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# PROCEEDINGS AISTEEL 2018

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# **Proceedings of The 3<sup>rd</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018)**

*“Education, Learning, and Leadership Innovation”*

Emerald Garden Hotel, Medan City, North Sumatera, Indonesia  
October 3-4, 2018

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**Proceedings of the 3<sup>rd</sup> Annual International Seminar on Transformative Education  
and Educational Leadership (AISTEEL 2018)**

**Preface**

The 3<sup>rd</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018) was held in Emerald Garden Hotel, Medan City-Indonesia on 3-4 October 2018. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The third AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Australia, Singapore, Taiwan, and Malaysia. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 326 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 198 of them were accepted for published by Atlantis Press indexed by International Indexation. Meanwhile 83 papers were published in online International Proceedings indexed by Google Scholar. The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 3<sup>rd</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018) for their outstanding contributions. Thanks also given to Universitas Negeri Medan for published this volume.

The Editors

**Bornok Sinaga**  
**Rahmad Husein**  
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## Table of Contents

<i>Titles and Authors</i>	<i>page</i>
Design of Physical Practicum Tools on Rotational Dynamics Matter with Scientific Concept <i>Fretty Doharni Ritonga; Nurdin Bukit; Betty M.Turnip</i> .....	1
Analysis of the Leading Sector and Its Effect on the Economy in Pakpak Bharat Regency <i>Dinar Melani Hutajulu; M. Nasir; Arwansyah</i> .....	6
Analyze the Characteristic and Factors Cause of Bullying Behaviours in Early Childhood <i>Fadhilah Syam Nasution; Anita Yus; Aman Simaremare</i> .....	12
Play Finger Painting in Creative Art Model to Help Smooth Motoric Development and Creativity of Group a in Kindergarten at Aek Loba Pekan Village <i>Lola Wita Harahap; Sri Milfayetty; Rosmala Dewi</i> .....	18
Maintenance of Gayonese Kinship Terms by Gayonese Minority Migrants in Jabodetabek <i>Desi Purnama Sari; Siti Aisyah Ginting; Berlin Sibarani</i> .....	22
Effect of Functional Training and TRX Suspension Training on Body Composition member Golden Fitness and Spa <i>Rafliansyah; Nurhayati Simatupang; Albadi Sinulingga</i> .....	26
Interpersonal Metaphor Used in the Boss Baby Movie <i>Khairuni Syafitri; Siti Aisyah Ginting; Anni Holila Pulungan</i> .....	29
Speech Act in Indonesia Lawyers Club: KPK vs Novanto <i>Theresia Fransiska Sidabutar; Zainuddin; Busmin Gurning</i> .....	32
The Effect of Instructional Strategy and Style Ofthinking Secuential on Students Outcome MAN Medan <i>Siti Aisyah Hanim; Tiur asih siburian; Darwin</i> .....	36
The Effect of Cooperative Learning Models and Self Efficacy on Student Mathematics Learning Outcomes <i>Sabdo Puji Rahayu; Mukhtar; Keysar Panjaitan</i> .....	39
Ideational Grammatical Metahpor in Reading Texts for Senior High School English Textbooks <i>Diemam Ferzhawana; Siti Aisyah Ginting; Zainuddin</i> .....	43
Effect of Soft Modification on Student Learning Results PAB 13 Kwala Begumit Private Vocational School <i>Iskandar Fahmi</i> .....	47
Differences in Metacognitive Ability of Students Through Learning Realistic Mathematics Education and Problem Based Learning in Pangkalan Susu Senior High School <i>Chairi Mutia Lubis; Waminton Rajagukguk; Kms.M.Amin Fauzi</i> .....	51
Development of Interactive Learning Media Projection of Working Drawing on Students of Class X TKR in SMK Markus 2 Medan <i>Irwan Panggabean; R. Mursid; Samsidar Tanjung</i> .....	56
Metaphor of Modality in Donald Trump's Speech in United Nation General Assembly 2017 <i>Nursyah Handaya; Siti Aisyah Ginting</i> .....	60
Traditional Sport Of Silek Tuo In Minangkabau Community (a study of Silek tuo advice)	63

