



**THE ANALYSIS OF INTERPERSONAL FUNCTION
IN SPEAKING AT GRADE X SMA NEGERI 6
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
A Partial Fulfilment of The Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written By:

NILMA IRYANI NASUTION

Reg No: 09 340 0054

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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PADANGSIDIMPUAN**

2014

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Padangsidempuan, 3rd March 2014

To

The Dean of Tarbiyah and Pedagogy Faculty

di _

Padangsidempuan

Assalamu 'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Nilma Iryani Nasution entitle "*The Analysis of Interpersonal Function in Speaking at Grade X SMA Negeri 6 Padangsidempuan*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I.), English Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.

Therefore, we hope she could be to defend her thesis in Munaqasyah. That's all and thank you for the attention.

Wassalamu 'alaikum Wr. Wb.

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

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بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, the I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

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5. Mrs. RayendrianiFahmeiLubis, M. Ag., the Leader of English Department.
6. All lecturers of IAIN Padangsidimpuan who have given the knowledge during my studying in this campus.
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10. All my friends, I cannot mention them here who have supported and motivated me to finish this thesis. May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, March 3rd 2014
Researcher



NILMA IRYANI NASUTION
09 340 0054

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ABSTRACT

The objectives of the research were to know students' ability in using interpersonal function in speaking at grade X SMA Negeri 6 Padangsidempuan, to know students' difficulties in using interpersonal function in speaking at grade X SMA Negeri 6 Padangsidempuan, to know teacher's efforts in overcoming students' difficulties in using interpersonal function in speaking at grade X SMA Negeri 6 Padangsidempuan.

In this research, the researcher has taken 45 students as samples. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

Based on the result of research, researcher found that the students' ability in using interpersonal function in speaking at grade X in SMA Negeri Padangsidempuan can be categorized good (65,55%). The difficulties in learning using interpersonal function in speaking were: the students are still lack in comprehending the basic of English especially in finite and modals, The students still lack in decide what the had to be used in tenses when they done conversation and the students used to forget in using modals, The students found difficulties in remember function of using modals. The efforts done by the English teacher's in overcoming students' difficulties in using interpersonal function in speaking at grade X SMA Negeri 6 Padangsidempuan were: the English teacher's used to repeat the lesson, explained from the basic of English and gave more example about using subject, mood adjunct especially finite and modals, the teacher's used to make drill and practice more and more with speaking, the teacher's used to make an active condition in learning process to make class peaceful, teacher asked the students' made examples about the lesson subject, finite, modals, and mood adjunct after the students presented it in front of the class or wrote on the white/black board.

Appendix I

OBSERVATION GUIDANCE

1. Location of SMA Negeri 6 Padangsidimpuan.
2. Facilities of SMA Negeri 6 Padangsidimpuan.
3. The organization structure of SMA Negeri 6 Padangsidimpuan

Appendix II

INTERVIEW GUIDANCE

A. Interview for Headmaster

1. How many English teacher at SMA Negeri 6 Padangsidempuan?
2. What are the facilities to support the English material?
3. What are the students and teacher achievement related with English?
4. Are there the program that English teacher done at outside to support the English learning?

B. Interview for English Teacher

1. How many times do you learn using interpersonal function in speaking?
2. How are the ability of the students' in using interpersonal function in speaking?
3. What kinds of book do you use to teach using interpersonal function in speaking?
4. What kinds of method do you applicant to teach using interpersonal function in speaking?
5. How are the students' learning resulting using interpersonal function in speaking?
6. What are the students' difficulties in learn using interpersonal function in speaking?
7. How do you solve the difficulties in using interpersonal function in speaking?

C. Interview for Students

1. Do you like English, especially in using interpersonal function in speaking?
2. What does the teacher do in teaching interpersonal function in speaking?
3. What kind of difficulties do you find in learning by using interpersonal function in speaking?
4. What do you do in solving the difficulties in using interpersonal function in speaking?

Appendix III

SPOKEN TEXT

The List of Questions to Know Students' Ability in Using Interpersonal Function in Speaking at Grade X SMA Negeri 6 Padangsidempuan.

A. Fill the Blanks with the Appropriate Subject!

1. My name is Budi, am eleven years old. I am a student in SMA Negeri 6 Padangsidempuan.
2. Andien and Jane had a nice weekend, went to the beach and city park.
3. Solo is one of the most interesting cities in Indonesia, is located in central Java, about 100 kilometers from Semarang.
4. The young man is a tour guide, works for Castel Travel Agent.
5. Lina is a beautiful girl, is a sales manager.

B. Fill Finite (tobe, do, did) in the Blanks!

1. He a good teacher.
2. Mary stay home yesterday morning?
3. you study English every day?
4. We students.
5. My house built in 1987.

C. Fill Modals in the Blanks!

1. You want to borrow your boss' car.

You say: "..... I borrow your car?"

2. You want to leave early because you have some important things to do. You

say your boss: I leave early?

3. Mrs. Anne is not in the kitchen.

She be in the other room.

4. I see river from the top of the mountain.

5. You want to borrow your friend's pen.

You say: "..... I borrow your pen?"

D. Fill Appropriate Mood Adjunct (actually, always, never, quickly, usually) in the blanks!

1., he has done the homework.

2. She goes to school at 07.00 o'clock.

3. I get up late.

4. They eat breakfast before going to school.

5. I reached the phone to answer.

Key Answer

A.	B.	C.	D.
1. I	1. is	1. May	1. Actually
2. They	2. did	2. May	2. Always
3. It	3. do	3. Must	3. Never
4. He	4. are	4. Can	4. Usually
5. She	5. was	5. Can	5. Quickly

Appendix V

Situation Teachers and Official in SMA Negeri 6 Padangsidimpuan

No.	Name	Subject	Group
1.	Drs. Hamzah	PPKN	IV/A
2.	Dra. Kartini Sembiring	BP/BK	IV/A
3.	Kaspari S.Pd	Matematika	IV/A
4.	Ermawaty Nasution	BP/BK	IV/A
5.	Dra. Khairani Henry Lubis	Fisika	IV/A
6.	Rohani Siregar S.Pd	B. Indonesia	IV/A
7.	Partomuan Matondang, S.Pd	PPKN	IV/A
8.	Anwar Nasution S.Pd	Sejarah	IV/A
9.	Suaso, S.Pd	Geografi	IV/A
10.	Domu Pardamean, S.Pd	Geografi	IV/A
11.	Nairombulan, S.Pd	Ekonomi	IV/A
12.	Usmar Hasibuan, S.Ag	Agama	IV/A
13.	Dra. Sulhana Lely	Matematika	IV/A
14.	Dra. Hj. Nurhatta	Agama	IV/A
15.	Anisa, S.Pd	PKN	IV/A
16.	Drs. Mukhlison	Bahasa Indonesia	IV/A
17.	Drs. Samaluddin	Ekonomi	IV/A
18.	Saiful Effendi	B. Inggris	IV/A
19.	Drs. Agus Wibowo	Fisika	IV/A
20.	Ivan Taufik, S.Pd	Penjasorkes	IV/A
21.	Mardiani, S.Pd	Matematika	IV/A
22.	Dra. Tina Saroh Barumun	Sejarah	IV/A
23.	Mhd. Soleh Rambe, S.Pd	Penjasorkes	IV/A
24.	Dra. Linda	Sosiologi	IV/A
25.	Dra. Hindun	Agama	IV/A
26.	Dra. Gamera Siregar	BP/BK	IV/A
27.	Sri Julianda Hrp, S.Pd	Biologi	IV/A
28.	Dra. Henny Yuniarti	Matematika	IV/A
29.	Drs. Zuherlin	Kimia	IV/A
30.	Misrawati Srg, S.Pd	Biologi	IV/A
31.	Syarif Muda Harahap, S.Pd	B. Indonesia	IV/A
32.	Hj. Tuty Masdalena	BP/BK	Penata Tk.I III/d
33.	Winarni Lbn Gaol, S.Pd.	B. Indonesia	Penata / III/c
34.	Aswita Lubis, S.Pd.	Matematika	Penata / III.c
35.	Festi Maria Adelina S.Pd	Fisika	Penata / III.c
36.	Nismawati Harahap S.Pd	Matematika	Penata / III.c

