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The subjects or participants chosen for this research are from the students who take PPL 1 course in ETED of UINSA. There is one reason why choosing the participants and the place to do the research. First, there is a problem in the STs' language or utterances. When they teach in classrooms, they play role as teachers. Thus, their language is important to be understood in teaching and learning process. They, furthermore, are the candidates of English teachers. Therefore, it becomes interesting to analyze the functions of language in their utterances and the problems faced when they perform their language.

There are two reasons why this research is important. They are the problem of breakdown communication and the theory used in this research. First, due to the problem of breakdown communication in PPL 1, the researcher attempts to analyze the language functions used by the STs and their difficulties in performing their language functions. Second, the theory about seven language

functions proposed by Halliday is rarely taken as the basis for many researchers since they tend to use the theories from Sinclair, Coulthard, Brazil, and many others. It may be caused that this theory deals with the functions of language which are used by children. The researcher decides to use this theory since it is rarely used by other researchers. Besides, it is chosen since this theory is borrowed from linguistics to discourse analysis by the researcher. Even though this theory is from linguistics discipline, it can be used to analyze classroom discourse because classroom discourse is the branch of linguistics. The problem in STs' utterance and the Halliday's theory which is rarely taken in many researches are the reasons why this research is important to be done by the researcher.

There are two techniques to gather the data. They are observation and interview technique. There are nine STs who are observed and interviewed. The observation is done to know the language functions used by the STs. The nine STs are observed using observation checklist and video-recording. Video-recording is used to avoid the data missing from the STs. The STs' utterances are classified based on the functions of language. The oral data are transcribed and then parts of transcription are displayed as extracts in the findings session. The interview is done to find out the STs' difficulties in performing the language functions. In conclusion, observation and interview are the techniques to elicit the data in this research.













