INTERPERSONAL LANGUAGE IN STUDENT INTERACTION DISCOURSE IN THE CLASS OF SMP NEGERI 5 MANUJU (FUNCTIONAL SYSTEMIC LINGUISTICS STUDY)

TINDAK BAHASA INTERPERSONAL DALAM WACANA INTERAKSI SISWA DI KELAS SMP NEGERI 5 MANUJU (KAJIAN LINGUISTIK SISTEMIK FUNGSIONAL)

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Abstract

This study analyzes the interpersonal language actions used by students in class interactions at SMP Negeri 5 Manuju with the Functional Systemic Linguistics (LSF) approach. This approach emphasizes the role of language as a tool to build social meaning and facilitate interaction in the context of learning. The purpose of the research is to understand how students use language to communicate, coordinate, and negotiate meaning in learning activities. The research method used is qualitative descriptive with data collection through direct observation of classroom interactions, in-depth interviews with teachers and students, and documentation in the form of recordings and field notes. Data analysis is carried out interactively through the stages of collection, reduction, presentation, and extraction of meaning from interpersonal utterances that appear in learning. The results showed that students' interpersonal language actions were realized through three types of mood clauses: interrogative, used to ask questions and ask for clarification; declarative, used to convey an opinion or information; and imperative, used to direct group work with mitigation to maintain social harmony. The function of this language act is not only to convey information, but also to build social relationships, organize group collaboration, and provide subtle approval or support. These findings provide an overview of how language plays a role in shaping communicative and collaborative interactions in the classroom.

Keywords : Functional Systemic Linguistics, interpersonal language acts, classroom interactions, mood clauses, collaborative learning.

Abstrak

Penelitian ini menganalisis tindak bahasa interpersonal yang digunakan siswa dalam interaksi kelas di SMP Negeri 5 Manuju dengan pendekatan Linguistik Sistemik Fungsional (LSF). Pendekatan ini menekankan peran bahasa sebagai alat untuk membangun makna sosial dan memfasilitasi interaksi dalam konteks pembelajaran. Tujuan penelitian adalah memahami bagaimana siswa menggunakan bahasa untuk berkomunikasi, berkoordinasi, dan menegosiasikan makna dalam kegiatan belajar.

Metode penelitian yang digunakan adalah kualitatif deskriptif dengan pengumpulan data melalui observasi langsung interaksi kelas, wawancara mendalam dengan guru dan siswa, serta dokumentasi berupa rekaman dan catatan lapangan. Analisis data dilakukan secara interaktif melalui tahapan pengumpulan, reduksi, penyajian, dan penarikan makna dari ujaran-ujaran interpersonal yang muncul dalam pembelajaran. Hasil penelitian menunjukkan bahwa tindak bahasa interpersonal siswa direalisasikan melalui tiga tipe mood clause: interrogative, digunakan untuk mengajukan pertanyaan dan meminta klarifikasi; declarative, digunakan untuk menyampaikan pendapat atau informasi; dan imperative, digunakan untuk mengarahkan kerja kelompok dengan mitigasi agar tetap menjaga keharmonisan sosial. Fungsi tindak bahasa ini tidak hanya menyampaikan informasi, tetapi juga membangun hubungan sosial, mengatur kolaborasi kelompok, dan memberikan persetujuan atau dukungan secara halus. Temuan ini memberikan gambaran bagaimana bahasa berperan dalam membentuk interaksi yang komunikatif dan kolaboratif di kelas.

Kata Kunci : Linguistik Sistemik Fungsional, tindak bahasa interpersonal, interaksi kelas, mood clause, pembelajaran kolaboratif.

1. INTRODUCTION

Functional Systemic Linguistics (LSF) is a linguistic approach that emphasizes the social function of language in the context of communication. The theory introduced by Halliday (1967, 1985) views language as a system of meaning that is realized through a system of forms and expressions. In the perspective of LSF, language is used to achieve various communicative goals, such as conveying information, expressing emotions, influencing attitudes, and building social relationships. Therefore, language analysis focuses not only on grammatical structures, but also on how language functions in the social context that surrounds it.

In the context of education, language is the main instrument of the learning process. Language allows for the exchange of information, the transfer of experiences, and the formation of interpersonal relationships between teachers and students. The language used in classroom interactions reflects the atmosphere and quality of learning. Communicative, lively, and contextual language will create a dynamic classroom atmosphere, while rigid and unresponsive language can make learning monotonous and less meaningful. Therefore, the analysis of language actions in the classroom is important to understand how learning takes place.

