CHAPTER IV

FINDINGS AND DISCUSSION

The findings and discussion of this research are presented in this chapter based on the result of observation, video-recording, and interview. The data were gathered from April 30 – June 4, 2015. The findings and discussion sessions are about the language functions used by the student teachers (STs) and the difficulties experienced by the STs in performing the language functions. For efficiency, the terms 'student teacher' is written as 'ST' and 'student teachers' as 'STs'.

A. Research Findings

This subchapter presents two points of findings. The first point is the language functions used by the STs. The second point is the difficulties experienced by the STs in performing the language functions. To analyze the first point, the theory which is used to categorize the language functions of STs' utterances is from Halliday's theory about the seven language functions. The result of this point is based on the result of observation and video-recording from the nine STs. To analyze the second point, the nine STs are interviewed about their difficulties in using the functions of language. In this research findings session, the parts of transcription related to the language functions are presented as extract.

1. The language functions used by the student teachers (STs)

The first point in this research findings session is about the language functions used by the STs. The findings which are presented in this part are from the result of observation. Moreover, the findings are supported by the data from video-recording. There are nine STs who are observed and recorded. After analyzing the nine STs' utterances from observation and video recording, the researchers presents the findings in the form of table.

The table **4.1** below shows the language functions which are used by the nine STs. The first column is the number. The second column is about the language functions. The third column is the participants of the research. To respect the participants, the names of participants or STs are not mentioned. Thus, their names are replaced by the code such T1 for 'the first student teacher (teacher)' and so on.

Table 4.1 The Language Functions of Student Teachers' Utterances

No	The Language Functions		The Participants							
		T1	T2	Т3	T4	T5	T6	T7	Т8	Т9
1.	Interactional function	1	V	V	V	V	V	V	V	1
2.	Heuristic function	-	V	V	√	V	V	V	V	$\sqrt{}$
3.	Instrumental function	V	V	V	$\sqrt{}$	V	V	V	V	$\sqrt{}$
4.	Personal function	1	V	V	√	V	V	V	V	$\sqrt{}$
5.	Representational Function	V	1	V	V	V	V	V	V	$\sqrt{}$

6.	Regulatory function	-	1	1	-	1	1	-	-	$\sqrt{}$
7.	Imaginative function	-	-	-	-	-	-	-	-	-

From the table above, it can be seen that five STs use six language functions, three STs use five language functions, and one ST uses four functions. The description of findings from each language functions used by the participants are described as follows:

a. Interactional Function

Coulthard, Herrel, and Jordan quoting Halliday cited that interactional function is the language which has a function to get interaction with people. There are variety of utterances in interactional function such as greeting, praying, asking condition, checking presence, and initiating. Table **4.2** below presents kinds of interactional function used by the nine STs. The first column is the number. The second column is the kinds of interactional function. The third column is the participants of the research.

¹ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3. Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 160. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

Table 4.2 The Interactional Function of Student Teachers' Utterances

No	The Interactional	The Participants								
	Function	T1	T2	Т3	T4	T5	T6	T7	T8	Т9
1.	Greeting	V	V	V	V	V	V	V	V	V
2.	Praying	-/	1	1	-	-	-	1	1	-
3.	Asking condition	1	1	1	-	-	1	$\sqrt{}$	-	V
4.	Checking presence	/-/	_	-	-	-	-	$\sqrt{}$	-	-
5.	Initiating	1	1	1	1	1	1	1	1	V
6.	Announcing a topic	√	-	√	V	1	1	1	-	V
7.	Announcing a task	-	-	-	-	-	V		-	-
8.	Checking	-	1	1	-	1	1	1	-	V
	comprehension									
9.	Checking the task	V	1		1	V	V	$\sqrt{}$	-	$\sqrt{}$
	finished									
10.	Recounciling	-	-	-	-	-	-	-	-	-
	arguing									
11.	Encouraging	-	-	-	-	-	-	-	-	-
12.	Responding	1	1	1	$\sqrt{}$	1	1	V	1	V
13.	Negotiating	-	1	-	1	√	1	1	-	√
14.	Closing	V	V	V	V	V	V	V	V	V

1) Greeting

Greeting is when STs greet students when they meet in the class. The table 4.2 shows that all of the STs use this utterance, greeting, in the interactional function.

Notes: 1-6 = Identity for words, phrases, sentences, to facilitate references

> Т = Teacher or student teacher as the speaker

= Learners or students as the speakers Ls

= The first learner as the speaker L1

= The part of transcription that indicates the function of language Extract The utterance that indicates kind of language function is writen in *italics*. For efficiency, these notes are not provided or displayed in every extracts.

Extract 4.1²

No.	Speakers	Utterances
1.	T	Assala <mark>mu'al</mark> aik <mark>um</mark> wa <mark>rra</mark> hmatullahi wabarakatuh.
2.	Ls	W <mark>a'alaikums</mark> al <mark>am</mark> war <mark>rah</mark> matullahi wabarakatuh.
3.	T	Good morning students.
4.	Ls	Morning Miss.

Extract 4.2³

No.	Speakers	Utterances
1.	T	Assalamu'alaikum warrahmatullahi wabarakatuh.
2.	Ls	Wa'alaikumsalam warrahmatullahi wabarakatuh.

2) Praying

Another utterance in the interactional function is praying. Praying is the language which is uttered to have praying. From the table 4.2 there are four STs who use the language in order to lead their students to pray. They

Source of data: Transcription A
 Source of data: Transcription F

are T2, T3, T7, and T8. The examples of praying are presented in extracts 4.3 and 4.4.

Extract 4.3⁴

No.	Speakers	Utterances
1.	T	Fine, thank. Ok. Hmmm Ooo If you I I ask you,
2.		I ask you. If you wanna start every every activity,
3.		what you should you do?
4.	L1	Pray.
5.	L2	Saying basmallah.
6.	T	Ok, good. So now For start our learning
7.		learning our lesson today, let's recite basmallah
8.		together!
9.	Ls	Bismillahirrohmanirrohim.

Extract 4.4⁵

No.	Speakers	Utterances
1.	T	Ok. This is the end of our lesson. Eee, before we
2.		close our lesson let's reciting Alhamdulillah!
3.	Ls	Alhamdulillahirobbil'alamin.

3) Asking Condition

Asking condition is that STs ask students' condition, for instance their health or feeling. From the table 4.2 it shows that the six STs ask their students' condition to interact with them. They are T1, T2, T3, T6, T7, and T9. The way they ask the students' condition are variety. It can be seen like in the extracts below:

⁴ Source of data: Transcription B ⁵ Source of data: Transcription C

Extract 4.5⁶

No.	Speakers	Utterances
1.	T	Good morning students?
2.	Ls	Morning Mam
3.	T	How are you today?
4.	Ls	I'm fine, and you?

Extract 4.6⁷

No.	Speakers	Utterances
1.	T	Afternoon guys!
2.	Ls	Afternoon!
3.	T	How is your life today?
4.	Ls	Wonderful.

4) Checking Presence

Checking presence is the utterance used by STs to call or to check students' presence in the class. Based on the resulf of observation, and video-recording, there is only one participant who check students' presence in the class. That participant is T7. The extract 4.7 is the way the participant using the language to check her students' presence.

Extract 4.78

No.	Speakers	Utterances
1.	T	So, I will check your attendance attendance list.
2.		Ee, Ainun Chamidah! Ok. Fadhila Alfani! Lailatul
3.		Chikmah! Naj Najmatul Baro'ah! Silvy Millata!
4.	L1	Move Mam.
5.	T	Ok. Ya. Lilis Rakhmawati! Ainun Fadhila!

⁶ Source of data: Transcription B ⁷ Source of data: Transcription G 8 Source of data: Transcription G

6.	L2	Move.

- Oh ya. Ning Laila! (Laughing) Faizatul Mutmaimah! 7. Τ
- 8. Ls Not yet.
- Ok. And Dyah Wahyuni! Ok. 9. T

5) Initiating

Initiating is the utterance produced by STs to initiae the interaction, for example with a joke or a question. The question is not to explore students' knowledge. In other words, it can be noticed as small talk or icebreaking. Initiating may happen before the STs explain the lesson or when they continue teaching from one stage to the next stage of teaching. In table 4.2 all of the partcipants initiate the interaction with their students in the classrooms. The extracts below are the examples of initiating.

Extract 4.89

No.	Speakers	Utterances
1.	T	Have you breakfast?
2.	Ls	No.
3.	T	Ok.

Extract 4.9¹⁰

	Speakers T	Utterances Before, we start let's say apa, let's say
2.		basmalllah together!
3.	Ls	Bismillahirrahmanirrahim.
4.	T	Ok. Hmmm, I want you make a pair. Now
5.		two. Yes.

⁹ Source of data: Transcription C ¹⁰ Source of data: Transcription H

6. Yes apa? L3

6) Announcing a topic

Announcing a topic is that STs mention or say the topic of lesson in the meeting. There are six participants who announce a topic when they teach. They are T1, T3, T4, T5, T6, and T9 as it is shown in the table 4.2.

Here are the examples of announcing a topic.

Extract 4.10¹¹

No.	Speakers	Utterances	
1.	T	I'm fine too. Ok. <i>Today, we will study</i>	about
2.		de <mark>scri</mark> pti <mark>ve</mark> text.	
3.		(The teacher wrote the topic of lesson	on the
4.		w <mark>hiteboard) </mark>	
5.	Ls	Describe?	

Extract 4.11¹²

No.	Speakers	Utterances
1.	T	Today we will, study about instruction text,
2.		short short notais and warning caution.
3.	L2	Notais?

7) Announcing a task

Announcing a task is ST's utterance which has a function to introduce the task or activity to students. From the nine participants, there is only one participant who uses the language to announce a task. The participant is the T6. It is the example of how the ST announcing a task.

Source of data: Transcription ASource of data: Transcription C

Extract 4.12¹³

No.	Speakers	Utterances
1.	T	How are you?
2.	Ls	Fine. And you Mam?
3.	T	I'm fine too. Thank you. Ok, now we are going play
4.		a game. Do you wanna play a game, guys?
5.	Ls	Ya.
6.	T	Ok.

8) Checking Comprehension

Checking comprehension is when STs check whether or not students understand the STs' instruction or explanation. There are six participants who use checking comprehension in interactional function. They are the T2, T3, T5, T6, T7, and T9. The STs' utterances to check the students' comprehension are presented in two extracts below:

Extract 4.13¹⁴

No.	Speakers	Utterances
1.	L4	So, here we only move on, move to two texts only?
2.	T	Yes. Because you, oh, only read two texts. Jadi
3.		kalian membandingkan teks itu, sambil menganalisa
4.		bener nggak descriptive text ini. Ok? Get it?
5.	Ls	Ya.