37.	Yusraini Nasution S.Pd	Kimia	Penata / III.c
38.	Halimatussakdiah,S.Pd	Biologi	Penata / III.c
39.	Eva Lannnora Nasution S.Pd	B. Inggris	Penata Tk.I III/d
40.	Ummi Kalsum, S.Pd	Ekonomi	Penata / III/c
41.	Sinta Bidasari, S. Pd	Kimia	Penata / III.c
42.	Nursalam Siregar, S.Pd	B. Inggris	Penata / III.c
43.	Erni Zakiah Fithri, S.Pd	Biologi	Penata / III.c
44.	Awalunddin Pohan	BP/BK	Penata Muda Tk.I III/b
45.	Urba Dongoran, S.Pd	B. Inggris	Penata Muda Tk.I / III.b
46.	Mustapa Hasan Siregar, S.Pd	Ekonomi	Penata Muda Tk.I / III.b
47.	Restiana Simatupang, S.Pd.	Matematika	Penata Muda Tk.I / III.b
48.	Dermi Sihombing, S.Pd	Kimia	Penata Muda Tk.I / III.b
49.	Sudarti Harahap, S.Pd.	BP/BK	Penata Muda Tk.I / III.b
50.	Erna Rosita Nasution, S.Pd.	Fisika	Penata Muda Tk.I / III.b
51.	Apna Agustina Harahap	Biologi	Penata Muda Tk.I / III.b
52.	Ris Salman, S.Pd	Fisika	Penata Muda III/a
53.	Priana Rissanto, S. Kom	TIK	Penata Muda III/a
54.	Muhendri Aricandra S, Pd	Penjasorkes	Penata Muda III/a
55.	Kristin Natalia Harahap S.Pd	Kesenian	Penata Muda III/a
56.	Johannes Tohonan Srg, S.Th	Kesenian	Penata Muda III/a
57.	Siti Maisaroh, S.Pd.	Biologi	Penata Muda III/a
58.	Irma Aryanti Dalimunthe	Matematika	Penata Muda III/a
59.	Rahimah L. Tobing, S.Pd.	TIK	-
60.	Efrilda Malik Hasibuan, S.Pd.	B. Inggris	-
61.	Iwan Sismanto, S.Pd.	Ket. Jasa	-
62.	Aslamiah, S.Pd.	Fisika	-
63.	Uli Nasution, S.Pd.	Kimia	-
64.	Syahrul Azhar Harahap, S.Pd.	Kesenian	-
65.	Nurhidayah, S.Pd.	BTQ	-
66.	Indah Tita Widiani, S.Ag.	BTQ	-
67.	Wirdatul Fithriah, S.Ag.	BTQ	-

68.	Elli Mastarina, S.Pd.	B. Indonesia	-
69.	Roslina, S.Pd.	Ket. Jasa	-
70.	Kartina Sahroni, S.Pd.	B. Inggris	-
71.	Suci Syafitri	B. Inggris	-
72.	Ennis Nasution, S.Pd.	B. Inggris	-
73.	Purnamawati Harahap, S.Pd.	B. Inggris	-
74.	David Ritonga, S.Pd.	Matematika	-
75.	Fitri Batubara, S.Pd.	TIK	-
76.	Juwita B. Sinaga, S.Pd.	B. Inggris	-
77.	Seri Bulan Tambunan, S.Pd.	B. Indonesia	-
78.	Ernisah Siregar, S.Pd.	Sosiologi	-
79.	Marlinda Sari, S.Pd.	B. Indonesia	-
80.	Rohani Wahyuni Siregar	B. Indonesia	-

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is the system of communication in speech which is used by people to express ideas, and feeling using movement, symbols and sounds. English is one of many languages in the world. So, we must communicate English well. Moreover, English has been studied in schools, from elementary, junior, senior high school and university level. We must able to communicate international communities in globalization era through English.

Speaking is one of four language skills to be mastered, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended, and involving, but it is not completely unpredictable. Speaking is the productive, oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is also a kind of oral communication for people. Speaking is a way of delivering ideas, feeling, thought and even experience to others.

Allah states in al-Qur'an surah Ar-rahman verse 3-4

خَلَقَ الْإِنْسَانَ (3) عَلَّمَهُ الْبَيَانَ (4)

Means: “*He created man, He taught him eloquent speech*”.¹

To make right composition students must know the communicative function in speaking, which the students must have knowledge. Through speaking the listeners will know what the speakers have in their mind.

There are two kinds of communicative functions, namely : ideational function and interpersonal function. Ideational function is using correct in predicate. Interpersonal function is using subject, finite, modal, mood adjunct. Subject is the name of the person or thing, finite is a finite verb form or clause shows a particular tense, person and number: ‘Am’, ‘is’, ‘are’, ‘was’ and ‘were’, Modal is helping verbs used for express a ability, possible or probable, and mood adjunct is using the adverb of manner, adverb of frequency.

Based on the researcher’s experience for Teaching Practice Program (PPL) in SMA Negeri 6 Padangsidimpuan, the researcher saw that there were many students who got difficulties in using interpersonal function in speaking. They did not use interpersonal function in speaking in a correct way. However, the problem is still faced by the students of SMAN 6 Padangsidimpuan. The skill students speaking is still low in interpersonal fuction.

From this reason, researcher interest in knowing about “**The Analysis of Interpersonal Function in Speaking at Grade X SMAN 6 Padangsidimpuan**”.

¹Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Kahn, *Translation of the Noble Qur’an in the English Language*, (Madinah: King Fadh Complex for the printing of the Holy Qur’an, tth), p. 728.

B. Focus of the Problem

In fact, there were many students who got difficulties in using interpersonal function in speaking especially in finite and modals. They did not use interpersonal function in speaking in a correct way. Based on the problem, the researcher focus her research on “The Analysis of Interpersonal Function in Speaking at Grade X SMA N 6 Padangsidempuan”. In other word, the students must be able to use subject, finite, modal, mood adjunct to make them easy in speaking.

C. Formulation of the Problem

Based on the above background of the problem, the researcher formulate the problems of the research as follow:

1. How is students' ability in using interpersonal function in speaking at grade X SMAN 6 Padangsidempuan ?
2. What are students' difficulties in using interpersonal function in speaking at grade X SMAN 6 Padangsidempuan ?
3. What are English teacher's efforts in overcoming students' difficulties in using interpersonal function in speaking at grade X SMAN 6 Padangsidempuan ?

D. Aims of the Research

Based on the formulation of the problems, the researcher states the problem as follow:

1. To know students' ability in using interpersonal function in speaking at grade X SMAN 6 Padangsidempuan.
2. To know students' difficulties in using interpersonal function in speaking at grade X SMAN 6 Padangsidempuan .
3. To know English teacher's efforts in overcoming students' difficulties in using interpersonal function in speaking at grade X SMAN 6 Padangsidempuan.

E. Significances of the Research

The result of research is expected to be useful for :

1. Researcher, to fulfill a requirement to reach the first strata degree in English section in education department of institute for Islamic studies Padangsidempuan.
2. Head master, to encourage English teacher to do the best teaching using interpersonal function in speaking.
3. English teacher, to improve the quality of teaching interpersonal function in speaking.
4. The reader, to enlarge their own knowledge towards using interpersonal function in speaking.

F. Definition of Key Terms

To avoid misunderstanding about some terminologies in this research, so the researcher make the definition below :

1. Analysis

Analysis means study or examines in order to learn about something. According to hornby, “The analysis is the study of something by examining its parts and their relationship”.² Based on above definition researcher concludes that analysis is the study about something to find out the real situation.

2. Interpersonal Function

Inter is between; among a group.³ Personal is concerning, belonging to, or for the use of a particular person; private.⁴ Interpersonal is being, related to, or concerning relations between persons.⁵ Function is special duty (of a person) or purpose (of a thing).⁶ Interpersonal function is using subject, finite, modal, mood adjunct.⁷ Interpersonal function refers to the way each person views and interprets information based on previous life experiences.⁸

²A.S. Hornby, *Oxford Learner's Pocket Dictionary (Fourth Edition)* (New York: Oxford University Press, 2000), p. 38.

³Longman, *Longman Dictionary of Contemporary English* (Britain : The Pitman Press, 1978), p. 583.

⁴Harimurti Kridalaksana, *Kamus Linguistik* (Jakarta : PT. Gramedia Pustaka Utama, 2001), p. 170.

⁵Longman, *Op.Cit.*, p. 586.

⁶*Ibid.*, p. 461.

⁷Pardiyono, *Teaching Genre Based Speaking* (Yogyakarta : CV. Andi Offset, 2009), p. 98.

⁸Sue C. Camp and Marilyn L. Satterwhite, *College English and Communication (Eighth Edition)* (New York: McGraw Hill, 2004), p. 12.

Based on above definition researcher concludes that interpersonal function is using subject, finite, modal, and mood adjunct refers to the way each person views.