<i>Prima Nanda; Sabaruddin Yunis; Agung Sunarn</i> .....	
Improved Student's Generic Science Skills With The Application of Cooperative Learning Models Based on Batak Culture	
<i>Rika Sari Indah Harahap; Derlina; Rahmatsyah; Sahyar; Bornok</i> .....	66
Management Development Athletes of Shorinji Kempo North Sumatra Region	
<i>Arti Kurniaty Bangun</i> .....	71
Efforts to Improve Learning Results Free Basketball Shot (Free Throw) Through The Application of Teaching Style Inclusion	
<i>Bob Rahmat Manalu</i> .....	75
Development of Egosan Engineering Extension Models with Straight Sticking in Pencak Silat	
<i>William Filipus; Amir Supriadi; Tarsyad Nugraha</i> .....	77
The Development of Interactive Learning Media of Athletic on Physical Education in SMP Negeri 15 Medan	
<i>Akhmad Khaidir; Budi Valianto; Tarsyad Nugraha</i> .....	81
The Effect of Learning Model and Self-Reliance Learning toward Science Learning Outcomes	
<i>Rohima; Mukhtar; Samsidar Tanjung</i> .....	84
The Effect of Learning Method and Kinesthetic Perception on The Learning Outcomes of Lay Up Basketball	
<i>Saiful Adrian; Nurhayati Simatupang; Suprayitno</i> .....	88
Analysis Of Physical Education Teacher Management Skills In State Elementary School Sub-District Medan Tembung	
<i>Syahrul Effendi Nasution; Amir Supriadi; Albadi Sinulingga</i> .....	91
Innovation Of The Speed Model Using Running With The Ball Techniques In Football	
<i>Julio Roberto; Amir Supriadi; Novita</i> .....	95
The Development of Penetration Drill Training Technique of Wrestling Sport	
<i>Ihsan Idris Silalahi; Jan Bobby Nesra Barus</i> .....	99
Speech Function of Anies Baswedan's Speech in Approval Ceremony as the Governor of Jakarta in the Period of 2017-2022	
<i>Ahmad Rifa'i Ritonga; Sumarsih</i> .....	102
Development of Web-Based Learning Media to Enhance Writing Capability of Biography Text of Student Class X SMA	
<i>Rencus B. Sinabariba, Tiur Asi Siburian, Mutsyuhito Solin</i> .....	105
Implementing the Teaching Supervision by Principals in Improving the Performance of Teachers in Aceh Besar	
<i>Said Ashlan</i> .....	109
Female Principal Leadership	
<i>Hendro Widodo; Hengkang Bara Saputra</i> .....	115
The Ways of Rohingya Teenagers in Medan Realized Their Language Attitude	
<i>I Wayan Dirgayasa; Rahmat Husein; Lonni NurIffah Nasution</i> .....	120
Metaphor in Umpasa of Saurmatua Toba Batak Ceremony	
<i>Heppy Yersin Digita Purba; Rahmad Husein; Anni Holila Pulungan</i> .....	124
The Influence of Part Method, Whole Method and Determination Exercise Methods on Improving Exercise in the Sports Branch of Pencak Silat Single Art Category of College Students SPDKK (Art of Kencana Kwitang Self Defense) Deli Serdang Year 2018/2019	
<i>Mawar Sari</i> .....	127
Figurative Expressions in The Karo Batak Wedding Ceremony Generated by The	130

