized by the point that the primary performing actor is simply the teacher who uncovers the way that anything occurring in the classroom was under his control. This suggests the on-screen character—for this situation, the teacher—is the character that carries on the fundamental duty of leading the students. Thinking about the sorts of mental procedures, the response of mental process verbs are altogether identified with the way toward learning. This focuses on the reflections and demonstrations that any conceivable responses to the learning circumstance on that day are assumed as the liability of managing his students whether to be active or inactive in the learning process. Second, in regards to the second research question which is about interpersonal function, it can be said that the educator was so courageous to include his students during the time spent instructing and learning. This is proven by the utilization of most parts of interrogative mood where the teacher was certainly enamored with soliciting students a considerable measure from inquiries before he clarified it himself. He needed the understudies to expand theirs. Lastly, it is about the third research question which concerns the textual function. On the use of subjects as a whole, it can be seen that the teacher in general utilized clear and brief subject when he talked amid his teaching time. The utilization of a greater amount of direct subject uncovers that when he used the unmarked theme, he expected the students to get the messages in a more exact manner with no implied and ambiguity in the meaning and comprehension.

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