Extract 4.14¹⁵

No. 1.	Utterances Sudah Sir.
2.	(The ST still monitored the students)

Source of data: Transcription F
 Source of data: Transcription E
 Source of data: Transcription I

(Asking one of the students) ada yang ingin 3. Τ

ditanyakan? 4.

5. L7 (Shaking head)

9) Checking the task finished

Checking the task finished is the way STs check whether or not students have finished doing the task. There are seven STs who check the task finished as seen in table 4.2. They are T1, T2, T4, T5, T6, T7, & T9. The ST's utterances categorized as checking the task finished are presented in extracts 4.15 and 4.16 as follows:

Extract 4.15¹⁶

No.	Speakers	Utterances
1.	Ls	(The students did the task given by the teacher)
2.	T	F <mark>ini</mark> sh?
3.	L6	Finish Mam.
4.	T	Finish. Ok.

Extract 4.16¹⁷

No.	Speakers	Utterances
1.	T	Ok, finish?
2.	Ls	Not yet.

10) Recounciling Arguing

Recounciling arguing is the utterance produced when there two opposite arguments. The table 4.2 shows that there is no one of the participants who uses this utterance in interactional functions.

Source of data: Transcription ASource of data: Transcription D

11) Encouraging

Encouraging is the language which can be used to encourage or to give someone motivation. All of the STs do not use encouraging when they use their language in the classrooms.

12) Responding

Responding is the utterance which STs say to respond what students utter. Based on the result from observation and video-recording, all of the partcipants (T1, T2, T3, T4, T5, T6, T7, T8, & T9) give response to their students in the classrooms. The following extracts are the examples of giving responding in interactional function.

Extract 4.17¹⁸

No. 1.	Speakers T	Utterances Have you breakfast?
2.	Ls	No.
3.	T	Ok.
4.	L1	Do you treat us?
5.	L2	Do you wanna, buy for us?
6.	T	Yes.
7.	Ls	(Laughing)

Extract 4.18¹⁹

	Speakers T	Utterances Please, look around you! There is classroom, sampah.
 3. 		(Looking around) If you

¹⁸ Source of data: Transcription C¹⁹ Source of data: Transcription H

4.	L1	No.
5.	T	If there is

6. L1 No.

7. T No? Ok. Ok thank you.

13) Negotiating

STs use this utterance to negotiate or discuss about the rules or activities in the classrooms. The table 4.2 above shows six STs use their language to negotiate with their students. The six STs are T2, T4, T5, T6, T7, and T9. To know how this utterance is used in the interactional function, two extracts below present the examples of negotiating.

Extract 4.19²⁰

No.	Speakers	Utterances
1.	T	Now, it's your time to discuss with your pairs about
2.		Your observation. Tentang teks itu sambil menulis
3.		summarynya. Do you get it?
4.	Ls	No Sir.
5.	T	Now. Ok. Now, your time to discuss with your pairs,
6.		tentang observasi tadi, kira-kira sama nggak?
7.		Yang kalian cata, jangan-jangan di A yes, di B no.
8.		Nah, kalian discuss. Kalau masih ragu, bisa dicheck
9.		ke belakang, sambil kalian menulis summarynya. Ok?
10.		Get it?
11.	Ls	(Silence)

Extract 4.20²¹

No.	Speakers	Utterances
1.	T	A conversation like the what you get before, only
2.		four sentence or more. Minimal seperti yang di atas!

Source of data: Transcription ESource of data: Transcription I

3.		Empat kalimat.
4.	Ls	Ya.
5.	T	Beri waktu berapa menit? Guys? How many
6.		times do you need?
7.	L4	Five minutes.
8.	T	Are you sure?
9.	L4	Yes.
10.	T	It is started from now!

14) Closing

Closing is the utterance in interactional function which is used to state that the lesson or meeting is end. All of the participants use closing in the interactional function. They use this utterance at the end of lesson to indicate that the lesson ends. The extracts 4.21 and 4.22 are the ways the STs close the lesson.

Extract 4.21²²

No.	Speakers	Utterances
1.	T	And that's all from me. Ok. Assalamu'alaikum
2.		warrahmatullahi wabarakatuh.
3.	Ls	Wa'alaikumsalam warrahmatullahi wabarakatuh.

Extract 4.22²³

No.	Speakers	Utterances
1.	T	Thank you so much thank you so much for your
2.		nice attention for today. See you wassalamu'alaikum
3.		warrahmatullahi wabarakatuh.
4.	Ls	Wa'alaikumsalam warrahmatullahi wabarakatuh.

Source of data: Transcription DSource of data: Transcription F

In extract 4.21 the T4 says 'that's all from me. Ok. Assalamu'alaikum warrahmatullahi wabarakatuh', and the T6 in extract 4.22 closes the class by saying See you wassalamu'alaikum warrahmatullahi wabarakatuh. The similarity of both STs is the use of expression assalamu'alaikum or wassalamu'alaikum. The participants who use this expression to close the lesson are not only the two participants in the extracts 4.21 and 4.22 above, but also all of the participants in this research.

b. Heuristic Function

Coulthard, Herrel, and Jordan quoting Halliday cited that heuristic function is used to get information or to explore knowledge. ²⁴ In the classrooms teachers use this function to ask students in order to explore students' knowledge. The variety of utterances in heuristic function are checking knowledge, interrogating, eliciting, investigating, clarifying, and prompting. The utterances used by the nine STs in heuristic function are presented in table **4.3** below. The first column is the number. The second column is the kinds of utterances. The third column is the participants of the research.

²⁴ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 4. Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 160. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

Table 4.3 The Heuristic Function of Student Teachers' Utterances

No	The Heuistic	The Participants								
	Function	T1	T2	T3	T4	T5	T6	T7	T8	Т9
1.	Checking	-	-	$\sqrt{}$	-	$\sqrt{}$	-	$\sqrt{}$	$\sqrt{}$	V
	Knowledge									
2	Interrogating	-	Į.		-	_	1	-	ı	-
3.	Eliciting	-	$\sqrt{}$	-	$\sqrt{}$	1			$\sqrt{}$	$\sqrt{}$
4.	Investigating	-	$\sqrt{}$	√	-	1	7	$\sqrt{}$	-	$\sqrt{}$
5.	Clarifying	-	1	M	-	V	-	-	-	-
6.	Prompting	-	-	-	-	-	1	-	$\sqrt{}$	V

1) Checking knowledge

Checking knowledge is when STs use the language to check the existence or non-existence of students' knowledge. It is usually done before the STs announce a topic or explain the lesson. From table **4.3** it shows that five STs use checking knowledge in heuristic function. They are T3, T5, T7, T8, and T9. The examples of using checking knowledge are presented in extracts 4.23 and 4.24.

Extract 4.23²⁵

No. Speakers Utterances

1. T Yes. Have you... make ... make instruction text?

²⁵ Source of data: Transcription C

2.	L3	Instruction?
3.	T	Instruction.
4.	L1	Like what?
5.	T	Instruction text

Extract 4.24²⁶

No.	Speakers	Utterances
1.	T	Oooh Nice to see you again. Hmmm Have you
2.		ever, go somewhere for your holiday?
3.	Ls	Ya. Yes.
4.	T	Where will you go? Oh, where have you where did
5.		you go for your holiday?
6.	Ls	Beach.

2) Interrogating

Interrogating is that the utterance used to ask a student with several questions to get deep information. In table 4.3 there is no one of STs who use this utterance in heuristic function.

3) Eliciting

Eliciting is STs' utterance to elicit students' answer in order to explore the information or knowledge. From the nine STs, seven STs elicit students' response in heuristic function as can be seen in table 4.3. They are T2, T4, T5, T6, T7, T8, and T9. The examples of eliciting are shown in the following.

²⁶ Source of data: Transcription E

Extract 4.25²⁷

No. 1.	*	Utterances So, I wanna ask you, so <i>what is the characteristic</i>
2.		of notice?
3.	L4	Just to ask attention.

Extract 4.26²⁸

No.	Speakers	Utterances
1.	T	What is the description?
2.	L1	Describe about something?
3.	T	Ya. That's the describing about something

4) Investigating

Investigating is when the STs ask students to answer the questions in the task. Table 4.3 shows that there are six STs who use investigating. They are T2, T3, T5, T6, T7, and T9. The way STs use investigating in heuristic function is presented in extract 4.27.

Extract 4.27²⁹

No. 1.	Speakers T	Utterances Ok, time is up. Let's see the answer. Hmmm, from Havit.
2.		Number one!
3.	L3	Bismillahirrahmanirrahim. Monument National is a symbol
4.		of Indonesian Independence. True.
5.	T	True or false?
6.	Ls	True.

Source of data: Transcription B
 Source of data: Transcription G
 Source of data: Transcription E

5) Clarifying

Clarifying is the utterance which aims to clarify students' answer or statement. It is used since the students' answer in incorrect, yet the STs do not want to provide the correct answer for the students. From table **4.3** there are two STs who clarify the students' answer. They are T2 and T5. The extract below are the example of clarifying.

Extract 4.28³⁰

No. Speakers Utterances

1. T It contains commands for the sure information?

2. *Commands*?

3. Ls Yes. No.

4. T Are you sure?

5. L2 Yes.

6. T Are you sure? It's not command.

6) Prompting

Prompting is when STs ask question to students using words, phrases, pictures, or gestures in order to stimulate students' knowledge. Based on the result from observation and video-recording, there are two STs who use prompting in heuristic function. They are T8 and T9. Extracts 4.29 and 4.30 are the examples of how prompting is used.

-

³⁰ Source of data: Transcription B

Extract 4.29³¹

No.	Speakers	Utterances
1.	T	(The teacher took the pieces of paper and gave them
2.		to the students)
3.		Ok, who is he?
4.	Ls	Ahok Ahok Ahok.
5.	T	Ok. Eee, do you know the full name of Pak Ahok?
6.	L2	Agus Basuki Chandra.