<i>Philosophy of Rakut Sitelu</i>	
<i>Desi Haryati Nianggolan</i> .....	
Evaluation of Implementation of Sustainable Professional Development (PKB) for Junior High School Physical Education Teachers to Increase Professionalism in Tebing Tinggi City	
<i>Mhd Fazar Afandi</i> .....	135
Development of Innovative PJOK teaching materials on floor gymnastics materials to improve learning outcomes of Grade Students at Junior High School	
<i>Bangun Saragih</i> .....	138
The Influence of the Discovery Learning Model assisted with Image Media and Motivation Against Civics Learning Outcomes of Students in Class IV of Public Elementary Schools 055980 Aman Damai 2017/2018	
<i>Heryansyah Ginting; Dede Ruslan; Reh Bungana Br.Perangin-angin</i> .....	142
Development of science teaching materials based on Science Technology Society (STM) and its influence on learning outcomes of fourth grade students of MIN Medan Tembung	
<i>Diah Hafizhotul Husna; Nuraini; Ramlan Silaban</i> .....	149
The Improvement of Cooperative Learning Model Application Skill in Numbered Head Together Through Clinical Supervision of Art Teacher in SDN 060886 Medan Baru	
<i>Unita Vitta Omas Sianturi; Martua Manullang; Rosmala Dewi</i> .....	154
Gold of North Sumatera Program Coach Performance	
<i>Suyono; Hariadi; Supryetno</i> .....	159
Transitivity Systems Analysis of Bilingual Civic 3 Education Textbook for Grade XII	
<i>Jusup Sitepu; Anni Holila Pulungan; I Wayan Dirgeyasa Tangkas</i> .....	163
The Lecturer Performance Development of the STKIP Bina Bangsa Getsempena Banda Aceh	
<i>Saiful Bahri</i> .....	169
The Interference of Batak Mandailing Language to Indonesian (In The Interaction At The Seventh Grade Students Of Madrasah Tsanawiyah Swasta Al-Azhar Kabupaten Tapanuli Selatan Padang Sidempuan)	
<i>Siti Jahria Sitompul; Abdurrahman Adisaputera; Sumarsi</i> .....	175
The Influence of Microbiology Dictionary and Microbiology Textbook Utilization in the Contextual Learning Framework on Biology Students Higher Order Thinking Skills	
<i>Kiki Rizqi Sahara; Hasruddin; Ashar Hasairin</i> .....	177
The Differences of Learning Style and Students' Creativity to Students' Achievement in Dribbling the Ball in Playing Football of Seventh Grade Students of SMP Ar – Rahman Percut	
<i>Muammar Afif Marpaung; Imran Akhmad; Rahma Dewi</i> .....	180
Development of Gobag Sodor Game Model to Increase Interest in Elementary Students	
<i>Siska Nova Undari</i> .....	184
The Influence of Research-Based Learning with Portfolio Assessment on Science Process Skills in Microbiology Course for Biology Program Students	
<i>Saudah Rahmayanti; Hasruddin; Tumiur Gultom</i> .....	187
The Influence of Teaching Style and Confident Against the Results of a Study of Shooting in the Game of Football (Experiment Studies the Self Check Style and the Guided Discovery Style at a Private Junior High School Seventh Grader	
	191

