SPEECH FUNCTIONS AND GRAMMATICAL PATTERNS REALIZATION IN CONVERSATION IN THE ENGLISH TEXTBOOK

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Abstrak
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Penelitian ini bertujuan menjelaskan realisasi fungsi tutur dan pola gramatikal teks percakapan pada buku teks bahasa Inggris dan menjelaskan kesesuaian antara jenis ungkapan dalam teks percakapan dengan fungsi kebahasaan yang terdapat dalam kompetensi dasar dari kurikulum. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan menggunakan bentuk analisis fungsional dan struktural yang dikembangkan oleh Eggins dan Slade (1997). Hasil penelitian ini menunjukkan bahwa terdapat 253 fungsi tutur yang terealisasi dalam teks percakapan yaitu terdapat 75 (29.65%) fungsi pembuka percakapan, 90 (35.57) fungsi pelanjutan percakapan, dan 88 (34.78%) fungsi merespon pembuka percakapan. Selain itu, terdapat 278 jenis mood yang terdiri dari 148 (53%) bentuk deklaratif lengkap, 40 (14%) deklaratif tidak lengkap, 18 (6.5%) polar interogatif, 24 (8.5%) wh-interogatif, 8 (4%) imperatif, 6 (2%) eklamatif, dan 34 (12%) jenis klausa minor. Hasil penelitian ini juga menunjukkan bahwa terdapat 21 (87%) dari 24 jenis ungkapan dalam kompetensi dasar dan sebaliknya ada 3 (13%) jenis ungkapan yang tidak terdapat di dalam teks percakapan pada buku teks.

Abstract
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This study is aimed at explaining the realization of speech functions and grammatical patterns of conversational texts and the compatibility of some typical expressions with the basic competence of English curriculum. A descriptive qualitative approach by means of functional and structural analysis proposed by Eggins and Slade (1997) is used. The result show that there are 253 speech functions realized in the conversational texts consisting of 75 (29.65%) opening, 90 (35.57%) continuing, and 88 (34.78%) reacting. Additionally, the study show that there are 278 mood types used in the conversational texts. They comprise 148 (53%) declarative full, 40 (14%) elliptical declarative, 18 (6.5%) polar interrogative, 24 (8.5%) wh-interrogative, 8 (4%) imperative, 6 (2%) exclamative, 34 (12%) minor. The study also show that 21 (87%) typical expressions of the 24 total number of language function specified in the basic competence are introduced in the textbook whereas 3 (13%) expressions are not realized in the textbook.

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INTRODUCTION

Conversation as a kind of talk in which two or more participants freely alternate in speaking, which generally occurs outside specific institutional settings like religious services, law courts, classroom and the like (Levinson, 1983: 284). Haslett cited in Sulistyowati (2010) argues that there are number of features that establish and characterize conversation. The first is conversation occur between at least two individuals. Secondly, participants act to maintain a conversation topic. Thirdly, there is role reciprocity-participants exchange speaking and listening roles. Fourthly, conversational activities appears to be relatively unplanned. Fifthly, conversation occurs in a wide variety of social settings. Sixthly, conversation appears to be informal as opposed to being formally planned or constructed. And the last he suggests that conversational meanings are jointly constructed by the participants.

Systemic functional model of language proposed by Halliday (1994: 68-71) views conversation as the process of interaction in which the interactants exchange the two typical variables both are a comodity to be exchanged either information or goods and services and the roles associated with the exchange relations either giving or demanding. He points out that when people involve in interaction such as dialogue they actually employ a language functionally in terms of exchange interaction. In English context the two variables of exchange are defined and clarified in the four basic of speech function or move type in conversation. In addition, it is common in dialogue there is sequencing of interactant's role that is functionally called initiating and responding moves. Halliday's suggests that our choice of responding moves is constrained by the initiating move that has just been made. This is what the functional-semantic represents the reinterpretation of conversation analysis's notion of sequential implicativeness. Eggins and Slade (1997) point out that every time speakers take on a role, they assign to the listener(s) a role as well.

In every interaction such as dialogue there would be a pair of speech function that emerge in conversation both are initiating speech function which are represented by the four of commodity exchange (statement, question, offer and command) and responding speech function where it can be broadly differentiated as either supporting or confronting. Halliday (1994) outlines the speech function in dialogue as below.

Table 1 Speech function pairs (Halliday 1994: 69)

Initiating speech function	Responding speech function	
	Supporting	Confronting
Offer	Acceptance	Rejection
Command	Compliance	Refusal
Statement	Acknowledgement	Contradiction
Question	Answer	Disclaimer

Table 1 represents the functional-semantic's interpretation about the structure of conversation. Another thing which is acknowledged by this notion is that there is close relation between context (what is going on in the dialogic situation) and to grammar (the clause system of mood). In other words every speech function conventionally has typical relation with specific mood type in clause. For instance, statement speech function is commonly represented in the form of declarative mood type likewise question speech function is represented in the interrogative mood type. This relation conventionally is established by the link between speech function and context which is represented by the social of participants in interaction. Therefore, being focus on analyzing speech function enable us to clarify the relationship between social context and language as each speech function is associated with a typical mood structure, as summarized in the table below.