Extract 4.30³²

No.	Speakers	Utterances
1.	T	So, from the video, what did you get?
2.	Ls	Car <mark>a ngasih</mark>
3.	L1	Cara ngasih saran.
4.	T	C <mark>ara</mark> ngasi <mark>h s</mark> ar <mark>an</mark> .
5.	L3	How asking and
6.	L4	Respond.
7.	L3	Yes, giving.
8.	T	How asking and respond, giving, another?

c. Instrumental Function

Coulthard, Herrel, and Jordan quoting Halliday cited that instrumental function is used to ask somone to do something.³³ The STs use this function to ask students to do something in the classrooms. Kinds of utterances in the instrumental function are commanding, ordering,

³¹ Source of data: Transcription H³² Source of data: Transcription I

³³ Adrienne L. Herrel, & Michael Jordan, Fifty Strategies for Teaching English Language Learners (third edition) (Pearson Merril Prentrice Hall, 2008), 3. Malcolm Coulthard, An Introduction to Discourse Analysis (New Delhi: SAGE New Age International Publishers, 2006), 159. "Five Components of Effective Oral Language Instruction" Professional Development Service for Teachers (PDST) (http://pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

offering, nominating, requesting, drilling, grouping or pairing, and instructing.

Table **4.4** below shows the result from the nine STs about their utterances classified in intrumental function. The table consists of three column. The first column is the number. The second column is kinds of utterances in instrumental function. The third column is the participants of the research.

Table 4.4 The Instrumental Function of Student Teachers' Utterances

No	The Instrumental				The P	artici	ipants			
	Function	T1	T2	Т3	T4	T5	Т6	T7	Т8	T9
1.	Commanding	√	1	1	1	$\sqrt{}$	1	1	V	$\sqrt{}$
2.	Ordering	√	√	-	-/		V	$\sqrt{}$	1	$\sqrt{}$
3.	Offering	-	-	-/	-	_	1	-	-	$\sqrt{}$
4.	Nominating			-		$\sqrt{}$	1		$\sqrt{}$	$\sqrt{}$
5.	Requesting	1	-	-	-	-	-		$\sqrt{}$	-
6.	Drilling	-	-		-	-	-	-	-	$\sqrt{}$
7.	Grouping or Pairing	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	V	$\sqrt{}$	1	$\sqrt{}$
8.	Instructing	$\sqrt{}$	$\sqrt{}$	1	V	V	V	$\sqrt{}$	1	$\sqrt{}$

1) Commanding

Commanding is similar with ordering. It is used when STs ask students to do something immediately using imperative without "please". From the nine participants, all of the STs use commanding as seen in table **4.4**. The examples of commanding are shown in the extracts below.

Extract 4.31³⁴

No.	Speakers	Utterances
1.	T	Ok, pay attention!
2.	Ls	Yes.
3.	T	Stand up all of you! And

Extract 4.32³⁵

No.	Speakers	Utterances
1.	T	Ok, see this picture! Do you know about these
2.		picture?
3.	Ls	Ya. Ya.

2) Ordering

Ordering is the utterance produced by STs to ask students to do something in which it is usually used with the word 'please' or 'try to'. The table 4.4 shows that seven STs use ordering in instrumental function. They are T1, T2, T5, T6, T7, T8, and T9. The seven STs typically use a word please when they give a command to their students. The extracts 4.33 and 4.34 are the examples of ordering.

³⁴ Source of data: Transcription B³⁵ Source of data: Transcription E

Extract 4.33³⁶

No.	Speakers	Utterances
1.	T	After you get your, partner, please, sit next to your
2.		partner!
3.	Ls	Ok.

Extract 4.34³⁷

 T Before, before, we start our lesson, hmmm, can you stand up all? Ls (Standing up) T Please, look around you! There is classroom, sampal 	
3. Ls (Standing up)	
A T Place look ground you! There is aloggeom compal	
4. T Please, look around you! There is classroom, sampal	1.
5. Ls (Looking around)	
6. T If you	
7. L1 No.	

3) Offering

Offering is the command used by STs to give the chance to students to do something, to answer the question, or to give argument. In other words, the teacher avoids pointing the name of studets and thus gives the same opportunity for all students to actively participate in the classroom. From the table 4.4 it shows that there are two STs who uses the language to offer students to do something. The participants are T6 and T9. The example of offering is presented in extract 4.35.

³⁶ Source of data: Transcription F³⁷ Source of data: Transcription H

Extract 4.35³⁸

No.	Speakers	Utterances
1.	T	Sudah semua?
2.	Ls	Sudah.
3.	T	Ok. And let's start the practice.
4.	L1	Yang belakang.
5.	T	Who want to practice in front?
6.	L	(Two students rose their hands)

4) Nominating

Nominating is kind of utterances in instrumental function to ask particular students to do something by nominating the name of students or pointing the students. The table 4.4 shows that seven STs use this utterance, nominating, in the instrumental function. The seven STs are T1, T4, T5, T6, T7, T8, and T9. Here are the examples of how the STs nominate the students to do something.

Extract 4.36³⁹

No.	Speakers	Utterances
1.	L3	Untill stone terrace? Oh ya. Borobudur is well-known
2.		all over the world. Its construction is influenced by
3.		the Gupta architecture of India. The temple is
4.		constructed on a hill 46 m high and consist of eight
5.		step like stone terrace.
6.	T	Eee the continue is, Monic!

³⁸ Source of data: Transcription I³⁹ Source of data: Transcription A

Extract 4.37⁴⁰

No.	Speakers	Utterances
1.	T	Ok. Hanif! Do you, I think that, women population is
2.		more dominant than men's population. How about
3.		you?
4.	L1	I think that's true.
5.	T	Why?

5) Requesting

Requesting is the way STs asks students' willingness to do something. There are two STs who use this utterance in instrumental function as can be seen in the table 4.4. They are T7 and T8. The extract 4.38 below is the example of requesting.

Extract 4.38⁴¹

No.	Speakers	Utterances
1.	T	Before, before, we start our lesson, hmmm, can you
2.		stand up all?
3.	Ls	(Standing up)

6) Drilling

Drilling is that STs give command to students to repeat what the STs said for practicing pronunciation. There are two STs who ask their students to practice drilling. They are T3 and T9. The extracts 3.39 and 3.40 are the utterances which are classified as drilling.

⁴⁰ Source of data: Transcription D41 Source of data: Transcription H

Extract 4.39⁴²

No.	Speakers	Utterances
1.	T	Di sekolah atau di rumah. For example.
2.		'Clean the board Please!'. Repeat after me!
3.		'Clean the board Please!'.
4.	Ls	'Clean the board Please!'.

Extract 4.40⁴³

No.	Speakers	Utterances
1.	T	So, this is the words that you can use to asking
2.		or giving your opinion. Jadi kalo ingin curhat,
3.		bisa diawali dengan kata-kata yang seperti di atas.
4.	4	Yang pertama, repeat after me! 'What do you think
5.		of?'.
6.	Ls	'What do you think of?'.

7) Grouping or Pairing

Grouping or pairing is when the STs use their language to make their students to work in group or in pair. All of the STs use this utterance in instrumental function. The examples utterances of grouping or pairing can be seen in the extracts below:

Extract 4.41⁴⁴

No. 1.	Speakers T	Utterances Ok. Eee, the next is e please, the make, <i>please your</i>
2.		make e group. Three group and con
3.	L8	Consist.
4.	T	Hu'uh, consist. One!
5.	L8	One.

Source of data: Transcription C
 Source of data: Transcription I
 Source of data: Transcription A

Extract 4.42⁴⁵

No.	Speakers	Utterances
1.	T	Now, keep it that worksheet! Ok. Now, I give you
		Do it! Eh, understand what the, the, the meaning of
2.		this
3.		sentence, with your pair!
4.	Ls	Your pair, your pair.
5.	T	Pair.

8) Instructing

The last utterance which is used in instrumental function is instructing. Instructing is the language used by the STs to ask students to do the task or activity. The STs usually explains in detail how the task or activity is done. All of the participants use this utterance in the classrooms. The examples of STs' utterance in intructing are presented in the following extracts.

Extract 4.43⁴⁶

No.	Speakers	Utterances
1.	T	I want you I want this one, one group is to
2.		is to find out the letter, what have, where the,
3.		short nota, short notice and warning caution. And
4.		why you, choose that and the reason!
5.	Ls	Ya.
6.	T	Do you get it?
7.	Ls	Ya. Yes

⁴⁵ Source of data: Transcription B⁴⁶ Source of data: Transcription C

Extract 4.44⁴⁷

No. Speakers Utterances

- 1. T Hmmm, you can, you can make a sentence.
- 2. L1 Hmmm, from this picture?
- 3. T Yes

d. Personal Function

Coulthard, Herrel, and Jordan quoting Halliday cited that personal function is used in communication to express personal feelings, personal opinions, and personal arguments. Kinds of utterances in the personal function are stating opinion, apologizing, praising, confirming, disconfirming, recounting experience, and thanking. Table 4.5 presents kinds of utterances in personal function used by the nine STs. In table 4.5 there are three column. The first column is the number. The second column is the kinds of utterances in personal function. The third column is the participants of the research.

Table 4.5 The Personal Function of Student Teachers' Utterances

No	The Personal		The Participants							
	Function	T1	T2	T3	T4	T5	Т6	T7	Т8	Т9
1.	Stating opinion	-	-	-	V	-	-	-	-	-

⁴⁷ Source of data: Transcription H

⁴⁸ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3. Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 160. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

2.	Apologizing	1	-	-	1	_	-	-	-	V
3.	Praising	-	1	-	-	1	$\sqrt{}$	-	-	-
4.	Confirming	1	V	1	V	1	$\sqrt{}$	V	-	-
5.	Disconfirming	-	√ 	-	-	V	ı	V	-	-
6.	Recounting experience			-	-	-	-	-	-	-
7.	Thanking	/-/		-	-	-	V	1	V	-

1) Stating Opinion

Stating opinion is that STs use the language to state his/her own opinion about someone or something. From table **4.5** it shows that there is only one ST who uses stating opinion in personal function. They are T4. The extract below is the example of using stating opinion.

Extract 4.45⁴⁹

No.	Speakers	Utterances
1.	T	Ok, Hanif! Do you, I think that, women population is
2.		more dominant than men's population. How about
3.		you?
4.	L1	I think that's true.
5.	T	Why?

2) Apologizing

Apologizing is when STs apologize for something that inappropriate or annoyanced to students. The table **4.5** shows that there are three STs

⁴⁹ Source of data: Transcription D

who apologize to their students. They are T1, T4, and T9. Two extracts below are the examples of using apologizing in the instrumental function.

Extract 4.46⁵⁰

No.	Speakers	Utterances
1.	T	Yes. Havit, continue!
2.	L6	The entire adifice is crowned by a large stupa, at the
3.		centre, at the centre,
4.	Ls	Hah?
5.	L6	Yo iku dua kali at the cente at the centre?
6.	T	Oh, yes. I'm sorry.