Tembung Sabilina)	
<i>Muhammad Syaiful; Ramadhan Harahap</i> .....	
Development of Mirror Writing Teaching Materials Based on Class XI Media Literation of Lolomatua 1 State High School	
<i>Yanida Bu'ulolo; Biner Ambarita; Marice</i> .....	195
The Development of Teaching Materials for Technology- Assisted Procedure Text in Vocational High School	
<i>Nova Andarini; Biner Ambarita; Malan Lubis</i> .....	197
Development of Adobe Flash Based Floor Gymnastics Media Learning on Health Sport Education Lesson	
<i>Hardiansyah</i> .....	201
The Effect of Learning Approach and Linguistic Competence Capability Reading The English Narative Text of Student SMA Negeri 6 Padangsidempuan.	
<i>Sukriyah Batubara; Keysar Panjaitan</i> .....	206
Analysis Effect of Household Consumption, Investment and Labor to Economy Growth In Sumatera Utara	
<i>Richna Handriyani; Arwansyah; Sahyar</i> .....	209
Idioms Translation Strategies in Pasung Jiwa Novel English Version	
<i>Hariyanto; Amrin Saragih; Sumarsih</i> .....	213
Code Mixing in Novel: A Case of Indonesian Literary Work	
<i>Nurul Hidayanti Hasibuan; Amrin Saragih; Sumarsih</i> .....	216
Logico-Semantic Relation in Presidential Debate Between Hillary Clinton and Donald Trump	
<i>Annisa Risma Khairani Lubis; Della Fransiska Ginting; Jumino Suhadi</i> .....	221
Semiotic Meanings in Cigarette Advertisement Texts	
<i>Rodearta Purba; Zainuddin; Amrin Saragih</i> .....	227
Modality as Hedging Device in the US Presidential Election Debate	
<i>Roobby Hamdanur; Anni Holila Pulungan; Zainuddin</i> .....	232
The Improving Mathematical Communication Ability Through Realistic Mathematical Approach Based on Toba Batak Culture	
<i>Aman Sanusi Siregar</i> .....	235
Speech Functions of Doctors and Patients on Medical Consultation Process	
<i>Resti Citra Dewi; Anni Holila Pulungan, Sumarsih</i> .....	239
The Development of Venturimeter Instrumentation in Dynamic Fluid	
<i>Zahrani Dalimunthe; Rahmatsyah; Derlina</i> .....	243
Lexical Metaphors in Onang-onang of Bobby and Kahiyang Tortor Dance	
<i>Siti Rahma Ritonga; Anni Holila Pulungan; Didik Santoso</i> .....	246
The Discourse Markers in President Joko Widodo's Speeches in KTT APEC China in 2015	
<i>Syahbuddin Nasution1; Busmin Gurning; I Wayan Dirgayasa Tangkas</i> .....	249
Preparation of Papers in Two-Column Format for AISTEEL Conference	
Proceedings Translator's Strategies in Transferring Cultural Values in Ratatouille Film	
<i>Femy Septiani; Anni Holila Pulungan</i> .....	254
Lexical Metaphor In Printed Car Advertisements	
<i>Misdiana; Siti Aisyah Ginting; Amrin Saragih</i> .....	258
Political Discourse Analysis of Donald Trump Political Speech	
<i>Elisa Silviani Siregar; Prof. Dr.Zainuddin, M.Hum; Prof.Dr. Sri MindaMurni, MS</i> .....	263
Motivation of Farmers in Group Management to Develop Maize Cultivation	267



<i>Nurliana Harahap; Mahendra Ginting Manik; Indah Listiana</i> .....	
Appraisal of Healthy Product Advertisement on Television	
<i>Nurun Nazipah Harahap; Siti Aisyah Ginting; Rahmad Husein Napitupuluh</i> .....	274
Lexical Metaphor in Andrea Hirata's "The Dreamer" Novel	
<i>Nurul Sa'adah; I Wy. Dirgeyasa; Siti Aisyah Ginting</i> .....	277
Impoliteness Strategies Used by Governor Candidates of DKI Jakarta in Governor Election Debate 2017	
<i>Sri Minda Murni; Busmin Gurning</i> .....	281
Intertextuality in Travel Umroh Advertisement	
<i>Afifah Nurul Khoirot Nasution; Anni Holila Pulungan; Eddy Setia</i> .....	287
Intertextuality on Oral Discourse in Sari Matua Batak Toba Ceremony	
<i>Dyan Yosephin Hutagalung; Anni Holila Pulungan; Rahmad Husein</i> .....	290
The Effect of Mangosteen ( <i>Garcinia mangostana</i> L.) Peel to Creatine Kinase Serum in Male Rats ( <i>Rattus norvegicus</i> ) with Fatigue from Swimming	
<i>Rika Nailuvar Sinaga; Jumadin IP; Zulaini</i> .....	293
Analysis of Technology Utilization to Measure The Throw Distance of The Ball on Hammer Throw	
<i>Riki Prastian; Agung Sunarno; Sabaruddin Yunis Bangun</i> .....	296
The Interactions of Social Stratification and Karonese Register in Giving Pedah Pedah Perjabun	
<i>Elkana Putra Tarigan; Amrin Saragih; Siti Aisyah Ginting</i> .....	300
Implementation Management Training Volleyball Club of Pertamina Year 2017	
<i>Reza Wibowo; Sanusi Hasibuan; Budi Valianto</i> .....	305
Lexical Metaphor in Printed Car Advertisements	
<i>Misdiana; Siti Aisyah Ginting; Amrin Saragih</i> .....	308
Improving Students' Reading Comprehension Ability In Descriptive Text Through Flashcard	
<i>Aisya Hartati</i> .....	309
The Role of Teacher's Training Model and Technological Approach to the Improvement of Teachers' Professionalis	
<i>Intan Sufiah Batubara</i> .....	312
The Difficulties of Students at the Second Year of St.Thomas 3 Senior High School Medan in Translating English Idioms into Indonesian	
<i>Fitri Susi Sinurat</i> .....	315
The Effect Of Applying The Great Wind Blows Strategy On The Students' Vocabulary Mastery	
<i>Gisca Irdayana Lubis</i> .....	321
Attitude of Examiners in Thesis Convocation	
<i>Mara Sutan Siregar</i> .....	325
Politeness Strategies in Mandailing Wedding Ceremony	
<i>Nurun Nazipah Harahap; Fatma Raudah Siregar</i> .....	329