Table 2 Speech functions and typical mood in clause (Halliday 1994)

Speech function	Typical mood in clause
Statement	Declarative
Question	Interrogative
Command	Imperative
Offer	Modulated interrogative
Answer	Elliptical declarative
Acknowledgement	Minor (or non-verbal)
Accept	Minor (or non-verbal)
Compliance	Minor (or non-verbal)

Eggins and Slade (1997) suggest that grammatical patterns are realized by studying the type of clause structure chosen by interactans and are displayed within each speaker's turns. They also point out that such patterned choices are part of what indicates the different social roles being played by the interactants, and how such roles are constructed in our culture. It is assumed that the first thing that should be realized in order to analyze grammatical pattern (structural analysis) in conversation is the structure of a language. It is realized in the form of clause. In accordance with the clause level, the major level with enact roles and role relations are represented in the form of mood system. Mood system is also with associated subsystems of polarity and modality. Mood refers to pattern of clause types. There are 5 clause types commonly realized in a text as they are declarative, interrogative, imperative, exclamative, and minor clause.

Today textbooks provide adequate materials for teaching. One of the advantages of textbook is to provide some sources for improving English proficiencies such as reading, speaking and writing. Richard (2001) suggests that teaching materials are key components in most language program. Whether the teacher uses textbooks, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classrooms. Kim and Hall cited in Vellenga (2004) suggest that a textbook plays an important role in English Language Teaching (ELT), particularly in the English as a Foreign Language (EFL) classroom where it provides the primary (perhaps only) form of linguistic input. In accordance with speaking skill a textbook usually provides some sort of conversational texts. They are attached in order to encourage students to practice speaking English by doing such role play based on the script of the text. However, there are some shortcomings which are found in some conversational texts introduced in the textbooks. For instance, the issue of authenticity of textbook content whether or not they approximately reflect to the usuality of people function a language as they used for communication in daily life. As Vellenga (2004) suggest that although English textbooks are considered as a key component in English language teaching programs, they have been criticized for not offering classroom learner's adequate opportunity for learning authentic language. Another issue is about the realization of grammatical patterns as well as discourse pattern and discourse sturcture patterns. Moreover, a textbook should match to the objectives of curriculum due to it advantages to help teacher and students achieving the objectives of curriculum. Thus, a good textbook should conform with them.

Basic competences in English curriculum especially for speaking competence commonly are designed to encourage students to express some expressions (language function) such as expressing congratulation, intention, gratitude and so on. As the result, a textbook usually provides some conversational texts which include some expressions (language function) in order to fulfill the objectives of basic competences for improving speaking skill. In the curriculum, there 24 typical expressions (language function) including giving/offering goods, giving/offering service, asking for information, giving information, introducing self, greeting in meeting, being farewell, expressing compliment, responding compliment, expressing care, expressing intension, expressing of invitation, accepting invitation, refusing invitation, expressing gratitude, appraising, congratulating, expressing feeling of

having attention, expressing feeling of surprise, expressing feeling of sympathy, expressing feeling of being happy, expressing feeling of non belief, and telling news.

Considering that fact, it is interesting to analyze the quality of textbook contents regarding to its advantage to help the process of learning. This study is meant to explore h the realization of speech function, grammatical patterns in the conversational texts of the textbook and the compatibility of the conversational texts with the basic competences in the English curriculum viewed from the realization of some typical language functions specified in the basic competence.

METHODS

This study employed a descriptive qualitative approach. The data were obtained from the conversational texts introduced in the textbook entitled *"Pathway to English for senior high school grade X"*. In order to explain the realization of speech function, grammatical patterns and the compatibility of conversational texts with basic competence of the curriculum this study adopted functional and structural analysis suggested by Eggins and Slade (1997). Moreover, this study also used synoptical interpretation for interpreting the data collected.

FINDINGS AND DISCUSSIONS

The results of the study show that the total number of speech functions which are realized in the conversational texts of the textbook are 253 speech functions. They comprise 75 opening speech functions (equal 29.70% of the total number of speech functions), 90 continuing speech functions (equal 35.40% of the total number of speech functions), and 88 reacting speech functions (equal 35.40% of the total number of speech functions). Opening speech function is mostly represented by giving statement of opinion (21 moves which equal 28% of the total of opening speech function) then followed by asking question about fact (21 moves are equal 28% of the total of opening speech function), attending (12 moves or 16% of the total of opening speech function),

asking question about opinion (8 moves or 11% of the total of opening speech function), giving fact statement (7 moves or 10.5% of the total of opening speech function), commanding (3 moves or 4% of the total of opening speech function), and offering (3 moves or 4% of the total of opening speech function). Reacting speech function shows that it is dominated by responding: support speech function (79 moves or 89% of the total number of reacting speech functions), then followed by rejoinder (6 moves or 7.5% of the total number of reacting speech functions) and confronting (3 moves or 3.5% of the total number of reacting speech functions). Continuing speech function shows that it is dominated by continuing: prolong speech function. They comprise prolong: elaborate speech function which occurred with higher frequency (55 moves or 61% of the total number of continuing speech functions) than the others, then followed by prolong: extend (23 moves or 25.6 % of the total number of continuing speech functions), prolong: enhance (11 moves or 12.2% of the total number of continuing speech functions) and monitor (1 move or 1.2% of the total number of continuing speech functions).