3. Speaking

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. First, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.⁹

Brown says, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and affectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test".¹⁰

So, based on that definition above, the researcher concludes that speaking is the productive aural/oral skill and speaking is totally natural.

4. Student

Student is a person who is studying at a college or university.¹¹ The researcher concludes that the student is a person who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education.

Based on the above definition, the researcher concludes that the student in this research is the students who studies at the grade X in SMA Negeri 6 Padangsidempuan.

⁹David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p. 48.

¹⁰H. Douglas Brown. *Language Assesment : Principles and Classroom Practices*, (San Fransisco: Longman, 2004), p. 140.

¹¹A.S. Hornby, *Op.Cit.*, p. 441.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

The first chapter is an introduction consist of background of the problem tell about the reason to choose the title of the research. Focus of the problem is made to specific discussion of the research. Formulation of the problem tell about what must researcher search or describe in the research. Aims of the research tell about what for the research do. Significances of the research explain the destination of the research. Definition of the key terms tell about definition of terminologies. And outline of the thesis explain the contents each chapter.

The second chapter is theoretical description, which involves interpersonal function, speaking and review of related finding tell about the related research that found before.

The third chapter is methodology of research that consists kinds of the research design tell about the kind of research that used in the research. Place and time research tell about where and how long the research do. Sources of data tell about the source of data collection are the English teacher. Instrument of collecting data tell about the tools that used to collect data that are observation. Technique of data analysis tell about the way to analyze the data collection.

The fourth chapter is the result of research consists of data description describe of the result, data analysis research finding describe research finding in

general and specific, discussion tell about the discuss between findings before to the result of the research.

The fifth chapter is closing that consists of conclusions and suggestions from the researcher.

CHAPTER II

THEORETICAL DESCRIPTIONS

A. Theoretical Descriptions

1. Interpersonal Function

a. Definition of Interpersonal Function

Inter is between; among a group. Personal is concerning, belonging to, or for the use of a particular person; private. According to oxford dictionary interpersonal is connected with relationships between people.¹ The interpersonal function refers to the grammatical choices that enable speakers to enact their complex and diverse interpersonal relations. This tenet of systemic functional linguistics is based on the claim that a speaker not only talks about something, but is always talking to and with others. Language not only construes experience, but simultaneously acts out the interpersonal encounters that are essential to our survival.

Interpersonal function, or communication with yourself, must take place before you can communicate with another person. Interpersonal function is communication that occurs between two people, such as a

¹A.S. Hornby, *Oxford Advanced Learner's Dictionary (Sixth Edition)* (New York: Oxford University Press, 2000), p. 711.

doctor and her patient, an attorney and his client, and a financial adviser and her client.²

Interpersonal function is the use of English by a person as a means of expressing opinion or intentions of a person. **Interpersonal function** is realized through the selection and using subject, Finite, modals, and mood adjuncts appropriate.

Based on the definition above, the researcher concludes that interpersonal function is connected with relationships between people using subject, Finite, modals, and mood adjuncts appropriate.

b. The Division of Interpersonal Function

1) Subject

Every sentence has two main parts namely subject and predicate.

A subject contains a noun or a pronoun. According to Jayanthi **Subject** is the name of the person or thing.³ The subject, which is realised by a nominal group.⁴ The subject of a sentence usually comes first, but occasionally it is put after the predicate

The subject supplies the rest of what it takes to form a proposition something by reference to which the proposition can be affirmed or he example, in *the duke has given away that teapot, hasn't he?*, the Finite

² Sue C. Camp and Marilyn L. Satterwhite, *Op.Cit.*, p. 12.

³ Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 240.

⁴ Linda Gerot and Peter Wignell, *Making Sense of Fucntional Grammar* (Australia: Gerd Stabler, 1994), p. 25.

has reference to positive polarity and present time, while the Subject *the duke* the entity in respect of which the assertion is claimed to have validity.

Table 1
Pronouns

Personal Pronoun		Possessive		Reflexive Pronoun
Subject	Object	Adjective	Object	
I	Me	My	Mine	Myself
You	You	your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
We	Us	our	Ours	Ourselves
They	Them	their	Theirs	themselves
It	It	Its	Its	Itself

Based on the definition above, the researcher concludes that subject is the name of the person or thing and a subject contains a noun or a pronoun.

Example:

Ramadhan is a special month in the Islamic year. **All moslems** completely fast in the daytime in the that month. **It** lasts for about 29 to 30 days. **They** can only eat after the sun goes down in the evening and **they** eat again before dawn. **The fasting month** is closed with Idul Fitri, a special prayer done in an open field. There is **a big gathering** of relatives and close neighbors for apologizing after the prayer.

2) Finite

Finite is a point of reference to tell if someone is talking about activities / future or the present reality, the activity is being done / is going on, or about the activities of which is still a plan.⁵ According to Hornby Finite is a finite verb form or clause shows a particular tense, person and number: Am, is, are, was and were are the finite forms of be, being, and been are the non-finite forms.⁶

The finite element is one of the small number of verbal operators expressing primary tense modality and polarity. Primary tense means past, present or future at the moment of speaking. Modality indicates the speaker's judgement of the probabilities or the obligations. And polarity, positive or negative.

Temporal operators:⁷

Table 2
Temporal Operators

	Past	Present	Future
Positives	did, was, had, used to	does, is, has	will, shall, would
Negatives	didn't, wasn't, hadn't, didn't + used to	doesn't, isn't, hasn't	won't, shan't, shouldn't

⁵Pardiyono, *Op.Cit.*, p. 102

⁶A.S. Hornby, *Op.Cit.*, p. 500.

⁷M A K Halliday, *An Introduction to Functional Grammar (Second Edition)* (USA: Oxford University Press, 1994), p. 76.

Sometimes the finite elements and the lexical verb are refused.

This happens when the verb is in:

- a) Simple past or simple present: ate = did eat; eats = does eat
- b) Active voice: they eat pizza = they do eat pizza vs pizza is eaten
- c) Positive polarity: they eat = they do eat vs they don't eat
- d) Neutral contrast: go away = do go away

This fusion of the finite element and lexical verb becomes apparent in the Mood tag:

A panda *eats* bamboo, *doesn't* it?

The orchestra *played* well, *didn't* it?⁸

3) Modals

In addition to using the subject and finite, we can also use modals appropriate to convey information that is subjective. According to Slamet **Modal** is helping verbs used for express a ability, possible or probable, such as: can-could, may-might, must-have/has to/had to, shall-should, will/would, ought to are followed by +Verb-1 or Stem/Infinitive.⁹

Modal auxiliaries generally express a speaker's attitudes, or moods. For example, modals can express that a speaker feels

⁸Linda Gerot and Peter Wignell, *Op.Cit.*, p. 26

⁹Slamet Riyanto, *A Complete Grammar for TOEFL Preparation* (Yogyakarta: Pustaka Pelajar, 2009), p. 153.

something is necessary, advisable, permissible, possible, or probable; and in addition, they can convey the strength of these attitudes.¹⁰

Modal is the auxiliary that gives additional meaning to the sentence. Modals are: can, could, will, would, may, might, must.

Modal has typical because:

- a) Modals can used by all subjects, except shall special for I and We.
- b) Modals do not have form III and ING.
- c) Modals can not be added suffix s/es though a third person singular subject of the sentence (he, she, it).
- d) Modals in the past does not indicate the meaning of past.¹¹

Formulation : S + Modal + Verb 1¹²

Teachers can use the following table to describe in detail the use of modals to students.

Table 3
The Use of Modals¹³

Modals	Interpersonal Function	Usage
Can Could	Ability	I can speak English
	Possibility	She could be in her office.
	Permission	Could I borrow your pen?

¹⁰Betty Schramper Azar, *Understanding and Using English Grammar (Second Edition)* (Grogol: Binarupa Aksara, 1993), p. 68.

¹¹Imam Baehaqi, *Complete English: Metode Aktif Belajar Tata Bahasa, Percakapan, Kosa Kata Bahasa Inggris* (Yogyakarta: Cakrawala Ilmu, 2009), p. 92.

¹²*Ibid.*, p. 94.

¹³Slamet Riyanto, *Op.Cit.*, p. 153-156.

May	Permission	You may go home now.
Might	Possibility	We might visit our parents next month.
Must	Necessary / Obligation	I must study hard.
Had to		I have to drive on the left.
Shall	Advisability A plan	You should stop smoking.
Should		I shall be home tomorrow.
Will	A future time, willingness	Susanna will go to Surabaya tomorrow.
Would	To expresses a polite request	He would attend a meeting.
Ought to	To express suggestion or advice	You ought to look after your children well.