# Speech Function of Anies Baswedan's Speech in Approval Ceremony as the Governor of Jakarta in the Period of 2017-2022

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**Abstract**— Language forms a dialogue that becomes a very important matter in communicating. Dialogue is related with speech functions. Halliday (1994) suggest that dialogue is a process of exchange involving two variables; those are: (1) a commodity to be exchanged; either information or good and service and (2) roles associated with exchange relations; either giving or demanding. Halliday (1994) states that there are four basic types of speech functions; those are: offer, statement, command, and question. This study tries to analyze the speech function of used by Aneis Baswedan in his speech when he was ceremonially approved as the governor of Jakarta in the period of 2017-2022. This study tries to analyze the speech function of used by Anies Baswedan in his speech when he was ceremonially approved as the governor of Jakarta in the period of 2017-2022. Based on the data analysis, it was got that there are 75 independent clauses of which speech functions are statement, and there are 7 independent clauses of which speech functions are command. The speech functions of statement are in marked and unmarked mood, while the command ones are in unmarked mood. The types of speech function found in the speech are correlated with the function and the goal of the speech.

**Keywords**— *speech function; speech*

## I. INTRODUCTION

When having communication, there should be at least two people; there will be a speaker and a listener. In general, it is described as an action, which there is the relationship between what the speaker says and what the listener receives, and the purpose is the transforming of information or message. Holmes (2013) states that there are three components of communication process; those are: the participants, the information to be communicated, and mean that is used in communication. The third component; means of communication, can be in the form of language, sign, gesture, etc. When having communication, there should be at least two people; there will be a speaker and a listener. In general, it is described as an action, which there is the relationship between what the speaker says and what the listener receives, and the purpose is the transforming of information or message. Holmes (2013) states that there are three components of communication process; those are: the participants, the information to be communicated, and means that is used in

communication. The third component; means of communication, can be in the form of language, sign, gesture, etc. Holmes (2013) adds his explanation that there are two kinds of communication based on the means that is used. They are non-verbal and verbal communication. Non-verbal communication is a communication using a means except language, such as light, whistle, gesture, etc. While verbal communication is a communication that uses language as its means. What most people mean when they say *language* is talk, communication, and discourse. Halliday (1994) states that whenever we use language to interact; one of the things we are doing with it is establishing a relationship between us are: between the person speaking now and the person who will probably speak next. He explains that to establish the relationship we take turns at speaking we take on different speech roles in exchange. The basic speech roles we can take on are giving, demanding information, good and services. There are four primarily form movement types of speech function; those are offer, statement, command, and question. The clause is about the exchanging of information such as stating, confirming, denying, contradicting, inquiring, so the clause is functioning as a proposition. If it is about giving information, so the speech functions is the statement. Speech function of question is if it is about demanding information. Speech function of offer is offering good and services. Speech function of command is demanding good and services.