Interpersonal language acts are an important aspect of LSF theory because they relate to the relationship between the speaker and the speech partner. Halliday (1994) explains that the interpersonal function of language is used to display social identities and roles, build relationships between individuals, and influence attitudes and views. In the classroom, this interpersonal function is seen through the selection of modes, clause structures, modalities, and lexical choices used by teachers and students. The right language will encourage student participation, while language that is out of context can hinder the creation of effective interactions.

Verbal interaction in the classroom is a discourse that cannot be separated from the social context in which it takes place. Teachers and students interact with each other to achieve

learning goals through the exchange of information realized in the form of speech. These speeches, especially those that arise spontaneously, show the language competence of those involved. Classroom discourse analysis through the LSF approach can reveal how teachers' language choices frame the learning process and how students respond to it.

The quality of verbal interaction in the classroom greatly determines the success of the teaching and learning process. Various types of language acts—such as interrogative, declarative, and directive—are used by teachers and students to build communication. The use of modalities, mood systems, and clause structures greatly affect the effectiveness of message delivery. The accuracy of these language actions can arouse motivation, help understanding concepts, and create positive social relationships between teachers and students. To analyze these interactions, one of the instruments that can be used is the Verbal Interaction Category System (VICS) developed by Flanders. The system classifies different forms of verbal behavior in the classroom into ten categories, which are then grouped into teaching behaviors, learning behaviors, and noninteractive states. With VICS, researchers can map communication patterns that arise during learning so that they can assess whether these interactions support the achievement of learning goals.

Verbal interaction in learning is also related to the subject-subject pedagogic process, namely the relationship between teacher actions, student responses, and learning content. In this process, the teacher acts as an informant, directer, as well as a facilitator; while students show their understanding through verbal responses. These two elements interact in a conducive learning environment, so that they can form a meaningful learning experience for students.

Although language is an important component of learning, the reality is that there are still various linguistic problems in the classroom, including phonological problems such as inaccuracies in pronunciation or the inability to distinguish certain sounds. This phonemic problem can hinder students' ability to understand material, interact, and develop confidence. This shows the need for more structured and contextual language teaching to improve students' linguistic abilities.

Seeing the importance of the function of language in learning, research on interpersonal language actions in classroom interaction discourse is very relevant. Analysis of interpersonal meanings that appear in class discourse can provide an idea of the extent to which teachers are able to build effective communication with students. The language used by teachers greatly determines the success of learning, because through language teachers manage classes, manage social relationships, and deliver subject matter.

This research was carried out at SMP Negeri 5 Manuju, a school known to have high dedication in improving the quality of education. The teachers at this school have a strong commitment to creating effective and interactive learning. Through this study, the researcher seeks to analyze how the interpersonal speech of teachers and students is realized in classroom interactions through the Functional Systemic Linguistics approach. The results of the research are expected to contribute to the development of more effective interaction-based learning strategies and improve the quality of educational communication in other schools.

2. RESEARCH METHOD

This research uses a descriptive qualitative approach that aims to describe in detail linguistic phenomena that occur naturally in the classroom. This approach refers to Sugiyono's (2016:9) view that qualitative research is postpositivistic, focusing on natural objects, with the researcher as the main instrument, and data collection is carried out through triangulation techniques (Amelia et al., 2023). The qualitative method allows researchers to obtain in-depth data in the form of words, actions, and expressions related to the use of interpersonal language actions in class interactions. Descriptive research is used to describe and analyze the forms of teacher-student interaction through the framework of Functional Systemic Linguistics (LSF), so that language phenomena can be understood in their social context.

The research data consists of primary data and secondary data. Primary data was obtained through direct observation of the learning process, interviews with teachers and students, and documentation during the activity. This data includes verbal and nonverbal speech that reflects forms of interpersonal language actions, such as lexical choices, intonation, expression, and responses in class interactions. Secondary data is in the form of school documents, institution profiles, learning tools, curriculum, and evaluation materials that support the interpretation of primary data. According to Moleong (2019), primary data is important in qualitative research because it describes participants' subjective perceptions and meanings, while secondary data provides context that complements the field findings.

The source of data in this study is all interpersonal speech that appears during the interaction process between teachers and students as well as between students in the class of SMP Negeri 5 Manuju. The data sources include speech recorded during learning, field notes from observations, and interview transcripts. All data were used to identify communication patterns and interpersonal negotiation processes that occurred in Indonesian learning. The presence of the researcher as an observer allows for the acquisition of authentic data that is in accordance with the actual learning situation.