Extract 4.47⁵¹

No.	Speakers	Utterances
1.	T	Ok, three minute, can eee guys, after you read this
2.		conversation, I want three of you. I mean three
3.		groups
4.	L5	Practice in front.
5.	T	Come, practice in front. Come in front and practice eee
6.		speaking skill.
7.	L1	Ok.
8.	Ls	Ya
9.	T	Ok. And let's start the time. Now!
10.	Ls	(Practicing speaking with their pairs)
11.	T	Sorry to guys! Sorry to, intrupt your time, but I
12.		forget to mention that, remember
13.		the expression you use. Like the video.
14.	L	(Practicing speaking again with their pairs)

Source of data: Transcription ASource of data: Transcription I

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3) Praising

Praising is the language uttered by the STs to praise or give appreciation for what students have done well. There are three STs who use praising when they teach. They are T2, T5, and T6. Extracts 4.48 provides the example of praising in personal function.

Extract 4.48⁵²

No	. Speakers	Utterances
1.	T	Where will you go? Oh, where have you
2.		where did you go for your holiday?
3.	Ls	Beach.
4.	T	Beach? What beach?
5.	Ls	Pa <mark>ran</mark> gtritis. Delegan.
6.	T	P <mark>ara</mark> ngtritis. De <mark>le</mark> gan. <i>Oh, very good</i> .

4) Confirming

Confirming is the utterance used by STs to agree that student's answer is correct. From nine participants, seven STs use personal function to confirm students' answer. The seven STs are T1, T2, T3, T4, T5, T6, and T7. The extract below is one of examples how STs use confirming in their teaching.

Extra	Extract 4.49 ³³					
No. 1.	-	Utterances Do you get it I will, explain next.				
2.	Ls	Ya.				
3.	T	The next is short notais.				

⁵² Source of data: Transcription E⁵³ Source of data: Transcription C

- 4. Ls Notice. Notice. Notice.
- 5. T Notice. Ok, I'm sorry.

5) Disconfirming

Disconfirming is the language use by STs to state that student's answer is incorrect The table 4.5 shows that there are three STs who use disconfirming. They are T2, T5, and T7. The extracts below are the examples of STs' utterances in disconfirming.

Extract 4.50⁵⁴

No.	Speakers	Utterances
1.	T	It contains commands for the sure information?
2.		Commands?
3.	Ls	Yes. No.
4.	T	Are you sure?
5.	L2	Yes.
6.	T	Are you sure? It's not command.

Extract 4.51⁵⁵

No.	Speakers	Utterances
1.	T	Oh, ok. I see. So, the following paragraph is
2.		identification?
3.	L1&L5	Ya. Next paragraph is too general.
4.	T	Oh, ok. Ya. Hmmm, it's different with the first
5.		group, because the generic structure the first is
6.		identification, before we, we we start to make
7.		description. So, iden identification is like the
8.		introduction, to make more specific. Ok.
9.	L1	Oh, it must the first, in the first paragraph?
10.	T	Ya. Ok. Thank you.

⁵⁴ Source of data: Transcription B⁵⁵ Source of data: Transcription G

6) Recounting experience

Recounting experience is the utterance used to tell the speaker's past experience. In this research this utterance is produced by the STs to tell their own past experience. In table 4.5 all of the STs do not use this utterance when they teach in the classrooms.

7) Thanking

Thanking is used by STs to thank for what studen(s) has done well. From table 4.2 it shows that there are five STs who use their language in thanking. They are T2, T6, T7, and T8. The extracts of using an utterance thanking are presented below:

Extract 4.52⁵⁶

No.	Speakers	Utterances
1.	T	So Did you klip your job with your worksheet one?
2.	Ls	Hmmm
3.	T	Collect to me! Collect to me!
4.		(One of the students helped the teacher to collect
5.		the worksheets)
6.	T	Thank you.

Extract 4.53⁵⁷

No.	Speakers	Utterances
1.	T	Thank you so much thank you so much for your
2.		nice attention for today. See you wassalamu'alaikum
3.		warrahmatullahi wabarakatuh.
4.	Ls	Wa'alaikumsalam warrahmatullahi wabarakatuh.

⁵⁶ Source of data: Transcription B⁵⁷ Source of data: Transcription F

e. Representational Function

The utterances categorized in representational function are lecturing, correcting, informing, explaining, and exemplifying. The table **4.6** below shows kinds of utterances in representational function used by the nine STs. The first column is the number. The second column is the kinds of qwutterances in representational function. The third column is the participants.

Table 4.6 The Representational Function of Student Teachers' Utterances

No	The	The Participants								
	Representational	T1	T2	Т3	T4	T5	Т6	T7	T8	Т9
	Function									
1.	Lecturing	√	1	√ .	1		V	$\sqrt{}$	$\sqrt{}$	V
2.	Correcting	-	1	-7	-	$\sqrt{}$	-	$\sqrt{}$	ı	-
3.	Informing	$\sqrt{}$	$\sqrt{}$	-	1	$\sqrt{}$	-	$\sqrt{}$	$\sqrt{}$	-
4.	Explaining	-	-		ı	$\sqrt{}$	-	-	ı	-
5.	Exemplifying		_	$\sqrt{}$	$\sqrt{}$	_	-	_	-	$\sqrt{}$

1) Lecturing

Lecturing is the utterance which is used by the STs to deliver or to explain the content of lesson. The table **4.6** shows that all of the STs use

lecturing in the classrooms. The way STs use this utterance in representational function is presented in the extract below.

Extract 4.54⁵⁸

No.	Speakers	Utterances
1.	T	Ok. Eee, you know apa, eee generic struct, generic of
2.		describing people?
2.	L3	No.
3.	T	If you If you describing people, you can, you can use
4.		simple present tense and use eee tobe, am is are.
5.		You can, eee read eee read the read the paper
6.		and apa and look the generic,
7.	L3	Structure.

2) Correcting

Correcting is that the STs use the language to correct students' pronunciation. There is three STs from the nine participants who use correcting in representational function. The participant is T2, T5, and T7. This extract is kind of utterances which is categorized as correcting.

Extract 4.55⁵⁹

No.	Speakers	Utterances
1.	T	Ok. Sekarang kita lihat ke, passangenya, ke teksnya.
2.		Dari teks ini, man bagian mana yang menunjukkan,
3.		introduction?
4.	Ls	First, first sentence. First paragraph.
5.	T	First sentence or first paragraph?
6.	L1	First paragraph. Eh
7.	L4	Eh, introduction Ki.
8.	L1	Introduction.
9.	T	First sentence or first paragraph?

⁵⁸ Source of data: Transcription H⁵⁹ Source of data: Transcription E

10.	L1	First sentence.
11.	T	Coba lihat! The National Monument, or "Monas"
12.		as it is popularly called, is one of the monuments built
13		during the Sukarno era of fierce nationalism. Kalimat
14.		berikutnya itu sudah menggambarkan, Monasnya.
15.		Jadi introductionnya itu hanya di? First?
16.	Ls	First sentence.
17.	T	First sentence.

3) Informing

Informing is the utterance produced by STs in order to give students information which is related to the lesson. Based on the result from observation and video-recording, six STs use informing in the representational function. The example of using informing can be seen in extract below.

Extract 4.56⁶⁰

No.	Speakers	Utterances
1.	T	Ok. It can be. Ok guys, so it's about tourism place.
2.		So, the objective of our lesson today is, I will read it for you
3.		because I can not display. The first is mention a location
4.		of tourism destination and also mention the characteristic of
5.		domestic tourism place to improv to improve the general
6.		knowledge. So second is, discuss and analyze a descriptive
7.		text to find out the generic structure of descriptive with your
8.		group. So, the third, make a descriptive text based on group
9.		idea and arrange the text based on structure, gener generic
10.		structure of the paragraph. So, the last one is present the
11.		production in front of class. So, you should make some
12.		presentation.

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⁶⁰ Source of data: Transcription G

4) Explaining

Explaining is when STs clarify the meaning of a word, phrase, or statement to students. From the nine participants, there are two STs who explain the meaning of the word or the expression. They are T3 and T5. These extract below provides how the ST uses explaining in the representational function.

Extract 4.57⁶¹

No.	Speakers	Utterances
1.	T	Instruction text is the instruction that usually we
2.		hear or happen in our behavior life, at school
3.		or home asking someone to do something
4.		usually use please. Do you get it?
5.	Ls	Yes
6.	T	I <mark>f in Indonen</mark> i <mark>f in</mark> Ind <mark>one</mark> sian, instruction text
7.		I <mark>s instruksi y</mark> an <mark>g</mark> biasa <mark>ny</mark> a didengar atau
8.		t <mark>erjadi di dalam kehidup</mark> an kita sehari-hari.
9.		Biasanya terjadi di
10.	L3	Les.

5) Exemplifying

Exemplifying is used in representational function to give examples of explanation. In table **4.6** there are four STs who give examples in delivering knowledge. They are T1, T3, T4, and T9. The extract below is the example of exemplifying.

⁶¹ Source of data: Transcription C

Extract 4.58⁶²

No.	Speakers	Utterances
1.	L1	What do you think?
2.	L2	Oh, good, picture.
3.	L3	Colorful.
4.	L2	Matematika.
5.	T	No. Eee it is eee the explain about eee descriptive
6.		text. Eee, for example is e classroom and in classroom,
7.		they are they are e many () for example is eee door,
8.		can, table, (), black blackboard and etc.

f. Regulatory Function

The table **4.7** presents kinds of utterances in regulatory function. The utterances in this function are managing, negotiating, directing, and controlling. The first column is the number. The second column is the kinds of utterances in regulatory function. The third column is the participants.

 Table 4.7 The Regulatory Function of Student Teachers' Utterances

No	The Regulatory	The Participants								
	Function	T1	T2	Т3	T4	T5	T6	T7	Т8	Т9
1.	Managing	-	V	-	-	V	V	-	-	$\sqrt{}$
2.	Negotiating	-	-	-	-	-	-	-	-	-
3.	Directing	-	-	-	-	-	-	-	-	-
4.	Controlling	-	V	V	-	-	-	-	-	$\sqrt{}$

⁶² Source of data: Transcription A

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1) Managing

Managing is the utterance to manage students in a classroom. There are four STs who use this utterance, managing, when they teach. They are T2, T5, T6, and T9. The four STs manage the students' behavior by giving them the length of time to do a task or activity. The examples of managing in the regulatory function are presented in extracts below.

