







**Table 4.2** The Interactional Function of Student Teachers' Utterances

No	The Interactional Function	The Participants								
		T1	T2	T3	T4	T5	T6	T7	T8	T9
1.	Greeting	√	√	√	√	√	√	√	√	√
2.	Praying	-	√	√	-	-	-	√	√	-
3.	Asking condition	√	√	√	-	-	√	√	-	√
4.	Checking presence	-	-	-	-	-	-	√	-	-
5.	Initiating	√	√	√	√	√	√	√	√	√
6.	Announcing a topic	√	-	√	√	√	√	-	-	√
7.	Announcing a task	-	-	-	-	-	√	-	-	-
8.	Checking comprehension	-	√	√	-	√	√	√	-	√
9.	Checking the task finished	√	√	-	√	√	√	√	-	√
10.	Recounciling arguing	-	-	-	-	-	-	-	-	-
11.	Encouraging	-	-	-	-	-	-	-	-	-
12.	Responding	√	√	√	√	√	√	√	√	√
13.	Negotiating	-	√	-	√	√	√	√	-	√
14.	Closing	√	√	√	√	√	√	√	√	√























































































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.





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.





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 including 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



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.







information. This utterance is not use by all of the STs based on the result 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





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







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 answer. 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



























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.