Modal Auxiliary + Perfect :

S + Modal + Verb 3

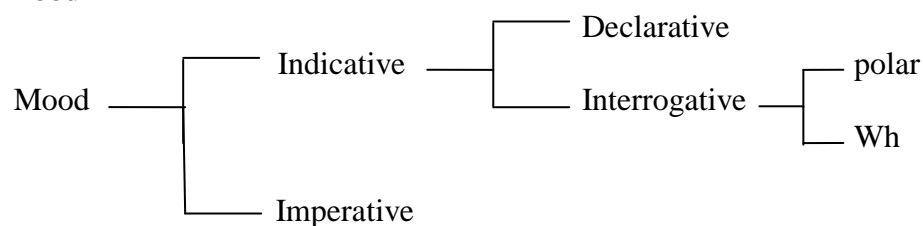
¹⁴

Modals	Interpersonal Function	Usage
May/might have	To draw a conclusion of the past event	Might have done the homework
Must have	To make a conclusion of the past event	Must have paid the tuition before the examination
Could have	To express an ability in the past that was not done/carried out	Could have met the headmaster
Should have	To express a hope that can not be achieves in the past	Should have eaten breakfast

¹⁴*Ibid.*, p. 156.

Based on the definition above, the researcher concludes that modal is helping verbs used for express a ability, possible or probable, such as: can-could, may-might, must-have/has to/had to, shall-should, will/would, ought to etc

4) Mood



Indicative Mood

Indicaive mood is realised by (\) the features Subject + Finite. The order of the Subject and Finite realises *Declarative* and *Interrogative*.

Declarative

Unmarked : \ Subject + Finite

The car had four bicyle wheels

subject	finite	complement
---------	--------	------------

Marked : \ Finite + Subject

Then came the production line

Pred.	Finite	Subject
Res.	Mood	

Interrogative

Polar (Yes/No Questions): \ Finite + Subject

sdid Henry Ford build his first car in the backyard?

Finite	Subject	Predicator	Complement	Circ. Adjunct
Mood		Residue		

Should I be using unleaded petrol in my car?

Finite	Subject	Predicator	Complement	Circ. Adjunct
Mood		Residue		

Wh-Questions: Querying Subject \ Wh/Subject^Finite¹⁵

Who built a car in his backyard?

Subject/Wh	Fin.	Pred.	Complement	Circ. Adjunct
Mood		Residue		

What is that thing?

Subject/Wh	Finite	Complement
Mood		Residue

Imperative

In imperative the Mood element may consist of Subject + Finite, Subject only, Finite only, or they may have no Mood element. There will always be as predicator.

Don't you put it there (Subject + Finite)

Let's put it there (Subject)

¹⁵Linda Gerot and Peter Wignell, *Op.Cit.*, p. 39.

Don't put it there	(Finite)
Put it there	(No Subject or Finite)

Commands are variable in their realisation:

Turn in down.	(Imperative)
Will you turn it down please?	(Polar Interrogative)
You really ought to turn it down.	(Declarative)
Why don't you turn it down?	(Wh-Interrogative)

Offers also don't have a typical grammatical realisation:

Have a chocolate.	(Imperative)
Like a coffee?	(Polar Interrogative)
I'll make some toast.	(Declarative)
I'll turn it up, shall I?	(Declarative + tag) ¹⁶

5) Other Elements of Mood Structure

Structure of the Residue

The residue consists of functional elements of three kinds: Predicator, Compliment, and Adjunct. In talking about clauses as exchange, so far we've talked only about the Mood element, consisting of Subject and Finite. There are also non-finite ('to' + verb and verb 'ing') clause containing a predicator but not finite element, for example:

¹⁶*Ibid.*, p. 43.

a) Predictor

The predictor is present in all major clauses, except those where it is displaced through ellipsis.¹⁷ According to Linda Gerot Predictor is the verb part of the clause, the bit, which tells what's doing, happening or being. Thus, the predictors in the above five clauses are: 'build', 'proceed', 'move', 'reverse', 'have been', 'start to use'.¹⁸

so as to give Hendry more room

Predictor	Complement	Complement
Residue		

Giving Hendry smore room¹⁹

Predictor	Complement	Complement
Residue		

Based on the definition above, the researcher concludes that finite is a finite verb form or clause shows a particular tense, person and number: Am, is, are, was and were.

¹⁷ M A K Halliday, *Op.Cit.*, p. 79.

¹⁸ Linda Gerot and Peter Wignell, *Op.Cit.*, p. 31.

¹⁹ *Ibid.*, p. 32.

b) Complement

The complement answer the question ‘is/had what’, ‘to whom’, ‘did to what’. Thus, in the examples provided above, the following items are complements: these have the potential to be subject.

Henry Ford built *his first car* in his backyard

his first car answer the question: did to (built) what?

It was *a slow process*.

a slow process answers the question: is what?²⁰

c) Adjunct

An adjunct is an element that has not got the potential of being Subject. It is typically realized by an adverbial group or prepositional phrase. In *my aunt was given that teapot yesterday by the duke* there are two Adjunct: the adverbial group *yesterday* and the prepositional phrase *by the duke*.²¹

There are several other types of Adjunct. One of these is centrally relevant to the analysis of MOOD. The two which fall

²⁰*Ibid.*, p. 33.

²¹M A K Halliday, *Op.Cit.*, p. 80.

outside of Mood structure are Conjunctive Adjuncts and Comment Adjuncts.

Conjunctive Adjuncts include items as `for instance`, `anyway`, `moreover`, `meanwhile`, `therefore`, `nevertheless`.

Then men like Ford started to use the production line

Subject	Fin.	Pred.	Complement
---------	------	-------	------------

Comment Adjuncts express the speaker's comment on what he or she is saying. Comment Adjuncts include such items as `frankly`, `apparently`, `hopefully`, `broadly speaking`, `understandably`, `to my surprise`.

Unfortunately however they were too late

Comment adjunct	Conjunctive adjunct	Subj	Fin.	Comp.
		.		
			Mood	Residue

They express interpersonal rather than textual meanings but fall outside of Mood-Residue structure. Hence, `unfortunately` in the clause below is shown as a Comment Adjunct (and `however` as a Conjunctive Adjunct) but neither fall within the Mood-Residue structure.²²

²²Linda Gerot and Peter Wignell, *Op.Cit.*, p. 35.

2. Speaking

a. Definition of Speaking

Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is curcial part of second language learning and teaching. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Michael says, “Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers’ listening skill, which necessarily compromises the reability and validity of an oral production test”.²³

Henry Guntur Tarigan says, “Berbicara adalah kemampuan mengucapkan bunyi-bunyi arti kulasi atau kata-kata untuk mengekspresikan, menyatakan serta menyampaikan pikiran, gagasan dan perasaan”.

²³J. Michael Ommaley, *Authentic Assasment for English Language Learners* (USA: Addison-Wesley Publishing Company, 1996) p.140.

(Speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitation we can say in speaking).²⁴

Then according to Kathleen speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving”, but it is not completely unpredictable. Speaking is such as a fundamental human behavior that we don’t stop to analyze it unless there is something noticeable about it.²⁵

Speaking is speech enjoy a unique neurological status in the human brain, and we find support for the notion that the capacity to comprehend and produce language.²⁶

Allah states in Qur’an surah Thaha verse 44

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى (44)

Means: “*And speak to him mildly, perhaps he may accept admonition of fear (Allah)*”.²⁷

Based on the above explanation, the researcher concludes that speaking is an activity through ordinary face to face, the interaction of thought

²⁴Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 15.

²⁵Kathleen M. Bailey and David Nunan, *Speaking: Practical English Language Teaching* (New York: McGraw Hill, 2005), p. 2.

²⁶Thomas Scovel, *Psycholinguistics* (New York: Oxford University Press, 1998), p. 88.

²⁷Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Kahn, *Op.Cit.*, p. s417.

expression, feeling, idea, sense. By doing direct interactive between the speaker with the listener can understand what they talk.

b. Principle of Speaking

In order to guide the students' speaking practice the teacher should be aware to the elements of speaking, question and answer. There were a number of ways or techniques to use as guide the students' speaking.

The some principles of speaking which constitute activity speaking they are:

- 1) Requiring at least two people.
- 2) Utilizing an encoding with linguistics comprehended.
- 3) Receiving or confess a common reference area.
- 4) Representing a transfer among participant.
- 5) Connective each;every speaker immediately.
- 6) Correlate or relate to present dayly.
- 7) Only entangling government officer or supply related to voice / hearing and language, (vocal, apparatus auditory).
- 8) Not look into reed face and also treat what reality and what accepted as theorem.²⁸

According to H. Doughlas Brown there are some principles to design those techniques, namely: ²⁹

- a) Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

²⁸Henri Guntur Tarigan, *Op. Cit.*, p. 16-17.