Extract 4.59⁶³

No.	Speakers	Utterances
1.	T	Lihat halaman selanjutnya! Disitu ada teks. Dibaca!
2.	1	Dip <mark>ahami</mark> artinya <mark>, ma</mark> knanya. <i>I give you one minute</i> .
3.	Ls	H <mark>ah</mark> ?
4.	L4	T <mark>oo</mark> fast.

Extract 4.60⁶⁴

No.	Speakers	Utterances
1.	T	Ok, three minute, can eee guys, after you read this
2.		conversation, I want three of you. I mean three groups
3.	L5	Practice in front.
4.	T	Come, practice in front. Come in front and practice eee speaking
5.		skill.

2) Negotiating

Negotiating is the utterance used by a teacher including ST to negotiate or discuss with students about the rules in a class. Based on the

⁶³ Source of data: Transcription E⁶⁴ Source of data: Transcription I

result of observation and interview, this utterance is not used by all of STs.

No one of them use negotiating to control their students' behavior in the classrooms.

3) Directing

Directing is the STs' language to control student's behavior. In table **4.7** there is no one of STs who use this kind of utterances in the regulatory function. No one from all participants attempts to control a certain student in the class.

4) Controlling

Controlling is the utterance produced by the STs to control the students' behavior. It is used when the situation is too noisy or too silent. From the observation and video-recording, three STs use this utterance by calling their students' attention. As it is shown in the table **4.7**, they three STs are T2, T3, and T9. The STs use this kind of utterances in regulatory function in some different ways, for example in extracts 4.61 and 4.62 below.

Extract 4.61⁶⁵

No.	Speakers	Utterances
1.	T	Ok. Time is up! Group one!
2.	L4, L5, & L6	(Silence)
3.	T	Group one! Hello! Group one! Hello!
4.	L4, L5, & L6	Yes

Extract 4.62⁶⁶

No.	Speakers	Utterances
1.	T	Ok. Ok. Pay attention!
2.	Ls	Yes.
3.	T	So There is a differentiation. It's only it's only the
4.		meaning. There is no sign. It's ok. it's ok. That's process.
5.	L4	Because the time is traffic Mam, so ()
6.		(The class was so noisy)
7.	T	Y <mark>es.</mark> So, pay attention with with my explanation!
8.	Ls	Yes.

g. Imaginative Function

The utterances categorized in imaginative function are storytelling, predicting, imagining, and playing. Storytelling is the language used by STs to tell a story in classrooms. Predicting is the language uttered by teachers in order to ask students to predict the following scene in the story. Imagining is the utterance which aims to ask students imagining the story. The last, playing, is the utterance used by teachers when the teachers ask their students to play a game or a drama. Based on the result of observation and video-recording, all of the utterances in the imaginative function are

⁶⁵ Source of data: Transcription C66 Source of data: Transcription B

not used by all of the STs. Thus this function is not found in any STs' utterance in the s seen in table **4.8** below

Table 4.8 The Imaginative Function of Student Teachers' Utterances

No	The Imaginative		The Participants							
	Function	T1	T2	Т3	T4	T5	T6	T7	Т8	T9
1.	Storytelling	-	<i>_</i>	-	_	-	-	-	-	-
2.	Predicting	-/-	-	-	-	i	-	-	-	-
3.	Imagining	-	-	-	1	1	1	-	-	-
4.	Playing	-	- /	-	-		-	-	-	-

In conclusion, there are two points from the findings in the language functions used by the STs: the language functions used by the STs and and the utterances in language functions used by the STs. First, the nine STs use some of the language functions. Five STs use six language functions. They are interactional, instrumental, personal, representational, heuristic, and regulatory functions. Three STs use five language functions. They are interactional, instrumental, personal, representational, and heuristic functions. One ST use four language functions. They are interactional, instrumental, personal, and representational functions. To summarize, the language functions used by the STs are interactional, instrumental, personal, representational, heuristic, and regulatory functions. No one of them use imaginative function in this research.

Second, the STs use variety of utterances in the language functions which they use. In interactional function the utterances used by the STs are greeting, praying, asking condition, checking presence, initiating, announcing a topic, announcing a task, checking comprehension, checking the task finished, responding, negotiating, and closing. In heuristic function the utterances used are checking knowledge, eliciting, investigating, clarifying, and prompting. The utterances which are found in the STs' utterance based on the instrumental function are commanding, ordering, offering, nominating, requesting, drilling, grouping or pairing, and instructing. In personal function there are five utterances: stating opinion, apologizing, praising, confirming, confronting or disconfirming, and thanking. While in representational function, the STs use lecturing, correcting, informing, explaining, and exemplifying. The utterances in regulatory function used by STs are managing and controlling. There is no one of utterances in imaginative function which is used by the nine STs. The utterances found in the STs' utterances are based on their preference in using the language functions.

2. The difficulties experienced in performing the language functions

a. Interactional Function

Based on the results of interview with the nine participants, there are variety of STs' answer about their difficulties when using their language in interactional function. Two STs have the same problem in pronunciation.

One ST has the problems in pronunciation and vocabulary. One ST has problems in vocabulary. Two STs face the same problem that their students' ability in English is still limited. Two STs have the problem that their own ability in English is still limited. The last ST has a difficulty in her voice. From the STs' answer, it can be concluded that the problems faced by them in interactional function are pronunciation, vocabulary, the limited students' ability in English, the limited STs' ability in English, and ST's voice.

b. Heuristic Function

There are variety of difficulties faced by the nine STs in using heuristic function. One of the STs has a problem in vocabulary. One ST has no problem to use the language in this function. Two STs tell that the students keep silent when the STs ask a question. One ST has a difficulty to make appropriate statements in English and his students keep silent in the class. One ST faces the problem that his students have less vocabulary. Two STs say that their students have limited understanding of English. The other ST states that his question is unclear and not interesting. From all of STs' answer, it can be summarized that the problems happened in heuristic function are vocabulary, the students which keep silent, the limited student's understanding of English, the limited ST's understanding of English, and the ST's question.

c. Instrumental Function

There are some problems faced by the STs when teach English in classrooms. One ST gets the problem in her pronunciation. One of STs gives unclear instruction. One ST has low volume in her voice and her instruction is not clear as well. Three STs has too long and complicated instructions. One ST has no difficulty in giving instruction. One ST think that her students are afraid when receiving instruction. The last ST miss the instruction which he has planned before. Some points drawn from the STs' answer about their difficulties in instrumental function are pronunciation, the unclear instruction, ST's voice, the complicated ST's instruction, the students' feeling in receiving instruction, and the missing ST's instruction.

d. Personal Function

There are two STs who have difficulties when they use the language in personal function. One of the STs has a problem in pronunciation and vocabulary. One ST gets a difficulty to translate the expression from English into Indonesian. The seven STs have no problem in personal function. The problems faced by the two STs are pronunciation, vocabulary, and translating from one language to another language.

e. Representational Function

The problems faced by the STs in representational function or when they use the language to deliver the knowledge are varieties. One ST has a problem in pronunciation. One ST says that the problem he gets is his students have less concentration. Two STs argue that their students' understanding of English is still limited. One ST has a difficulty in vocabulary. One ST has less preparation before teaching. One ST tells that the way he deliver the information to the students is not interesting. The two STs have no problem of using representational function. Some difficulties in this function of language are pronunciation, students' less concentration, the limited student's understanding of English, vocabulary, less preparation by the ST, and uninteresting delivering the knowledge.

f. Regulatory Function

The STs have different difficulties when the STs use the regulatory function. One of the STs is confused about the language she use. Three STs say that the students are not excited in the classrooms. Three STs tell that the students are too noisy. Two STs say that they have no difficulties in controlling their students. It can be drawn to some coclusive points that the problem happened in the classrooms in using this function are that ST's confused, the students are not excited, and the students are too noisy.

g. Imaginative Function

The last language function identified by Halliday is imaginative language. From the nine STs, three of them argue that they use story when they teach in the classrooms. They, moreover, do not face the difficulty when they use story in the classrooms. The other students, six STs, have no problems in using imaginative function since they do not use any

utterances in this function. It can be concluded that there is no problem faced by the STs in the imaginative function because no one uses this function in teaching.

In conclusion, the STs face some difficulties in their language functions. The difficulties of using the language in interactional function are the limited students' ability in English, the limited STs' ability in English, and ST's voice. In heuristic function the STs' difficulties are the students which keep silent, the limited student's understanding of English, the limited ST's understanding of English, and the ST's question. The problems of STs' language in instrumental function are pronunciation, the unclear instruction, ST's voice, the complicated ST's instruction, the students' feeling in receiving instruction, and the missing ST's instruction. When the STs use the language in personal function, the problems faced by them are pronunciation, vocabulary. The problems happened in representational function are ST's pronunciation, students' less concentration, the limited student's understanding of English, vocabulary, less preparation by the ST, and uninteresting in delivering the knowledge. In regulatory function the difficulties are ST's confused, the students are not excited, and the students are too noisy. In the last function, imaginative function, there is no difficulties in imaginative function. The problems faced by the STs are varieties.

B. Discussion

This subchapter provides the discussion about the findings in the first subchapter. The explanations in this discussion are based on two points in research findings. The first point is the language functions used by the STs. The second point is the difficulties experienced by the STs in performing the language functions.

1. The language functions used by the student teachers (STs)

a. Interactional Function

Coulthard, Herrel, and Jordan quoting Halliday cited that interactional function is the language which has a function to get interaction with people. ⁶⁷ In the classrooms teachers use their language to interact with their students. Based on the findings from the nine STs, this function is found when all of the STs teach in PPL1. There are variety of utterances in interactional function such as greeting, praying, asking condition, initiating, announcing a topic, and many others. Some STs use certain utterances, and some STs use all the utterances in interactional function. The following paragraphs are the explanation of each utterances used by the STs.

⁶⁷ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3. Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 160. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

The first utterance in interactional function is greeting. From the observation and video-recording, it is always done when all of the STs start teaching. In extracts 4.1 and 4.2 (see page 56) the two STs greet their students by saying Assalamu'alaikum. All of the STs greet their students by this way. In the extract 4.2 the ST greets the students not only by saying Assalamu'alaikum but also by saying Good morning students. In classrooms greeting indicates that teachers, in this case the STs, should open or start the lesson immediately. Besides, it can indicate that the students have to be ready to study in the classrooms. The utterances produced by the teachers in greeting are based on their own preferences whether STs greet by saying Assalamu'alaikum or Good morning. To build the interaction in the classrooms, greeting is one of utterances that should be used in communication because it seems strange if the interaction is not started with greeting.