Data collection techniques are carried out through observation, interviews, and documentation. Observation was carried out to directly observe the language actions used by teachers and students, the interaction patterns that took place, and the dynamics of the classroom during learning. In-depth interviews were conducted with teachers and students to explore their perceptions of the use of language in classroom interactions, communication experiences, challenges faced, and ideologies or powers that may arise in the use of language. Meanwhile, documentation in the form of photos, video recordings, and school documents is used as a triangulation tool to increase the validity of research findings (Romdona, 2024).

Data analysis uses an interactive analysis model proposed by Rusminto (2010:17), which emphasizes four main components, namely data collection, data reduction, data presentation, and conclusion drawn. Data reduction is carried out to select, group, and simplify data based on certain categories, such as speech type of behavior, mood structure, and interpersonal function. After the data is reduced, the researcher presents it in the form of a description or

table to facilitate the interpretation process. The presentation of data is carried out by grouping findings so that the relationship between linguistic elements can be seen clearly.

The final stage of analysis is drawing conclusions, which is the process of formulating the meaning of the entire data that has been analyzed. The researcher interpreted the form and function of interpersonal language actions based on the theory of Functional Systemic Linguistics and verified the findings with other supporting data. Conclusions are open-ended and can evolve as data grows during the research process. Through this approach, the research is expected to provide a comprehensive overview of how language is used to build social relationships and manage interactions in learning at SMP Negeri 5 Manuju.

3. RESULT AND DISCUSSION

Before presenting the results of the analysis, this section presents an overview of the research findings obtained through observations of classroom interactions and in-depth interviews with students. Interview data was used to reinforce the field findings and describe how students understood and used interpersonal language actions in daily learning activities. The analysis focused on two main aspects, namely the form of interpersonal language actions and the function of interpersonal language actions in student interaction discourse.

Forms of Interpersonal Language in Student Interaction

Based on the results of class observation and analysis of conversation recordings, it was found that students' interpersonal language actions were realized through three types of mood clauses, namely interrogative, declarative, and imperative. These three forms appear alternately according to the context of learning activities, especially in group work and questions and answers with teachers.

The form of interrogative most often appears when students ask for clarification or information from peers. This shows that students use language to build understanding through questions. One of the students explained in an interview:

W1: "If there's something I don't understand, I immediately ask my close friends. Sometimes I say, 'What does this mean?' Let me understand quickly."

The phrase suggests that questions are not only used to obtain information, but also as a way to ensure that groups or individuals do not misunderstand the teacher's instructions.

Second, the declarative form appears when students express opinions, explain answers, or respond to friends' questions. This declarative form is used to provide information that is believed to be true or to help a friend understand the material. In the interview, another student explained:

W2: "If I know the answer, I explain it to a friend. For example, I say, 'I think this is the right answer,' so that they will understand."

From this statement, it appears that declarative is used to convey knowledge, build mutual understanding, and fill information gaps in the group.

Third, the form of imperative is used by students when they want to coordinate group assignments or organize work steps. Although commanding, students tend to use subtle or

polite forms so as not to offend friends. This can be seen from the statement of one of the students:

W3: "When it comes to group work, I usually say, 'Let's read it first,' or 'Let's do number two.' So that it can be completed quickly."

The example shows that imperatives are used in situations that demand work organization, and students use linguistic strategies in the form of mitigated commands to maintain good interpersonal relationships.

Overall, the interviews show that students not only use language as a means of conveying information, but also as a means to build social interaction, maintain group harmony, and achieve academic goals. The use of interrogative, declarative, and imperative forms reflects their understanding of different communication needs in the context of learning.

The Function of Interpersonal Language in Student Interaction

Based on the results of interviews with students, it was found that interpersonal language acts function not only to convey information, but also to build social relationships, organize group work, and negotiate meaning in the learning process. Each of these functions can be seen from the way students use language according to the context of the interaction that occurs in the classroom.

First, the act of interpersonal language functions as a tool for clarifying and negotiating understanding. Students use a lot of asking questions as a strategy to reduce misconceptions and ensure that they are doing the assignment correctly. This function is seen in an interview when a student states:

W4: "If I'm not sure, I ask, 'Is this true?' So don't make a mistake. Usually friends also help explain."

The statement makes it clear that the interpersonal function of language in the form of questions is to help students negotiate understanding and ensure common perceptions within the group.

Second, interpersonal language acts serve as a tool to maintain social relationships and create a comfortable interaction atmosphere. Some students admit that they deliberately use more polite or gentle word choices when interacting so as not to offend friends. It is also part of the interpersonal function of language as a builder of social solidarity. One of the students explained:

W5: "If I give you advice or commands, I say slowly, for example, 'Try it first' or 'How about we do this first?' You see, if he immediately tells you, he is afraid that he will be offended."