²⁹H. Douglas Brown, *Teaching By Principle, Op.Cit.*, p. 268-270.

As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, play a game, he must make sure that his task include techniques design to help student to perceive and use the building block of language.

b) Techniques should be intrinsically motivating.

Motivation is yet another affective variable to considera, but one that is so central and with research foundation that are so pervasive that it deserves a separate category here.³⁰

c) Techniques should encourage the use of authentic language in meaningful contexts.

It is not easy to keep coming up with meaningful interaction but by searching resource material, although it takes energy and creativity to devise authentic contexts and meaningful interaction, it can be structured to provide a sense of authenticity.

d) Provide appropriate feedback and correction.

English as Foreign Language (EFL) the use of language is not available in the society such as in our country Indonesia. In this situation, students are totally dependent on the teacher for useful linguistic feedback.

³⁰H. Douglas Brown, *Principle of Language Learning and Teaching* (USA: Prentice Hall, 2007), p. 168.

Feedback is speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can show how well their class is doing and what language problems they are having; students can see how easy they find a particular kind of speaking and what they need to do to improve.³¹

- e) Capitalize on natural link between speaking and listening.

Many interactive techniques involve speaking and listening. Don't lose on opportunities to integrate these skills. Skills in producing language are often initiated through comprehension.

- f) Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, provide information, and students have been conditioned only to speak.

- g) Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal techniques for accomplishing oral communicative purposes.

Then according to Tarigan the technique of teaching speaking are as follows:

³¹Jeremy Harmer, *How to Teach English* (London: Longman, 1998), p. 88.

(a) Repeat the say; (b) View and say; (c) Describe; (d) Substitution; (e) Transformation; (f) Completing the sentence; (g) Answer the question; (h) Ask a question; (i) Probing questions; (j) Advancing the story; (k) Series of the story; (l) Repeating the story; (m) Conversations; (n) Paraphrase; (o) Invention of story telling; (p) Giving instruction; (q) Telling things; (r) Dramatizing things; (s) Statement view; (t) Playing the actor; (u) Talking by phone; (p) Interviewing; (w) Discussing.³²

There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command:

1) Rehearsal

Getting student to have a free discussion gives them a chance to rehearse having discussions outside the classroom.

2) Feedback

Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students.

3) Engagement

Good speaking activities can and should be highly motivating. If all the students are participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it.³³

³²Djago tarigan, *Teknik Pengajaran Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 90.

³³Jeremy Harmer, *Op.Cit.*, p. 87-88.

According to Arthur Hughes there five categories to measure speaking skill such as:³⁴

1) Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.³⁵ For example a French person speaking English is described as having a French accent.

2) Grammar

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level.³⁶

3) Vocabulary

Vocabulary is all the words that a person knows or uses.³⁷

4) Fluency

Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community.³⁸

5) Comprehension

Comprehension is ability to understand, exercise that trains students to understand a language.³⁹

³⁴Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), p. 111.

³⁵Nirmala Sari, *An Introduction to Linguistic* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

³⁶David Nunan, *Op.Cit.*, p. 154.

³⁷Oxford, *Op.Cit.*, p. 495.

³⁸Kathleen M. Bailey and David Nunan, *Op.Cit.*, p. 5.

³⁹Oxford, *Op.Cit.*, p. 86.

Based on the explanation above the researcher can concluded the some principles of speaking to developing English speaking skill. we can talk about language that they can used to help themselves expand their knowledge of the language and their confidence in using it. And with knowing and understanding about principles of speaking that will help we achieve our goal of speaking English fluently especially in using subject, finite, modals, and mood adjunct.

B. Review of Related Findings

There are some related findings, the first, Miskah Azizah which title “An Analysis on Students’ Ability in Using to be at Grade VIII MTs Subulussalam Kotanopan”. Problem of this research are: How was the students’ ability in using to be ata grade VIII MTs Subulussalam Kotanopan?; What were students’ difficulties in using to be ata grade VIII MTs Subulussalam Kotanopan?; What were English teacher efforts in overcoming students’ difficulties at grade VIII MTs Subulussalam Kotanopan?.

Based on the calculating score An Analysis on Students’ Ability in Using to be at Grade VIII MTs Subulussalam Kotanopan can be categorized into enough category by getting means score were 42,96%.⁴⁰ From the result of the researcher found that there were some difficulties that faced by students in

⁴⁰Miskah Azizah “An Analysis on Students’ Ability in Using to be at Grade VIII MTs Subulussalam Kotanopan”, *A Thesis*, STAIN Padangsidimpuan, 2012, p. 54.

learning using to be in sentence they were: they often composed to the determine tenses. So the often undergo in using tenses.

The second, Fitri Fuadi Rambe which title “The Influence of Parts of Speech Mastery towards Sentences Mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan”. Problem of this research are: What was extend of the ability of grade VIII students at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan in mastery the parts of speech?; What was extend of the ability of grade VIII students at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan in mastery the sentences?; Was there influence of the ability of the grade VIII students at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan in parts of speech mastery to sentences mastery?.

Result of research after calculating the data, the percentage of mastery parts of speech was “good” by getting mean score were 7.75. And mastery sentences was “good” by getting mean score were 7.18.⁴¹

Based on the related findings above, the researcher wanted to do researcher on “The Analysis of Interpersonal Function in Speaking at Grade X SMA N 6 Padangsidempuan”. Where is the researcher saw that there were many students who got difficulties in using interpersonal function in speaking. They did not use interpersonal function in speaking in a correct way.

⁴¹Fitri Puadi Rambe “The Influence of Parts of Speech Mastery towards Sentences Mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan”, *A Thesis*, STAIN Padangsidempuan, 2012, p. 67.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research is conducted at SMAN 6 Padangsidempuan. It is located at Jln. Sutan Soripada Mulia No.25 Padangsidempuan. The subject of research is grade X students of SMAN 6 Padangsidempuan in 2013 academic year. The research will be done from March to December 2013. (*See Appendix 6*).

B. Research Design

Based on the analysis of data, this research used qualitative approach. Creswell says, “Qualitative approach is constructive knowledge claims, ethnographic design, an observation of behavior”.¹

Burhan Bungin says, “Penelitian kualitatif adalah salah satu pendekatan utama yang pada dasarnya adalah sebuah label atau nama yang bersifat umum saja dari sebuah rumpun methodology penelitian”.²

(Qualitative research is one of the main approaches that basically is a label or the name or generally from a research methodology).

Based on the method, this research used descriptive method. According to L.R. Gay Descriptive research is a descriptive study determines and describes the

¹Jhon W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (New Delhi: Sage Publications, Inc, 2003), p. 20.

²Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT. Raja Grafindo Persada, 2010), p. 19.

way things are it may also compare how subgroups such as males and females or experienced and inexperienced teachers view issues and topics.³

Futher in Sukardi says, “Penelitian deskriptif merupakan metode penelitian yang berusaha menggambarkan dan menginterpretasi objek sesuai dengan apa adanya”.⁴ (The research that try to draw and interpret object appropriate with reality).

So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. Descriptive this method used to describe the students’ ability in using interpersonal function in speaking at grade X SMA Negeri 6 Padangsidempuan.

C. Sources of Data

The sources of data for this research, there are two sources :

1. The primary sources of data was the grade X of students at SMAN 6 Padangsidempuan, they are 450 students. They are divided into eleven classes. Suharsimi Arikunto says, “Apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya, jika subjeknya besar dapat diambil antara 10-15% atau 20-25% atau lebih”.⁵ (If less than 100, it is better to take all of them as the sample, but

³L.R.Gay dan Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: New Jersey, 2000), p. 275.

⁴Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2008), p. 157.

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 1993), p. 107.

if the total of population is more than 100 students the sample can be taken about 10-15% or 20-25% or more).

The researcher took 45 students as sample from 450 students. There are two classes. The sample used proportionate stratified random sampling.⁶

2. The secondary sources of data from the headmaster and the English teacher of SMAN 6 Padangsidempuan.

D. Instrument of Collecting Data

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto says, “Instrument merupakan alat Bantu bagi peneliti di dalam menggunakan metode pengumpulan data”.⁷ (Instrument of the research is a tool of facility is used by the researcher in collecting data).

So that, the process is going to be easier and better with the more careful, complete and systematic.

In this research, the researcher use instrument of collecting data as follows:

1. Observation

Observation is a technique of collecting data to gain in sight on understanding the natural environment as lived by the participants.⁸

Observation is a technique of collecting data which is done through an

⁶Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p. 82.