## II. REVIEW OF RELATED LITERATURE

### A. Communication

Intentional communication is the common conversations and exchange of words and thoughts that forms and maintains social relationships in our everyday lives. In addition to the role of language in interpersonal communication, we can look to its role within individual humans and also its function within human society. So, language has become a very important communication tool in the human's life. This type of communication can be either intentional or unintentional. Succinctly, language within the individual, supports thought, rationalization and attribution, creativity, memory, self-

direction, self-expression, humor, and perhaps even aspects of consciousness. It is in respect to this idea that many have developed ideas concerning the presence of a universal language in our world whereby we can communicate with one another in more ways than one and not only verbally. As a social creature, we cannot live alone in our life. We need to interact and communicate with other people. In communication, we need a medium to express our thought and feeling. The medium is language. Language is a form of interaction. It is a part of the social and there is no need to interpose a psychological level of interpretation. It is a system of meaning, and a system of meaning is one by which meaning is created and meanings are exchanged. Halliday (2004:8) states that a language is a resource for making meaning- a semogenic system, together with the processes which instantiate the system in the form text (spoken and written discourse). While Ramelan (1991:8) says that each member within the society needs a tool of communication which called language. By language, human can deliver, express, and shows his message, ideas, and wishes together.

### B. Systemic Functional Linguistics

Systemic functional linguistics, often called systemic functional grammar or systemic grammar (the *functional* is often omitted), is a grammar model developed by Michael Halliday (1985) with his *Introduction to Functional Grammar* based on the model of language as social semiotics. Eggins (1994: 2) states that systemic functional linguistics is an approach to language which is centered on how people use language with each other in accomplishing everyday social life. In this approach there are four main theoretical claims about language: that language used is functional; that its function is to make meaning; that these meanings are influenced by social and cultural context in which they are exchanged; and that the process of using language is semiotic process, a process of making meanings by choosing. These four points, that language is functional, semantic, contextual, and semiotic, can be summarized by describing the systemic functional linguistics is interested in the authentic speech and writing of people interacting in naturally occurring social context.

Halliday (1994) states that language is structured to make three kinds of meanings or metafunctions; simultaneously: ideational, interpersonal, and textual meanings.

Eggins (1994) defines ideational or experiential meanings as ones about how we represent experience in language. We are always talking about something or someone doing something. From Eggins (1994) explanation, it was got an example as follows. The utterance *I suggest we attack the reds* has meaning about “bottles of wine” and what we did with them. It makes meanings which focus on the actions of *we*, as human agents, and the entities our actions will effect; in this case is *the reds*.

Simultaneously, we use language to make interpersonal meanings: meanings about our role relationships with other people and our attitudes to each other. Whatever use we put

language to we are always expressing an attitude and taking up a role. For example, utterance *I suggest we attack the reds* makes meaning of friendly suggestion, non – coercive, open to negotiation; the kind of meaning we might make with friends, whose opinions we are interested in and whose behavior we do not seek to dominate. Finally, in any linguistic event we are always making textual meanings: meanings about how what we are saying hangs together and relates to what was said before and to the context around us. Whatever use we put language to we are always organizing our information. For example, the sentence *I suggest we attack the reds* takes as its points of departure the speaker’s intention (only to suggest, not to impose) and the interactants (we). It is a possible answer to *What should we do now?*