From this statement, it appears that students use language to manage interpersonal relationships, create harmony, and maintain comfortable communication between students.

Third, the act of interpersonal language has the function of directing and coordinating group work. In the context of collaborative learning, students use language to organize task breakdowns, determine speaking turns, and guide group workflows. This function is usually manifested through a softened imperative form. One student stated:

W6: "In a group, I usually say, 'You read it first, I'll write it later,' so that it can be done quickly. So let everyone share the task."

This function suggests that language is used to achieve academic goals collectively, not just for the purpose of personal interaction. Fourth, it was also found that the act of interpersonal language functions as a tool to show subtle acceptance, support, or rejection. Students sometimes give their approval with short phrases such as "Yes, that's right," or "I think so," which are used to reinforce a friend's opinion or in response to an idea they think is logical. This function shows how language becomes a medium that shapes the way students work together and validate each other's opinions.

Overall, the interviews showed that the function of interpersonal language actions in student interactions in the classroom was strongly influenced by communication needs, social dynamics, and academic goals. Language serves not only as a means of exchanging information, but also as an instrument for building relationships, facilitating cooperation, and negotiating understanding in the context of learning.

Discussion

The results of the study showed that the interpersonal language actions used by students in classroom interactions reflected complex communication dynamics, both in academic and social contexts. Through observation and interviews, it was found that students use language not only as a tool for conveying information, but also as a means to build relationships, coordinate group work, and manage mutual understanding. These findings are in line with the framework of Functional Systemic Linguistics which emphasizes that language is a resource for social action. Therefore, each form of speech used by students contains interpersonal functions that contribute to the continuity of learning activities.

The form of interpersonal language that appears in student interactions is realized through three main types of mood clauses, namely interrogative, declarative, and imperative. The form of interrogative is widely used in an effort to clarify concepts or understanding, as can be seen from the statements of students who stated that they often ask friends to ensure the truth of the material. Meanwhile, declaratives are used to convey information, give opinions, or explain answers to friends. Imperatives arise when students organize a group workflow or divide tasks, but they are usually delivered with more subtle word choices to maintain interpersonal relationships. These three forms show students' flexibility in using language according to communication needs in learning.

The functions of interpersonal language actions found in student interactions include the function of clarification, negotiation of meaning, building social relationships, directing work, and providing support or approval. In the context of clarification, students use questions to reduce misconceptions and ensure that the group understands the instructions correctly. At the same time, the use of polite language and mitigation in the form of imperatives shows that students are trying to maintain social harmony and solidarity in the group. Thus, interpersonal functions are not only oriented to the delivery of messages, but also to the maintenance of social relationships.

In addition, interpersonal language plays an important role in regulating group work dynamics. Through softened commands, students coordinate tasks, determining who reads, writes, or explains. Language is also used to show subtle support, approval, or rejection, such as the phrase "Yes, that's right," or "It seems like so," which indicates validation of a friend's idea. These findings reinforce the understanding that the language students use in classroom interactions not only reflects their linguistic abilities, but also social skills built through collaborative practice. Overall, the form and function of students' interpersonal language actions show that learning in the classroom is not only cognitive, but also interpersonal and social.

4. CONCLUSION

This research shows that interpersonal speech acts used by students in classroom interactions are an important part of the learning process and social dynamics at SMP Negeri 5 Manuju. Thru observation and interviews, it was found that students utilize language not only as a tool for conveying information, but also as a means of building relationships, managing group work, and negotiating understanding.

The form of interpersonal language is realized through three types of mood clauses, namely interrogative, declarative, and imperative. Interrogative is used to ask for clarification, declarative is used to convey an opinion or information, while imperative is used to direct the group's work in a polite and mitigating manner. The three forms show the tendency of students to use language functionally according to the need for interaction.

The function of interpersonal language in student interaction includes clarifying and negotiating meaning, establishing and maintaining social relationships, directing group work, and providing subtle support or approval. Language is an important instrument in maintaining harmony of cooperation, facilitating effective communication, and ensuring common understanding in groups.

Overall, this study confirms that interpersonal language plays a significant role in creating a collaborative, communicative, and harmonious learning environment. The use of language by students reflects their ability to balance academic and social needs, so that the interactions that occur are not only cognitive, but also interpersonal and social. These findings are important as the basis for developing learning strategies that are more responsive to the dynamics of student communication in the classroom

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