⁷Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003), p. 135.

⁸L.R.Gay dan Peter Airasian, *Op.Cit.*, p. 212.

observation and take a note to a condition or object behavior. So this observation used to know the situation in SMA Negeri 6 Padangsidempuan include location, facilities and subject of research as supporting to know the students' ability in using interpersonal function in speaking. The researcher used participant observation.⁹

2. Interview

Interview is a purposeful interaction, usually between two people, focus on one person trying to get information from the other person.¹⁰ In this research, the researcher had done interviewed directly (structured interview)¹¹ to the Headmaster to know about condition of school, and to English teacher to know about the students' difficulties in learning using interpersonal function in speaking and how the learning method that used in teaching that subject, the researcher also had done interviewed with the students about their difficulties in learning interpersonal function in speaking.

So, this interview is one of the techniques of data collecting by doing oral interview in individual meeting. Interview had been given to grade X students in SMA Negeri 6 Padangsidempuan, the questions was appropriated with the list of interview. It is also had done to the headmaster and the English teacher of SMA Negeri 6 Padangsidempuan. Interview was getting the data about the difficulties that usually faced by the grade X SMA Negeri 6

⁹Sugiono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2005), p. 65.

¹⁰L.R.Gay dan Peter Airasian, *Op.Cit.*, p. 219.

¹¹Sugiono, *Op.Cit.*, p. 73.

Padangsidempuan in learning using interpersonal function in speaking. And the efforts had done by English teacher's in overcoming students' difficulties in learning using interpersonal function in speaking at grade X SMA Negeri 6 Padangsidempuan. Interview also had done to get information from the headmaster and the English teacher about situation in SMA Negeri 6 Padangsidempuan to complete the researcher information about the school.

Test

Test is some of questions or views and other tools which are used to measure skill, knowledge, and intelligence in interpersonal function in speaking. In order to gather the data accurately on students' in using interpersonal function in speaking, the researcher had given essay test.

The indicator of the test

Table 4
The Indicator of the Test

No	Indicator	Items
1.	Using subject	5
2.	Using finite	5
3.	Using modal	5
4.	Using mood adjunct	5
Total		20

The test is consisting of 20 questions. Every item have 5 score, while the incorrect answers will not give a score. So, if all questions can be answered correctly so the score is 100.

E. Technique of Data Analysis

After collecting the data, the researcher will analyze the data, the technique of data analysis will be presented in descriptive form. Depend on Lexy J. Moleong, technique analysis data in qualitative research can be done with these process below:

1. Proses menganalisis data dimulai dengan menelaah seluruh data yang tersedia dari berbagai sumber data.
2. Mengadakan reduksi data yang dilakukan dengan jalan membuat abstraksi.
3. Menyusunnya dalam satuan-satuan.
4. Dikategorikan pada langkah berikutnya.
5. Mengadakan pemeriksaan keabsahan data.
6. Mengadakan tahap penafsiran data.

Translation :

1. Starting from research about all data which consists of some source data.
2. Holding reduction of data with making abstraction.
3. Arranging in one unit.
4. Categorization to the next steps.
5. Holding investigation about validity of data.
6. Making interpretation of data.¹²

So, the researcher make the technique analysis data for this research. The data will be analyze by the following procedure:

- a. Checking data whether the data are true or false
- b. Counting sum of the true from the students' answer and then classified them based on their score.
- c. Calculating their result (mark) by using Mean Score.

In this research used the formula mean score. The formula is:

¹²Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2000), p. 190.

$$M = \frac{\sum X}{N}$$

Where:

M : Mean score (average)

N : Sum of respondents

$\sum x$: Total of the result¹³

- d. After calculating and scoring students' answer sheets then, their score are consulted into the classification quality on the table below:

Table 5
The Classification Quality of the Students' Score

No.	Interval	Predicate
1.	0% – 20%	Very weak
2.	21% – 40%	Weak
3.	41% – 60%	Enough
4.	61% – 80%	Good
5.	81% – 100%	Very good ¹⁴

¹³Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

¹⁴Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings

1. General Findings

This research was conducted in SMA Negeri 6 Padangsidimpuan which located at Jln. Sutan Soripada Mulia No. 25 Telp. (0634) 22510 Padangsidimpuan, North Sumatera. The headmaster is Drs. Hamzah. This school was built in 1975.

It is located as below:

- a. The north of societies' residences
- b. The east of MIN Sadabuan Padangsidimpuan
- c. The south of MTsN and SMK N 1 Padangsidimpuan
- d. The west of societies' residences

There are good facilities in SMA Negeri 6 Padangsidimpuan.

Table 6
Facilities of SMA Negeri 6 Padangsidimpuan¹

No.	Items of Infrastructure	Total	Condition
1.	Table, chair, white/black board	Enough	Good
2.	Sport Equipment	5 Units	Good
3.	Classes	33 Classes	Good
4.	Teachers' Ward	1 Room	Good
5.	Headmasters' Ward	1 Room	Good
6.	Vice of Headmaster's Ward	1 Room	Good
7.	Administration Ward	1 Room	Good
8.	A guide Teacher Ward (BP/BK)	1 Room	Good
9.	Library	1 Room	Good
10.	Computer Laboratory	1 Room	Good
11.	Computers	28 Units	Good: 25 Units
12.	Chemistry Laboratory	1 room	Good
13.	Biology Laboratory	1 room	Good
14.	Mosque	1 room	Good
15.	Church	1 room	Good
16.	Canteen	3 units	Good
17.	Bath Room	5 rooms	Good
18.	TIK Machine	3 units	Good

Teacher is one of the factor who establish students success in learning process. There are 10 English teachers of 80 teachers in SMA Negeri 6 Padangsidimpuan.

The name of English teachers in SMA Negeri 6 Padangsidimpuan, they were:

1. Saiful Efendi
2. Eva Lannnora Nasution S.Pd

¹The data was taken From the Administration Data of SMA Negeri 6 Padangsidimpuan. 05th June 2013.

3. Nursalam Siregar, S.Pd
4. Urba Dongoran, S.Pd
5. Efrilda Malik Hasibuan, S.Pd.
6. Kartina Sahroni, S.Pd.
7. Suci Syafitri
8. Ennis Nasution, S.Pd.
9. Purnamawati Harahap, S.Pd.
10. Juwita B. Sinaga, S.Pd.

In learning process, student is a factor who have a role as a target in education. The data of students grade X SMA Negeri 6 Padangsidimpuan as follows:

Table 7
Grade X Students of SMA Negeri 6 Padangsidimpuan²

No.	Room	Sex		Total
		Male	Female	
1.	X – 1	19	25	42
2.	X – 2	16	28	44
3.	X – 3	25	19	44
4.	X – 4	24	20	44
5.	X – 5	13	30	43
6.	X – 6	16	28	44
7.	X – 7	24	18	42
8.	X Plus 1	17	24	41
9.	X Plus 2	16	21	37
10.	X Plus 3	13	21	34
11.	X Plus 4	13	22	35
Total		196	256	450

²*Ibid.*

2. Specific Findings

a. The Description of the Analysis of Interpersonal Function in Speaking at Grade X SMA Negeri 6 Padangsidimpuan

The result of the spoken test said that the score of respondents was around 45 and 85 . It means that the highest score is 85 and the lowest score is 45. The description scores of Grade X Students of SMA Negeri 6 Padangsidimpuan in using Interpersonal Function in Speaking can be seen in these following explanation:

Table 8
Part A : Fill the Blanks with the Appropriate Subject!

No.	Number of Test	Correct	Fault	Total	%
1.	1	45	0	45	100%
2.	2	35	10	45	77,77%
3.	3	39	6	45	86,66%
4.	4	34	11	45	75,55%
5.	5	41	4	45	91,11%

All students are correct (100%) for the first question and it is the highest score. 35 students are correct (77,77%) for the second question. 39 students are correct (86,66%) for the third question. 34 students are correct (75,55%) for the fourth question. 41 students are correct (91,11%) for the last question. From the data researcher found that students' mastery the question in part A is very good (86,21% students correct).

Table 9
Part B : Fill Finite (tobe, do, did) in the Blanks!

No.	Number of Test	Correct	Fault	Total	%
1.	1	43	2	45	95,55%
2.	2	18	27	45	40%
3.	3	25	20	45	55,55%
4.	4	30	15	45	66,66%
5.	5	15	30	45	33,33%

43 students are correct (95,55%) for the first question. 18 students are correct (40%) for the second question. 25 students are correct (55,55%) for the third question. 30 students are correct (66,66%) for the fourth question. 15 students are correct (33,33%) for the last question. From the data researcher found that students' mastery the question in part B is enough (58,21% students correct).