The second utterance in interaction function is praying. From the nine STs, four STs use praying in their interaction. From the four participants who use this utterance, three of them use praying in the beginning of lesson, and one of them use it at the end of lesson. Praying can be used not only to create interaction with students but also to train students to have this religious custom before doing an activity inclusing studying. Praying, moreover, is one of the crucial aspects in teaching nowadays in which religion aspect is the first aspect that teachers should teach to students.

However, there are only four participants who practice it when they are teaching. Because of its importance, all of the STs should use the language to lead their students to pray.

The third utterance is asking condition. From the nine participants, six participants use the language to ask their students' condition. From the observation and video-recording, they use this utterance after greeting. In extracts 4.5 and 4.6 the two STs asks their students using different expression. In extract 4.5 (see page 58) the T2 asks the students' condition by asking with the question *How are you today?*. In extract 4.6 (see page 58) the T7 asks the students' condition by asking *How is your life today?*. By asking students' condition, STs can show that they care with their students. This utterance, of course, has a good effect in teaching to build rapport between teacher and students.

The fourth utterance is checking presence. Similarly with asking condition, checking presence can be a strategy to create interaction and to build rapport in student-teacher interaction. By checking students' presence, teachers including STs can try to remember their students' name and to monitor students who are absent. Thus, students can respect to their teachers and increase their discipline. There is only one ST who checks students' presence in the classroom.

The fifth utterance in interactional function is initiating. Walsh quoting Sinclair and Coulthard cited that a teacher frequently initiates the

interaction in a classroom.⁶⁸ In this research initiating is usually done by the STs. Based on the result from observation and video-recording, all of the participants use this utterance. They initiate the interaction by two patterns: using a question or a phrase. Initiating can be a step to create interaction with students after greeting, praying, asking condition, and checking presence. It is, moreover, the way teachers begin to start the next stage of teaching from the previous stage. The STs in this research use this utterance in their interaction which indicates that they begin to teach the lesson. It can be, furthermore, a sign that one stage is end and then it continues to the next stage. From the extracts 4.8 and 4.9 (see page 59) the two STs initiate the interaction by two different ways. In extract 4.8 the T3 asks the students whether or not they have breakfast. In extract 4.9 the T8 just says a word Ok to get her students' interaction. It would be better if STs retell the summary of the previous activity rather than just say Ok to start the new activity or stage of teaching.

The sixth utterance is announcing a topic. From the nine STs, there are six STs who use this utterance to announce a topic in the beginning of lesson. Announcing a topic can be used when STs teach, but it recently may be an old-fashion way in teaching. By announcing a topic, it seems that STs have to tell a lot of things to students. This utterance is not

⁶⁸ Steve Walsh, *Exploring Classroom Discourse: Language in Action* (pdf version) (New York: Routledge, 2011), 17.

forbidden for teachers or STs, yet it is not a must to announce a topic every meeting. It would be better if STs let their students to conclude the lesson by themselves.

The seventh utterance is announcing a task. There is only one ST who use this utterance in interactional function. Announcing a task may be an optional to do. The STs can either announce or keep what the name of task or activity is from the students. The STs do not necessarily say what the task is about since the students can understand it when the STs give the instruction about it.

The eight utterance in interactional function is checking comprehension. Checking comprehension is usually done by the six STs after they give instruction or explain the lesson to the students. This is the strategy to check whether or not the students understand about the teacher's instruction and explanation. However, from the nine STs as participants in this research, the three STs do not use checking comprehension in interactional function. It may not be a problem in PPL 1 because who play role as students are the STs' friends. In fact, in PPL 2 or at real schools it may probably be a problem how the STs check their students' understanding. In addition, from the video-recording, after the STs check their students' comprehension, they do not recheck what instruction and lesson that the students get from the STs by asking *What*? for example. They just give the worksheet or continue explaining to the next part of

lesson. It would be better if they recheck their students' comprehension to ensure that they really understand what the STs have said.

The ninth utterance is checking the task finished. This language is uttered by seven STs from the nine STs. It is done when the STs want to know whether or not their students have finished doing the task. When the STs ask whether the students have finished doing the task, the students can think that they have to immediately finish the task because the STs will correct it or ask them to collect it.

The tenth utterance in interactional function is recounciling arguing. Recounciling arguing is that teachers or STs use the language when there are two or more ideas in a class. From the table **4.2** (*see page 55*), there is no one of STs use this utterance in classroom interaction. Based on the result of observation and video-recording, this utterance is not used by eight STs since there is no student the classroom who argue each other. While, there is one ST who is supposed to use this utterance because some students argue about the picture displayed in the task, yet the ST does not use this utterance and just skip the situation. In this situation the ST should tell what the name of picture is. Thus, all student can stop arguing and accept the ST's answer.

The eleventh utterance is encouraging. Encouraging is the utterance which aims to give motivation or to encourage the listener especially students. Based on the result from observation and video-recording, there is

no STs who use this utterance in interactional function. In other words, it is not used by all of the STs in this research. Encouraging is the utterance which is not only to create interaction but also to give positive effect to someone. In teaching it can increase students' motivation and confidence. Even though there is a student who has low ability in learning, it can influence his/her motivation and confidence to study because he/she think that he/she can do something better in learning.

The next utterance is responding. Responding is common communication in any interaction. It is done when the second person reply or confirm what the first person say. In the findings of this research all the STs respond when their students ask or say something. By responding to the students, the students can think that the STs do not ignore them in classroom interaction.

The third utterance is negotiating. There are six STs who use this utterance in order to negotiate with their students. From the six STs who use negotiating, five STs negotiate about time or duration for doing the task, and one ST negotiates about the task itself. When the STs negotiate, they may not look stricked on their rules as teachers. Negotiating may be used by the STs when the task is predictable difficult for the students. On the other hand, negotiating may be dangerous because the students do not discipline with the time or rules given by teachers including the STs.

The last utterance is closing. The nine STs or participants in this research end the class by closing. The utterances which are commonly said in closing the lesson are *Assalamu'alaikum* and *Wassalamu'alaikum*. Then the students reply what the STs say with the similar utterance, that is *Wa'alaikumsalam*. In classrooms closing indicates that the lesson should be finished because the STs have already taught all of the lesson. Moreover, it indicates that time is over for teaching and learning. Some STs close the meeting by just saying *Assalamu'alaikum* or *Wassalamu'alaikum*. The other STs close the lesson in a different way, that is by asking students to summary the lesson or giving feedback to the students.

In conclusion, the result in this finding may be different with the utterances categorized by Halliday. Halliday stated that kinds of utterances in interactional function are initiating, sympathising, reconciling arguing, encouraging, and empathising.⁶⁹ However, the utterances which are relevant with the purpose of interactional function are initiating, recounciling arguing, and encouraging. In other hand, sympathising and empathising are not considered in interactional function since these two utterances relate to the feeling. Thus, those can not be categorized as utterances in interactional function, but in personal function. The greeting, praying, asking condition, checking presence, announcing a topic,

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⁶⁹ "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http://pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

announcing a task, checking comprehension, checking the task finished, responding, negotiating, and closing are the findings in interactional function from the result of this research.

b. Heuristic Function

Coulthard, Herrel, and Jordan quoting Halliday cited that heuristic function is the language used to get information or to explore knowledge. The classrooms teachers use this function to ask students in order to explore students' knowledge. From the result of observation and video-recording, almost all of the STs except T1, use this function in teaching and learning process. The eight participants who use heuristic function are T2, T3, T4, T5, T6, T7, T8, and T9. The variety of utterances in heuristic function are checking knowledge, interrogating, eliciting, investigating, clarifying, and prompting. The explanations of each utterances are discussed in the following paragraphs.

The second utterance is interrogating. Interrogating means that the STs use the language to ask one of students with several question. The term *interrogating* may be probably close with the crime, when a police interrogates a suspect. Interrogating illustrated by Halliday might refer to the use of utterance to ask someone for several times to get the deep

⁷⁰ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 4. Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 160. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

of observation and video-recording. Interrogating may be little bit dangerous in teaching since the student who is interrogated or asked with the several question in quite long time may be probably uncomfortable. The student may think that the teacher or ST is not fair to give a question. It would be better if the question is uttered to all students in a classroom.

The first utterance is checking knowledge. There are five STs who use the language to check the existence of students' knowledge. Checking knowledge is the way to make students curious with the topic of lesson. Thus, the students can guess what the topic or lesson. It is more interesting rather than the STs announce the topic or the lesson.

The next utterance in heuristic function is eliciting. There are eight STs who use eliciting from the nine STs. Eliciting can be done by the STs to make students more active in learning since the STs do not necessarily explain a lot of things to students. After the eight STs elicit their students' response, they tend to usually confirm their students' answer by saying *Ok* if the answer is correct. If the answer is incorrect, the STs tend to directly explain to students.

The fourth utterance is investigating. Investigating is the language used by the STs to get the student's answer for certain questions, for instance the questions on task. From the nine STs, seven STs use this kind

of utterances (*see extract 4.27 on page 69*). While the two STs who do not use this utterance, they do not give the tasks which have the question in it.

The fifth utterance in hueristic function is clarifying. Clarifying is that the language produced by the STs to clarify the student's answer or statement. It means that the STs repeat the question to make the students think again their answer. This utterance is usually said after investigating or elicting. There are two STs who use this utterance in heuristic function.

The last utterance is prompting. When the students can not answer the STs' question, the STs tend to give up and then explain the lesson. On the other hand, there are two STs who use prompting in heuristic function. When they elicit the students' answer and the students can not answer, they use prompting with a picture, a video, or a clue in order to encourage students to answer.

In conclusion, there are some points which may differentiate the findings in heuristic function. Halliday illustrated the heuristic function through interrogating, discussing, asking, querying, investigating, and clarifying.⁷¹ Discussing is absolutely not considered as the utterance in heuristic function since its purpose is not to get information but it is used to give information. Querying is not considered as the utterance in the heuristic function as well because it is used to show that a listener is doubt

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⁷¹ "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http://pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

with a speaker said. It should be categorized as the utterance in personal function. While asking is the utterance which is too general to determine how someone uses heuristic function. All of the utterances which aim to ask someone to get information can be categorized as asking. From the language drawn by Halliday in heuristic function, asking, investigating, and clarifying are used by the STs. Furthermore, checking knowledge, eliciting, and prompting are the findings of utterances in heuristic function from the STs. The new findings can be classified as features of asking in heuristic functions.

c. Instrumental Function

Coulthard, Herrel, and Jordan quoting Halliday cited that instrumental function is the language which is used to ask somone to do something. The STs use this function to ask students to do something in the classrooms. Based on the result from observation and video-recording, all of the STs use this function to give command to their students. Kinds of utterances in the instrumental function are commanding, ordering, offering, nominating, requesting, drilling, grouping or pairing, and instructing. The following paragraphs are the explanation of each utterances in instrumental function used by the STs.