In terms of the compatibility of the textbook with the basic competence, it is found that there are 21 typical expressions (language function) realized in the conversational texts or equal 87% of the total number of typical expressions (language function) specified in the basic competence of the curriculum, whereas there are 3 expressions (language function) which are not introduced (not available) in the textbook or equal 13 % of the total number of typical expressions (language function) specified in the basic competence of the curriculum.

The expression with the highest frequency found in the converssational texts is expression of giving information (giving statement). There are 31 expressions of giving information realized in the conversational texts or equal 20% of the total number of typical expressions realized in the conversational texts. They are realized in 3 opening speech functions, 11 reacting speech functions, and 17 continuing speech functions. Secondly, the expressing asking for information (expressing wonder). There are 27 expressions of asking for information realized in the

conversational texts or equal 18% of the total number of typical expressions realized in the conversational texts. They are realized in 26 opening speech functions, and 1 reacting (rejoinder) speech function. Thirdly, there are 16 expressions of feeling of having attention (pay attention) or equal 11,49% of the total number of typical expressions. They are realized in 2 opening speech functions and 14 reacting (support) speech functions. Then, respectively followed by 11 expressing greeting in meeting (7,5%) realized in 6 opening speech function and 5 reacting (support) speech function. 8 expressing gratitude (5,86%) realized in 2 opening speech functions and 6 reacting (support) speech functions. 8 appraising (5,86%) realized in 1 opening speech function, 6 reacting speech functions, and 1 continuing speech function. 6 expressing compliment (4,08%) realized in 2 opening speech functions, 3 reacting speech functions, and 1 continuing speech function. 5 expressing intention (3,40%) realized in 2 opening speech functions, 1 reacting speech function, and 2 continuing speech functions (for more details see appendix of speech function). Whereas the three expressions (speech act) which are not found in the textbook are expressing giving/offering good, refusing invitation, and expressing feeling of unbeliefness.

This study also shows that declarative is the most occurred mood type in the textbook, then it respectively followed by elliptical declarative, minor clauses, wh-interrogative, polar interrogative, imperative, and exclamative. Declarative comprises two types: declarative full and elliptical declarative. In the textbook, 15 declarative full clauses are used for initiating the conversations, 32 declarative full clauses as responding, and 101 declarative full clauses realized in continuing conversation. The others mood type realized in the textbook are Imperative, exclamative, and minor clauses. There are 8 imperative clauses where 3 clauses realized in initiating speech function and 5 clauses are realized in continuing speech function. Whereas 6 exclamative clauses: 5 clauses realized in reacting speech function and 1 clause realized in continuing speech function. Minor clauses comprises 34 clauses where 9 clauses are chosen to realize initiation of conversation (attending speech

functions), 24 clauses realized in reacting speech function, and 1 clause realized in continuing speech function.

CONCLUSION

The result of functional analysis shows that there are 253 speech functions realized in the conversational text of the textbook which comprise 75 opening speech functions, 90 continuing speech functions, and 88 reacting speech functions. The findings show that opening speech function is mostly realized by giving statement of opinion (realized in 21 moves) then followed by asking question about fact (21 moves), attending (12 moves), asking question about opinion (8 moves), giving fact statement (7 moves), giving command (3 moves), and offering (3 moves). Reacting speech function shows that it is dominated by responding: support speech function (realized in 79 moves), then followed by rejoinder (6 moves) and confronting (3 moves). Continuing speech function shows that prolong: elaborate speech function occured with higher frequency (realized in 55 moves) than the others, then followed by extend (23 moves), enhance (11 moves) and monitor (1 move).

Secondly, there are 21 typical expressions (language function) that match with the typical expressions (language function) specified in the basic competence of the curriculum or they are equal to 87% of the total number of typical expressions (language function) which are specified in the basic competence whereas there are 3 expressions (language function) which are not introduced (not available) in the textbook or 13 % of the total number of language function. By using semantic differential scale category indicates that the conversational texts introduced in the textbook are not compatible with the basic competence of the curriculum because they only cover 87% of the total number of the typical expressions (language function) specified in the basic competence of the curriculum.

The result of structural analysis shows that the grammatical patterns (MOOD type) in the conversational texts are realized in 278 clauses. They are realized in 148 declarative full (53% of the total number of clauses), 40 elliptical

declarative (14%), 18 polar interrogative (6.5%), 24 wh-interrogative (8.5%), 8 imperative (4%), 6 exclamative (2%), 34 minor (12%). Moreover, there are also 34 modalities realized in the conversational texts.

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