Table 10
Part C : Fill Modals in the Blanks!

No.	Number of Test	Correct	Fault	Total	%
1.	1	5	40	45	11,11%
2.	2	5	40	45	11,11%
3.	3	8	37	45	17,77%
4.	4	30	15	45	66,66%
5.	5	29	16	45	64,44%

5 students are correct (11,11%) for the first question. 5 students are correct (11,11%) for the second question. Both of the questions, many students fault and made this question as the lowest score in this part. The problem is the students miscomprehend about modals. So, in this part they

got is the lowest score. 8 students are correct (17,77%) for the third question. 30 students are correct (66,66%) for the fourth question. 29 students are correct (64,44%) for the last question. From the data researcher found that students' mastery the question in part C is weak (34,21% students correct).

Table 11
Part D : Fill Appropriate Mood Adjunct (actually, always, never, quickly, usually) in the blanks!

No.	Number of Test	Correct	Fault	Total	%
1.	1	43	2	45	95,55%
2.	2	45	0	45	100%
3.	3	30	15	45	66,66%
4.	4	45	0	45	100%
5.	5	25	20	45	55,55%

43 students are correct (95,55%) for the first question. All students are correct (100%) for the second question. 30 students are correct (66,66%) for the third question. 45 students are correct (100%) for the fourth question. 25 students are correct (55,55%) for the last question. In this part is the general question in daily conversation; it makes many students answered correct. From the data researcher found that students' mastery the question in part D is very good (83,55% students correct).

To complete the result of research, researcher related the result of spoken text by orally.

Based on the data above, the analysis of interpersonal function in speaking at grade X SMA Negeri 6 Padangsidimpuan can be categorized into good category (65,55%)

b. Students' Difficulties in Learning Using Interpersonal Function in Speaking

Based on the result of interview with Grade X students at SMA Negeri 6 Padangsidimpuan, researcher found that, 38 students feel enjoy in learning English because it is an international language they can speak English in daily communication, the teacher taught the material also deals with everyday life so it is easy to be applied in everyday conversation. But 7 students did not enjoy it because they think it is too hard in teaching.

In learning interpersonal function in speaking 25 students feel easy in learning because this matter is easy to comprehend and it is frequently repeated from junior high school up to now. But 20 students feel hard in learning because there are so many parts that must be comprehend in learning especially in finite and modals.

Based on the above result, students have difficulties in learning interpersonal function in speaking. The difficulties that usually faced by the grade X students are low in comprehending the basic of English finite

and modals.³ Erna Sari, she said that she used to feel confused to decide what finite had to be used in tenses when she spoke.⁴ Andi Supriadi, he also felt difficult in using finite especially modals, because he used to forget in using finite between he and she and modals.⁵

The other problem, Epi Yanti said that she felt difficult in using modals because there were elements of modals made her wrong in using.⁶ Sri Wahyuni, she said that she found the difficulties in remember function of using modal.⁷ Harkat Hasibuan said that he felt difficult in learning interpersonal function because he was lazy to study.⁸ Sabrida Yanti said that she has difficulty associating the right modals with the right meaning or the right situation..⁹

Then Nurhalimah said that she felt difficult in learning interpersonal function in speaking because she not able to use finite and modals correctly, and many of us didn't know the usage of finite and modals.¹⁰

³Annisah Wildani, The student of SMA Negeri 6 Padangsidempuan at grade X – 1, *Private Interview*, 8th June 2013.

⁴Erna Sari, The student of SMA Negeri 6 Padangsidempuan at grade X – 1, *Private Interview*, 8th June 2013.

⁵Andi Supriadi, The student of SMA Negeri 6 Padangsidempuan at grade X Plus 3, *Private Interview*, 8th June 2013.

⁶Epi Yanti, The student of SMA Negeri 6 Padangsidempuan at grade X Plus 3, *Private Interview*, 8th June 2013.

⁷Sri Wahyuni, The student of SMA Negeri 6 Padangsidempuan at grade X – 1, *Private Interview*, 8th June 2013.

⁸Harkat Hasibuan, The student of SMA Negeri 6 Padangsidempuan at grade X – 1, *Private Interview*, 8th June 2013.

⁹Sabrida Yanti, The student of SMA Negeri 6 Padangsidempuan at grade X Plus 3, *Private Interview*, 8th June 2013.

¹⁰Nurhalimah, The student of SMA Negeri 6 Padangsidempuan at grade X Plus 3, *Private Interview*, 8th June 2013.

Puspita Bahridah said that she felt difficult in learning interpersonal function in speaking because she confused in determine subject to finite and still lack of ability in choosing modal in the function.¹¹ Risky Afifah said that she felt difficult in used to express modality and complicated in meaning.¹²

Urba Dongoran, English teacher in SMA Negeri 6 Padangsidempuan said that:

- 1) the students had difficulties in learning interpersonal function because the basic skills of students is low when they junior high school
- 2) they miscomprehend in learning English especially in using interpersonal function in speaking and more difficult in finite and modals they used to forget in using modals.¹³

Based on the result of the test, the researcher concluded that there are some difficulties that usually faced by student in learning interpersonal function in speaking. Many students didn't know using finite and modals, students were felt confused to decide what finite that she must use in tenses when she spoke and students are low in comprehending the basic of English especially finite and modals.

¹¹Puspita Bahridah, The student of SMA Negeri 6 Padangsidempuan at grade X Plus 3, *Private Interview*, 8th June 2013.

¹²Risky Afifah, The student of SMA Negeri 6 Padangsidempuan at grade X Plus 3, *Private Interview*, 8th June 2013.

¹³Urba Dongoran, English Teacher in SMA Negeri 6 Padangsidempuan, *Private Interview*, 9th June 2013.

c. The Efforts of English Teacher's in Overcoming Students' Difficulties in Using Interpersonal Function in Speaking at Grade X SMA Negeri 6 Padangsidempuan

In learning interpersonal function in speaking, the English teacher uses LKS book, text book (Look a Head), dictionary. In teaching interpersonal function in speaking, the English teacher usually use white/black board. And English teacher's method in teaching interpersonal function in speaking are discussion method, talk method, and do and drill method. And there was ever a student got the third winner of national education day in English speech competition.

Based on the result of interview with teacher, to overcome the difficulties of students in learning interpersonal function in speaking, the teacher used to repeat the lesson, explained from the basic of English and gave more example about using subject, mood adjunct especially finite and modals and to applicate in speaking. So, students were truly understood about interpersonal function. The teacher used to make drill and practice more and more with speaking.

Then the teacher used to make an active condition in learning process to make class peaceful. Teacher asked the student made examples about the lesson subject, finite, modals, and mood adjunct after that students presented it in front of the class or wrote on the white/black board. The last teacher gave them task. Linda Sari said that teacher used to

ask them to memorize the last lesson before teacher star the lesson.¹⁴ The teacher hope that efforts can overcome students' difficulties in learning interpersonal function in speaking. The students said that they repeated the lesson in their house to solve the difficulties.

3. Discussion

After analyzing the collecting data, it was gotten that the Analysis of Interpersonal Function in Speaking at Grade X SMA Negeri 6 Padangsidempuan can be categorized into **good**. It can be known from the score calculation that the students' Interpersonal Function in Speaking at Grade X SMA Negeri 6 Padangsidempuan is **65,55%**.

In learning subject, and mood adjunct students can understand but in finite and modals students feel difficult. The students didn't know how to use finite and modals, students feel confused to decide what finite that she must use in tenses when she speak and students are low in comprehending the basic of English especially finite and modals.

Muhibin Syah said that there are 2 (two) factors of learning difficulties. They are: internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Intelligence Question). And external factors (factor outside the child)

¹⁴Linda Sari, The student of SMA Negeri 6 Padangsidempuan at grade X Plus 3, *Private Interview*, 9th June 2013.

involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.¹⁵

However, the internal and external factor influenced the students' difficulties in their learning. First, they faced the difficulties because of their worse mind set or opinion. Second, they have low enthusiasm and motivation in learning interpersonal function in speaking especially finite and modals. Lastly, they have understood yet the explanation given by the teacher.

The English teacher is efforts to anticipate the learning difficulties are the English teacher often repeated the lesson especially using finite and modals. Then, English teacher motivated the students to improve students' interested in learning grammar especially in learning interpersonal function in speaking, namely subject, finite, modals, and mood adjunct and to applicate to speaking. The others, the English teacher always motivated the students in learning process. It is supported by muliyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.¹⁶ In addition, to overcome learning difficulties can be done through remedial.