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⁷² Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3. Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 159. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

The first utterance in instrumental function is commanding. From the result in observation and video-recording, all of the STs use this utterance in instrumental function. In extracts 4.31 and 4.32 (*see page 73*) the STs give command to the students by using imperative sentence without *please*. Commanding is used to indicate that the students have to do immediately what the STs ask for. This command is shorter than ordering since the STs directly ask the students with verb and without *please*.

The second utterance is ordering. From the findings, seven STs use ordering to ask their students to do something. In extracts 4.33 and 4.34 (see page 74) the two STs give the command by adding the word please in their imperative sentence. The four STs ask the students to do something by this way. There are two positive points when the STs ask the students to do something with ordering. First, they can teach implicitly the polite expression of asking someone to do something. Second, it can show that the STs respect to their students, thus the students can respect to teachers as well. Ordering is kind of ways to give command in instrumental function.

The third utterance is offering. From the nine participants, there are two participants who use this utterance in instrumental function. The extract 4.35 (*see page 75*) presents how the ST asks any student to do what the ST asks for by saying *Who want to practice in front?*. By saying this utterance, all of the students have the same opportunity to be active in the

classroom. This language, moreover, indicates that the ST does not tend to nominate or point certain students.

The next utterance in interactional function is nominating. Based on the result in findings, there are seven STs use nominating. In extracts 4.36 and 4.37 (*see page 75 & 76*) the STs nominate the certain students to do something and to answer the question. There are two purposes of using nominating. First, it is used because the STs attempt to use time wisely. Second, it can be used to let the passive students to be active in the class.

The fifth utterance is requesting. As same as th other utterances in instrumental function, requesting is the language produced by the STs to ask the students' willingness to do something. This type of command is typically used with 'Can you...?'. Two STs use this utterance when they give command to their students. The use word 'Can' may be heard more polite than imperative sentence. Yet, if the STs ask the students' willingness to do something, the passive students will not do as what the STs said. Therefore, it would be better if the command is in the form ordering, offering, and commanding because the students may think that they have to immediately do what the STs ask for.

The sixth utterance is drilling. Based on the result of observation and video-recording, there are two STs who use this utterance. In extracts 4.39 and 4.40 (*see page 77*) the two STs have the same utterance how to ask their students to repeat what the STs said by saying *Repeat after me!*.

Drilling has a function to drill students with vocabulary and pronunciation. Pronunciation is very useful to train beginner and elementary students to pronounce words correctly. However, the students are in pre-intermediate level, it is not clear what the function of drilling to pre-intermediate students.

The next utterance used by the STs in instrumental function is grouping or pairing. All of the STs use this utterance to ask the students to work with their friends in groups and pairs. There are variety of examples in this utterance like in extracts 4.41 and 4.42 (see page 77 and 78). By using this kind of utterance in instrumental function, the STs know that they should allow the students to work not only in individually but also in group or pair. Thereby, they can work and discuss together with other people. Through giving this command, they may know the characteristics each other as well.

The last utterance in interactional function is instructing. It is the common utterance when teachers or the STs ask their students to do something related with the task or activity in the classrooms. All of the STs use instructing when they give the task or activity. The extracts 4.43 and 4.44 (*see page 78 and 79*) shows the examples of instructing. There some points which are drawn about the use of instructing by the STs. First, the way they instruct the students is not clear. The problem comes from the STs' intonation and volume. Second, some STs are not sure when they give

instruction to the students. They may be nervous or not prepared with their teaching. Third, they tend to give the paper or task first rather than the instruction first. It causes the students have less concentration to listen the instruction from the STs.

There are some conclusive points about utterances in instrumental function. The utterances in instrumental function, according to Halliday, are asking, requesting, and explaining. Explaining is obviously not considered as the appropriate utterance in instrumental function since this function has a purpose to ask a listener or student to do something. Expalining is close to explain about something rather than as a command. Asking as same as the word 'asking' in heuristic function is too general to determine how specifically someone asks others to do something. The utterances from Halliday which are used by the STs are asking and requesting. The other findings found in STs' utterances are commanding, ordering, offering, nominating, drilling, grouping or pairing, and instructing. These new findings can be classified as kinds of asking in Halliday's theory.

d. Personal Function

Coulthard, Herrel, and Jordan quoting Halliday cited that personal function is the function of language to express personal feelings, personal

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⁷³ "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http://pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

opinions, and personal arguments about a topic or an issue.⁷⁴ Kinds of utterances in the personal function are stating opinion, apologizing, praising, confirming, confronting or disconfirming, recounting an experience, and thanking. The utterances used by the participants are stating opinion, apologizing, praising, confirming, confronting or disconfirming, thanking. Promising is not used since the STs do not promise anything to the students. Each utterances used by the STs are explained in the following paragraph.

The first utterance in personal function is stating opinion. From the nine participants, there is only one ST who uses this utterance. Stating opinion is when the ST uses the language to state his/her own opinion or argument about something. In extract 4.45 (*see page 80*) the ST states his opinion by saying *I think*. The ST uses stating opinion not only to tell the students about his own opinion but also to introduce his students implicitly about the topic of lesson.

The second utterance is apologizing. Based on the result of observation and video-recording, there are three STs who apologize to their students. The extracts in 4.46 and 4.47 (*see page 81*) are the examples of apologizing. Apologizing typically uses the word *sorry*. By saying

⁷⁴ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3. Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 160. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

apologize when the STs make mistakes, the STs realize that they do something wrong and annoyed to the students. Moreover, it can teach implicitly the good attitude to them.

The third utterance is praising. From the findings, three STs use this utterance in personal function. The extract 4.48 (*see page 82*) is one of ways in praising. The STs praise their students by saying *good*, *very good*, and *excellent*. Praising is used to respect the students for what they have done well. It is used, moreover, to encourage the students to have confidence in the classroom.

The fourth utterance is confirming. There are seven STs who use this language when they teach in the classrooms. In extract 4.49 (see page 82 & 83) the ST confirms that the student's answer is correct by saying ok. In confirming the student's answer the STs tend to say ok, very good, yes, or repeat the student's asswer. Most of the STs use the word ok to confirm the student's answer. There is an interesting point when some STs use confirming. They say very good to confirm the student's answer. The expression very good is not used to praise in this situation but to confirm the right answer from the students.

The fifth utterance used by the nine STs in personal function is confronting. Confronting or disconfirming is used when the STs say that the student's answer is incorrect. Disconfirming is only used when the STs think that the student's answer is wrong. There are three STs who use this

utterance. In extracts 4.50 and 4.51 (*see page 83*) the two STs disconfirm the students' answer using two different ways. The first extract shows that the ST says the words *are you sure?* to identify the wrong answer. The second extract shows that before the ST disconfirm the student's answer, she elicit the answer from the other students. She then comes to the previous student who has the wrong answer to disconfirm the answer by telling the right answer. The other ST who disconfirm his student's answer directly utter the words *oh*, *no*.

The last utterance is thanking. Based on the results in research findings, four STs use this utterance in the classrooms. Thanking is uttered when students answer or do as what the STs ask for. This utterance is the way STs appriciate and encourage students' motivation in learning. It can build rapport between teacher and students as well. Thanking can be done by saying such *thank you*.

In conclusion, there are some additional findings of utterances in personal function. The kinds of utterances in personal function illustrated by Halliday are stating opinion, confronting, expressing thoughts and feeling, and recounting experience.⁷⁵ While the utterances in personal functions which are found in STs' utterances based on the Halliday's theory are expressing thoughts and feeling, stating opinion, and

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⁷⁵ "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http://pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

confronting. Recounting an experience is the utterance which is not used by all of the STs in personal function. No one of them tell his/her own experience to the students. The apologizing, praising, confirming, and thanking are the utterance found by the researcher from STs' utterances. Those can be classified as kinds of expressing thoughts and feeling in personal function.

e. Representational Function

Coulthard, Herrel, and Jordan quoting Halliday cited that representational function is the function of language to communicate, to deliver, to report, and to explain information. Kinds of utterances which are categorised as representational function are lecturing, correcting, informing, explaining, and exemplifying. The utterances used by the STs in representational function are explained in the following paragraph.

The first utterance in representational function is lecturing. Lecturing is the utterance to explain about the lesson to students. The second utterance is correcting. Correcting is usually done after disconfirming. Based on the video-recording, most of correcting in the classrooms are done by the students to correct the STs' pronunciation. Based on the result from observation and video-recording, three STs use correcting in order to

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⁷⁶ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 10.

provide the correct answer. The third utterance is informing. Six STs use informing to give information related to the lesson or topic. The fourth utterance is explaining. From the nine STs, two STs use explaining. Explaining is that the STs give the meaning of words, phrase, or sentence. The last is exemplifying. There are four STs who use this utterance to give examples about something related to the lesson taught in the classrooms. The findings of utterances in STs' utterances based on Halliday's theory are lecturing and informing. In addition, the new findings of STs' utterances in this function are correcting, explaining, and exemplifying.

f. Regulatory Function

Coulthard, Herrel, and Jordan quoting Halliday cited that regulatory function is the language which aims to control one's behavior in general.⁷⁷ In a classroom a teacher uses this language function to control students' behavior, to make agreement, and to state the rules. There are some kinds of utterances in the regulatory function: managing, negotiating, directing, and controlling. Based on the findings from the nine STs, the utterances used by the STs are managing and controlling. The two utterances used in regulatory function are discussed in the following paragraph.

⁷⁷ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3. Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 160. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

The first utterance is managing. Managing means that the STs use the language to manage the students and interaction in classroom. There are four STs who use managing. The four STs use managing in giving time to students to do a task. It is used by the STs to use the time wisely. In extracts 4.59 and 4.60 (*see page 90*) the two STs give time to the students to do the tasks. Timing is really important to students since it boundaries the students to do the task or activity. Thus, the students have responsibility to do the task. It is also one of ways to keep the teaching on track, thereby the STs can achieve the goal of teaching.

The second utterance is controlling. Controlling in regulatoy function is the utterance which aims to controls student's behavior and attention. In controlling the students, the three STs call the students' attention when they are too noisy or too silent. It is done after the STs are fail to have students' attention by asking to pay attention. The extracts 4.61 and 4.62 (*see page 92*) are the examples of how the STs control the students. The extract 4.61 shows how the ST controls the students' behavior by calling the name of group several times. While in extract 4.62 the ST uses the language to get the students' attention by saying *pay attention with with my explanation!*.

