A. INTRODUCTION

This analysis examines a short conversation between a university student and a nurse during a routine health check at a campus clinic. The purpose of this analysis is to identify and explain the communicative components found in the dialogue using Dell Hymes' SPEAKING model. Through this framework, we can understand how context, participants, language, norms, and cultural expectations work together to shape the communication. This approach helps reveal not only what is said, but also how and why the interaction unfolds the way it does.

B. THE DIALOGUE (Medium-Length English Dialogue)

Nurse: Good morning. How can I help you today?

Student: Good morning, Miss. I've been feeling dizzy since yesterday, so I wanted to get checked.

Nurse: I see. Have you eaten properly today?

Student: Yes, I had breakfast before class.

Nurse: Good. Did the dizziness start suddenly, or has it been happening often?

Student: It started yesterday afternoon, but it got worse this morning.

Nurse: Alright. I'll check your temperature and blood pressure first. Please sit down and relax.

Student: Okay.

Nurse: Your temperature is normal, but your blood pressure is a bit low. Have you been sleeping well?

Student: Not really. I stayed up late working on assignments.

Nurse: That might be the cause. Make sure you rest enough and drink more water. I'll give you some vitamins too.

Student: Thank you. Should I be worried?

Nurse: No, it isn't serious. Just take care of your rest. If it doesn't improve in two days, come back.

Student: Alright, thank you for helping me.

Nurse: You're welcome. Get well soon.

C. ANALYSIS USING DELL HYMES – SPEAKING MODEL

1. S – Setting and Scene

The interaction takes place in a quiet campus clinic during the morning. The scene is formal and calm, suitable for a medical conversation between a nurse and a student. The physical setting encourages a serious and respectful tone.

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2. P – Participants

Nurse: A medical professional providing care.

Student: A university student seeking help for dizziness.

 Their roles influence the way they speak: the nurse uses professional and guiding language, while the student speaks politely and expresses concern.

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3. E – Ends (Purpose/Goals)

Primary goal: The nurse gathers information to understand the student's symptoms and provide basic medical advice.

Secondary goal: The student wants reassurance and treatment.

The interaction aims for a practical health resolution and emotional comfort.

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4. A – Act Sequence

The conversation follows a clear sequence:

Greeting

Student states the problem

Nurse asks follow-up questions

Nurse conducts examination

Nurse explains results and gives advice

Student responds and closes the conversation

This sequence reflects a typical clinical service encounter.

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5. K – Key (Tone/Spirit)

The tone is supportive, calm, and professional.

The nurse maintains a reassuring manner, while the student speaks respectfully and slightly worried.

Both sides maintain politeness to show cooperation.

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6. I – Instrumentalities

The communication uses spoken English in a face-to-face setting.

The style is clear, formal, and free of slang since this is a healthcare environment.

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7. N – Norms

Norms include:

Speaking politely to a medical professional

Allowing the nurse to lead the conversation

Responding honestly to health questions

These norms guide the flow and prevent misunderstandings.

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8. G – Genre

The genre is a clinical consultation dialogue.

It fits into the broader category of professional medical interaction, where information gathering and advice are central.

D. CONCLUSION

Through the SPEAKING model, we can see that every aspect of the dialogue—setting, roles, sequence, tone, language, and social expectations—works together to create a structured and meaningful interaction. The model reveals how communication in a medical context depends not only on what is spoken, but also on the environment and social rules that guide the conversation. This analysis highlights the importance of understanding context when studying real-life communication.