¹⁵Muhibin Syah, *Psikologi Belajar* (Jakarta: PT. Raja Grafindo Persada, 2003), p. 183.

¹⁶Muliyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosda Karya, 2008), p. 121.

4. The Threats of the Research

In this research, the researcher believed that there were threats of the thesis. It is started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the set answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the test done by students, observation and interview done by the researcher about the analysis of interpersonal function in speaking at grade X SMA Negeri 6 Padangsidimpuan, the researcher concluded as follow:

1. The students' ability in using interpersonal function in speaking at grade X SMA Negeri 6 Padangsidimpuan can be categorized good (65,55%).
2. Students' difficulties in learning using interpersonal function in speaking were:

The students are still lack in comprehending the basic of English especially in finite and modals. The students still lack in decide what the had to be used in tenses when they done conversation and the students used to forget in using modals. They students found difficulties in remember function of using modals. So, the students could not use finite and modals correctly.

3. The efforts of English Teacher's in Overcoming Students' Difficulties in Using Interpersonal Function in Speaking at Grade X SMA Negeri 6 Padangsidimpuan
 - a. The teacher used to repeat the lesson, explained from the basic of English and gave more example about using subject, mood adjunct especially finite and modals and to applicate in speaking. So, students were truly

understood about interpersonal function. The teacher used to make drill and practice more and more with speaking.

- b. The teacher used to make an active condition in learning process to make class peaceful. Teacher asked the student made examples about the lesson subject, finite, modals, and mood adjunct after that students presented it in front of the class or wrote on the white/black board.

B. Suggestions

Based on the conclusions above, the researcher give some suggestions to:

1. The headmaster of SMA Negeri 6 Padangsidempuan, to motivate the English teachers to increase their ability in teaching English.
2. The English teacher, to motivate the students' to improve their abilities especially in learning interpersonal function in speaking (subject, finite, mood adjunct and modals), and in teaching must be done by inure feeling, so that the teacher always effort and the students can understand what we say. And the teacher must to apply the suitable methods and do speaking in teaching-learning process. So, the students can understand the lesson and speaking well. The teacher give more exercise in speaking in apply the interpersonal function in speaking.
3. The students, to increase their mastery in interpersonal function and exercise to speaking.
4. The readers, especially English learners more improve their knowledge in learning interpersonal function in speaking expecially finite and modals.

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APPENDIX IV

THE STUDENTS' SCORE IN USING INTERPERSONAL FUNCTION IN SPEAKING AT GRADE X SMA NEGERI 6 PADANGSIDIMPUAN

No	Respondent Name	RESPONDENT ANSWER OF EACH ITEM NUMBER																				SCORE
		A					B					C					D					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AHR	5	5	5	0	5	5	5	5	0	0	5	0	5	0	5	5	5	5	5	0	70
2	ANG	5	5	5	5	5	5	0	0	5	5	0	0	0	5	0	5	5	5	5	0	65
3	ANN	5	0	0	5	5	5	0	0	0	0	0	0	0	5	0	5	5	0	5	5	45
4	ASN	5	5	5	0	5	5	0	5	5	0	0	0	0	5	5	5	5	0	5	5	65
5	DIN	5	0	5	5	5	5	0	0	5	0	0	5	5	5	5	5	5	5	5	0	70
6	ERN	5	5	5	0	5	5	0	5	0	5	0	0	0	0	0	5	5	5	5	5	60
7	FAH	5	5	5	5	0	5	0	0	5	0	0	0	0	5	5	5	5	0	5	5	60
8	HEN	5	5	5	5	0	5	5	0	0	5	0	0	0	5	0	0	5	5	5	0	55
9	LIS	5	5	0	5	5	5	0	5	5	0	0	0	0	0	5	5	5	5	5	5	65
10	LIN	5	0	5	0	5	5	5	0	5	0	0	0	0	5	5	5	5	0	5	0	55
11	NIS	5	0	5	5	5	5	0	5	0	5	0	0	0	0	5	5	5	5	5	5	65
12	NUR	5	5	5	5	5	0	5	0	5	0	0	0	0	5	0	5	5	5	5	5	65
13	PUT	5	5	5	0	5	5	0	5	0	0	0	0	0	0	5	5	5	0	5	0	50
14	RAH	5	5	0	5	0	5	0	0	5	0	0	0	0	0	5	5	5	5	5	5	55
15	RAN	5	5	5	5	5	5	0	5	5	0	0	0	0	5	0	5	5	5	5	5	70
16	RIS	5	0	5	5	5	5	5	5	0	5	0	0	0	0	0	5	5	5	5	0	60
17	SAB	5	5	5	0	5	5	0	0	5	0	5	0	0	5	5	5	5	5	5	0	65
18	SAI	5	5	5	5	5	5	0	5	5	0	0	0	0	5	5	5	5	0	5	0	65
19	SAR	5	0	5	5	5	5	5	5	0	5	0	5	5	5	0	5	5	5	5	0	75
20	SRI	5	5	0	0	5	5	5	0	0	5	5	0	0	0	5	5	5	5	5	5	65
21	YAK	5	5	5	5	5	0	0	5	0	0	0	0	0	5	5	5	5	5	5	5	65
22	ZUL	5	5	5	5	5	5	5	0	5	0	0	0	5	0	0	5	5	0	5	5	65
23	MHD	5	5	5	5	5	5	5	0	5	0	0	0	0	5	5	5	5	5	5	0	70
24	AND	5	0	5	5	5	5	0	5	0	5	0	0	0	0	5	5	5	5	5	0	60
25	AHM	5	5	5	5	5	5	0	5	5	0	0	0	0	0	0	5	5	0	5	5	60
26	AZW	5	5	5	0	5	5	5	0	5	0	0	0	0	5	5	5	5	5	5	0	65
27	APR	5	5	5	5	5	5	0	5	5	5	0	5	0	5	5	5	5	5	5	5	85
28	DER	5	0	0	5	5	5	5	5	0	0	0	0	0	5	5	5	5	0	5	5	60
29	EPI	5	5	5	5	5	5	5	0	5	0	0	0	0	0	0	5	5	5	5	0	60
30	FEB	5	5	5	5	5	5	0	5	5	0	0	0	0	5	5	0	5	5	5	5	70
31	GUS	5	5	5	0	5	5	0	5	5	0	0	0	0	5	5	5	5	0	5	5	65
32	HAR	5	5	5	5	5	5	5	5	0	0	5	0	5	5	5	5	5	5	5	0	80
33	HER	5	5	5	5	5	5	0	0	5	5	0	0	0	0	5	5	5	5	5	5	70
34	ILH	5	5	5	0	5	5	5	5	5	0	0	0	0	5	5	5	5	5	5	5	75
35	LIN	5	0	5	5	5	5	0	5	5	5	0	5	0	0	0	5	5	0	5	5	65
36	IQB	5	5	5	5	5	5	5	0	5	0	0	0	0	5	5	5	5	5	5	5	75
37	DIS	5	5	5	5	5	5	0	5	5	5	0	0	5	5	5	5	5	5	5	0	80
38	HAL	5	5	5	5	5	5	0	0	5	0	0	0	0	0	0	5	5	0	5	0	50
39	NOR	5	5	5	0	5	5	5	5	0	0	5	0	0	5	5	5	5	5	5	5	75
40	PUS	5	5	0	5	5	5	0	0	5	5	0	0	0	0	5	5	5	5	5	0	60
41	RAH	5	0	5	5	5	5	5	5	5	0	0	0	5	5	0	5	5	0	5	5	70
42	REN	5	5	5	5	0	5	0	0	0	5	0	0	0	5	0	5	5	5	5	0	55
43	ROS	5	5	5	5	5	5	5	5	0	0	0	0	0	5	5	5	5	5	5	5	75
44	TRI	5	5	5	0	5	5	5	0	5	5	0	0	5	5	5	5	5	5	5	0	75
45	YUL	5	5	5	5	5	5	0	5	5	0	5	5	0	5	0	5	5	0	5	5	75
		TOTAL																				2950

The sum result score of collecting data

The researcher calculated the score by using the formula:

$$\begin{aligned}
 M &= \frac{\sum \text{Score}}{\sum \text{Responden} \times \sum \text{Item} \times \text{Nilai Item tert}} \times 100\% \\
 &= \frac{2950}{45 \times 20 \times 5} \times 100\% \\
 &= 65,55\%
 \end{aligned}$$

LIST OF APPENDICES

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Appendix VI

Times Schedule

[illegible]