There are some utterances in Halliday's theory about regulatory function. They are setting task, managing, negotiating, instructing,

directing, and controlling.⁷⁸ The utterance setting task is not used by the researcher in this researcher since it is not appropriate to use in regulatory function. Regulatory function is used to control someone's behavior or attitude. Setting task is about how the task is done, thus it is classified as in instrumental function. Instructing can be categorized as the utterance in regulatory function, yet it is closer to instrumental function rather than regulatory function. The utterances, negotiating and directing, are not used by the STs since they do not use the language to negotiate the rules or to control a certain student. To summarize, the two utterances of regulatory functions found in STs' utterances are based on the Halliday's theory.

g. Imaginative Function

According to Halliday as quoted by Coulthard, Herrel, and Jordan, imaginative function is the language which is used to create story and words of imagination.⁷⁹ Teachers may use this function to tell a story to students. Thus, the kinds of utterances in imaginative function are storytelling, anticipating, predicting, imagining, playing, and experimenting.⁸⁰ Based on the findings from observation and video-recording, there is no one from the nine STs who use this function. No one

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⁷⁸ "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http://pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

⁷⁹ Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 4. Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 160. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM), 9.

⁸⁰ "Five Components of Effective Oral Language Instruction", 9.

uses story when they teach in the classrooms. Thereby, there is no utterance used by the nine STs. From the video-recording, the STs do not use story because it is not related with the topic of lesson. This function may be probably used by teachers or STs who teach children since chidren like story than adults.

In conclusion, from the seven language functions, there are four functions used by all of the STs. They are interactional, instrumental, personal, and representational functions. Heuristic function is used by eight STs. Regulatory function is used by five STs. Imaginative function is the only one function which is not used by all of the STs. Besides, kinds of utterances found in the STs' language functions are the utterances based on Halliday's theory and the new findings. The table **4.9** below is the summary of findings about the language functions and utterances in STs' utterances.

Table 4.9 The Summary of Findings in Student Teachers' Utterances

No.	The language	The STs' utterances	The STs' utterances as
	functions	based on the Halliday's	new findings
		theory	
1.	Interactional	Initiating, Recounciling	Greeting, Praying,
	function	arguing, Encouraging.	Asking condition,
			Checking presence,
			Announcing a topic,
			Announcing a task,
			Checking

			Comprehension,
			Checking the task
			finished, Responding,
			Negotiating, Closing.
2.	Heuristic	Asking, Investigating,	Checking knowledge,
	function	Clarifying.	Interrogating, Eliciting,
			Prompting.
3.	Instrumental	Asking, requesting.	Commanding, Ordering,
	function		Offering, Nominating,
			Drilling, Grouping or
			Pairing, Instructing.
4.	Personal function	Stating opinion,	Apologizing, Praising,
	44	Confronting/Disconfirming,	Confirming, Thanking.
		Recounting experience.	
5.	Representational	Lecturing, Informing	Correcting, Explaining,
	function		Exemplifying.
6.	Regulatory	Managing, Controlling.	-
	function		
7.	Imaginative	-	-
	function		

The table **4.9** above shows the utterances used by the STs in each language functions. This table is aimed to differentiate the new findings and the findings

based on the theory. There are four columns in the table. The first column is the number. The second column is the language functions. The third column is the utterances found in STs' utterances based on Halliday's theory. The fourth column is the utterances found in STs' utterances as the new findings. In table **4.9** there are many new utterances found in STs' utterances such in interactional, heuristic, instrumental, personal, and representational functions. Besides, there are four utterances in regulatory function (*see table 4.7 on page 93*), yet there are two utterances used by the STs in classrooms. In addition, there is no one of utterances in imaginative function used all of the STs. It means that there is no a must to use all of utterances or language functions when a teacher or a ST teaches in a class. Language should be used in a class or in communication for its purpose.

2. The difficulties experienced by the student teachers (STs) in performing the language functions

a. Interactional Function

The difficulties faced by the STs in interactional function are pronunciation, vocabulary, the limited students' ability in English, the limited STs' ability in English, and ST's voice. The first difficulty is pronunciation. According to Kelly, pronunciation is the basis in

communication.⁸¹ It is the fact that listeners can understand the speaker's utterance when the speaker can pronounce words correctly. The STs, moreover, is the model in the classrooms. They should utter words correctly in order to deliver their idea and teach the pronunciation implicitly. Even though there are only two STs who claim pronunciation as their difficulties, almost all of the STs face this problem in their utterance.

The second difficulty faced by the ST is vocabulary. Vocabulary is the key to communicate with other people. 82 Language obviously consists of words or vocabulary. The problem in vocabulary may cause the STs confused what they are supposed to say. It is difficult for students to understand the STs' utterance if the STs are not sure with their own utterance. For this case, furthermore, the STs are the non-native English teachers. To anticipate, this problem the STs should prepare well their words before teaching. Practicing is necessary to ensure that the STs understand the language they are going to use.

The next difficulty is the limited STs' ability in English. The limited ability in English is about their low ability in grammar. Even though listeners still can understand what the speaker says with incorrect grammar, it may take the important part as vocabulary in language. Listeners or students may think that the STs' grammar is correct, in fact it is incorrect.

Sanalal Kaller Harrita

⁸¹ Gerald Kelly, *How to teach pronunciation* (Essex: Longman, 2000), 11.

⁸² http://esl.fis.edu/parents/advise/vocab.htm accessed on July 9 2015 at 11.00 AM.

Teaching language is not only teach the language explicitly with the theory but also provide the way of using it from teachers or STs. Teachers or STs who recognize that they have low ability in grammar may not be confidence with their language or when they speak.

The last is STs' voice. Some STs have low voice when they speak. However, their voice must be heard by all of the students in the class. This difficulty may be very complicated if the STs teach big class. It is not necessary to say words loudly like giving announcement. They way to solve this problem is trying to say words a little bit louder. According to Walsh, producing the utterance which is little bit louder is that one of ways teachers modify their speaking. Thus, all of the students can hear what the STs say. The important thing is the STs have to make sure that they can control the classroom interaction.

b. Heuristic Function

The problems happened in heuristic function are vocabulary, the students which keep silent, the limited student's understanding of English, the limited ST's understanding of English, and the ST's question. When the STs realize their own weakness in using English, they have to have hard effort to increase their ability in English, for example vocabulary. If the

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⁸³ Steve Walsh, *Exploring Classroom Discourse: Language in Action* (pdf version) (New York: Routledge, 2011), 4.

students have low ability to understand the STs' question, the question should be simple and clear.

The common problem in heuristic function is eliciting. Eliciting, according to Walsh, is one of the strategies to get the students' response through the question. 84 It is used since it is a good way for learners or students to learn rather than the teachers always inform or tell the information to the students. However, sometimes the STs' question is unclear. It means that the question is too long, complicated, and unsure. The STs themselves are not sure what they are going to ask to their students. Teachers especially STs should more practice using the language including in asking.

c. Instrumental Function

There are six difficulties in instrumental function. They are pronunciation, the unclear instruction, ST's voice, the complicated ST's instruction, the students' feeling in receiving instruction, and the missing ST's instruction. The fundamental problem in this function is how the STs give instruction to the students. The STs' instruction are frequently unclear, complicated, and missing. It may be not a serious problem in PPL 1 since the students are mostly clever. On the other hand, it may cause a serious situation with students at real schools. They may not probably do not know

⁸⁴ Steve Walsh, *Exploring Classroom Discourse: Language in Action* (pdf version) (New York: Routledge, 2011), 6.

what they are supposed to do or freguently ask the STs about the instruction. According to Scrivener, instruction should be heard and understood. The factors cause the unclear instruction are the STs' voice and anxiety. The STs' voice is low, thus the students can not hear well what the STs say. Some STs is not sure giving the instruction. They may forget or be nervous with their utterance. The STs who have the complicated instruction give the long and unstructured instruction. While one of STs who misss his own instruction do not prepare well before he teaches.

d. Personal Function

The STs' difficulties in using personal function are pronunciation, vocabulary, and translating from one language to another language. Pronunciation and vocabulary may be the common difficulties by the STs not only in other functions but also in personal function. While the difficulty in translating the language by one of the STs does not happen in this function but in representational function.

e. Representational Function

The problems in representational function are pronunciation, students' less concentration, the limited student's understanding of English, vocabulary, less preparation by the ST, and uninteresting delivering the knowledge. Even though student-centered learning is the technique which

⁸⁵ Jim Scrivener, *Classroom Management Techniques* (Cambridge: Cambridge University Press), 128

becomes famous nowadays, where teachers do not necessarily always tell of inform the students, but the role of teachers to inform the students is still required. In delivering the knowledge there are two points which is important: the content and the technique. The STs obviously have to master the content before teaching and practice how to deliver the knowledge to the students. Delivering the information or knowledge is required, however, this step should be done after eliciting. It means that teachers or the STs do not necessarily always inform or explain a lot of things to the students.

f. Regulatory Function

The difficulties which happen in the classrooms in using regulatory function are that ST's confused, the students are not excited, and the students are too noisy. In video-recording some students do not listen to the STs' explanation and instruction. They are busy talking with their friends or daydreaming. Some of the STs just ignore this situation and continue with their teaching. There are only five STs who use calling attention in regulatory functions because the class is too noisy are too silent. It is quite easy to control the students in PPL 1 since they are college students. The STs may keep silent and then the students will pay attention to their STs. On the other hand, the real class at schools are more complicated than in PPL 1 classes.

The other utterances in regulatory is giving punishment and timing. No one of the STs give the punishment to the students. It occurs because the students are quite clever and respectful to the STs. Giving punishment may be dangerous since it is not the good way to control students' behavior. If students are too naughty, teachers in general can give a lot of homework to punish the students. While from the nine participants, there are only four STs who use timing. Timing is really importatant in teaching and learning process. It can create students' responsibility in doing tasks or activities. When teachers including the STs do not give timing to students, they can postpone finishing the task. Thus, the teaching becomes miserable.

g. Imaginative Function

Even some STs argue that they use story telling in their teaching, yet based on the result of observation there is no one of the STs who use this function. Thus, there is no difficulties in using imaginative function.

In conclusion, there are two basis difficulties experienced by the STs in performing the language functions. They are from the STs themselves and the students. To summarize, the difficulties faced by the STs from themselves are the limited STs' ability in English, the less preparation by the ST, and the ST's voice. The problems faced by the STs from their students are the limited students' ability in English, the students feeling unexcited, the students feeling afraid, and the students' less concentration.