### C. Functional Grammar

Functional Grammar grew out of the work of J.F. Firth and was mainly developed by M.A.K. Halliday. It is a theory of language centered on the notion of function. Halliday (2000) proposed that language has three meta-functions, the ideational, the interpersonal and the textual. The interpersonal function plays the role of setting up and maintaining social relations, and indicates the roles of the participants in communication (Halliday, 2002). We use language to interact with people for some purposes: we may want to influence their attitudes or behavior, or to provide information that they do not know, or to explain our own attitudes or behavior, or to get them to take some actions, and so on (Thompson 2000, Simon, 1997). Halliday (2009) pointed out that the interpersonal meaning can be expressed by mood, modality and key. Later, he added pronoun system, attitudinal modifier and rhythmic features of words. Eggins (2004) found that the link between language systems and the choice made by the speaker in the exchange enable us to see speakers making meaning about interpersonal: the extent of their intimacy, their level of familiarity with each other and their attitudes and judgments. In a speech, to accomplish the interaction with the audience is the initial purpose of every speaker. So this paper explores how the speaker fulfills interpersonal meaning during the interaction in terms of mood, modal auxiliary, personal pronouns and tense shift.

### D. Interpersonal Metafunction

Paziraei (2013:44) states that the interpersonal metafunction shows the way the addressor and the addressee interact and how they use the language to maintain the relations between them. During a conversation the addressor may give something to the addressee or ask something from the addressee. This metafunction is an exchanging. This exchanging may be an offer, a command, a declarative, or an interrogative.

The interpersonal function is realized at two levels namely at the level of semantics and lexicogrammar which is term mood. At the level of semantic human being perform two roles

namely giving and demanding. The commodity exchange may be either information or goods and services.

#### E. *Speech Function*

Halliday (1994:69) states that there are four primary types of speech function; they are statement, offer, question, and command that realized by Mood to perform two roles, they are giving and demanding. When communicate with other people, we are actually trying to do something with our language. It may be either to give information, or demand something.

#### F. *Offer*

Halliday (1994) explains that speech function of offer happens when the speaker gives the hearer some goods or some services and the speaker inherently inviting the hearer to receive those goods and services. Examples are as follows.

“Would you like a cup of coffee?” (offering goods)

“Can I help you to bring the thick books?” (offering service)

#### G. *Command*

Halliday (1994) explains that speech function of command happens when the speaker demands the hearer some goods or some services and the hearer are thereby invited to give that service or provide the goods. Examples are as follows.

“Open the door, please!” (demanding service)

“Could you please bring me a glass of water?” (demanding goods)

#### H. *Statement*

Halliday (1994) explains that speech function of statement happens when the speaker gives information to hearer, and invites the hearer to receive that information. Examples are as follows.

“I was invited by my best friend to her celebration party”.

“Tsunami hit Aceh in December 2004.”

#### I. *Question*

Halliday (1994) explains that speech function of question happens when the speaker demands the hearer some information and the hearer are thereby invited to give that service or provide the goods. A question may be either a linguistic expression used to make a request for information, or else the request itself made by such an expression. This information is provided with an answer. Questions are normally *put* or *asked* using interrogative sentences. Examples are as follows:

“Do you know where his house is?”

“What is the meaning by that?”

By cross-classifying these two dimensions of “speech role” and “commodity”, we can come up with the four basic “moves” we can make to get a dialogue.

### III. RESEARCH METHODOLOGY

The research is descriptive-qualitative. The method applied in this research is descriptive method. The data of study are the clauses of Anies Baswedan’s speech which contain speech function. Source of Data is the internet, by which the researcher got the transcript of the speech. The technique of collecting data is content analysis. The procedures used are downloading the transcript of the speech from the internet, reading the transcript, and underlining every sentence which contains speech function.

This study uses theory triangulation. It involves more than one theoretical scheme in the interpretation of the phenomena.

### IV. FINDINGS

Based on the research conducted, it was got that there are 75 independent clauses of which speech functions are statement, and there are 7 independent clauses of which speech functions are command. The speech functions of statement are in marked and unmarked mood, while the command ones are in unmarked mood. The types of speech function found in the speech are correlated with the function and the goal of the speech.

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