

THE ANALYSIS OF SPEECH FUNCTIONS USED BY AN ELESP LECTURER IN ENGLISH FOR YOUNG LEARNER CLASS

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Abstract

Speech function is a function performed by a speaker which has a purpose to specify their role. It is a situation where a speaker uses certain expression in order to convey some messages effectively. The use of speech function can be beneficial in our lives, especially in teaching learning processes. This research analyzed the speech function used by an English Language Education Study Program (ELESP) lecturer in English for Young Learners class. This study addressed one research question. It was the types of speech function which are used by an English Language Education Study Program of Sanata Dharma University lecturer in English for Young Learners class. The researcher used observation as the instrument to collect the data. Based on the findings, there were six speech functions used by the ELESP lecturer in teaching English for Young Learner class. They were referential function, emotive or expressive function, directive or conative function, phatic function, metalinguistic function, and poetic function. The result of the study revealed that the use of speech function in the classroom depends on the context and situation. Hence, it is not merely a meaningless function, yet it provides a bunch of advantageous for both lecturer and students.

Keywords: speech function, English for young learners, metalinguistic function

Introduction

Language is the most important thing used as a communication tool. On the other words, language is used as a medium to interact to people. It can be used in written and spoken forms. The use of language may vary, depending on what condition we are facing on. For the example, a language can be used to express our feelings. Meanwhile, giving information to someone is categorized as a speech function as well.

Because it may be used everywhere and every time, speech function also exists in classroom activities. A teacher tends to use several functions of speech while teaching their students. For instance, in order to inform learning materials to students, the teacher should use a speech function which has a function to inform something. The language used by the teacher has an important role for students' understanding. If the speech function is used properly in the right condition, it may support teaching-learning activities which is beneficial for both teachers and

students. Otherwise, the student may find it hard to understand what their teachers are talking about. In this study, the researcher wants to analyze the speech function used by English Language Education Study Program (ELESP) lecturers. The result may be advantageous for teaching processes conducted by the lecturers.

This study is done for two main reasons. First, the researcher wants to obtain more knowledge and information about speech function in daily conversation, especially in classroom activities. The proper use of speech function may bring effective and efficient teaching-learning process in classroom which is beneficial for both lecturers and students. Second, the researcher wants to increase teaching quality of ELESP lecturers. By collecting and analyzing the data, the researcher believes that the result may offer some benefits for ELESP lecturers. For example, the lecturers may use the result of this study as an evaluation to improve the effectiveness of teaching-learning process in classroom.

Speech function has been commonly used as the main instruments of researchers to analyze teaching process in classroom. In this case, the researcher uses three similar studies in order to answer the research question. All of the studies are related to the use of speech function used by English teachers. The writers of those researches are Yuliana (2016), Rina (2016), and Ngazizah (2017).

Starts from the first study, Yuliana (2006) has done a research entitled *The Analysis of Speech Function Used by English Teachers at SMAN 5 Kendari*. The research states that the use of speech function at SMAN 5 Kendari is mostly accurate. Yet, there are some sentences spoken by the teachers which are not used properly. It is the same as the research conducted by Rina (2016) and Ngazizah (2017). The research conducted by Rina (2016) is entitled “An Analysis of Speech Function Used by English Teachers at SMP Negeri 10 Kendari”. Meanwhile, Ngazizah (2017) has done a research named *The Analysis of Speech Function of Teachers’ Talk in English Classroom of SMAN 5 Purworejo*. Both of the researches argue that the use of speech function sometimes is not used in the correct situation. It may lead teaching learning process to the ineffectiveness which will bring disadvantages for both teachers and students. Based on the research background, this following research question is formulated for further discussion on the topic: What are the types of speech functions used by an English Language Education Study Program of Sanata Dharma University lecturer in English for Young Learners class?

Speech function refers to a function performed by a speaker in a verbal interaction or conversation which specifies his or her role, the orientation taken by the interlocutors, and the content or commodity transacted (Saragih 2014).

Furthermore, Jacobson (1987) divides speech function into six different language functions. They are referential function, emotive or expressive function, directive function, phatic function, metalinguistic function, and poetic function. In addition, Appel and Muysken (1987) also define the speech function as referential function, directive function, expressive function, phatic function, metalinguistic function, and phatic function. Here are the definitions of those functions.

Referential Function

According to Holenstein in Tribus (2017), a referential function is to raise a discourse in describing the object with the meaning itself. The most ordinary address of the topic is course materials that deal with the environment (example

the object of classroom and the procedure, asking and giving directions) or depicting actions in physical or sequent context (example telling time, notify date, daily routine).

In addition, Jacobson in Tribus (2017) says that referential function is a phrase of numerous messages or information. The examples of referential function are described as follows:

- a. Tomorrow, we will talk about present tense. (The speaker gives information that tomorrow they will discuss about present tense).
- b. I will give you some assignments after the class ended. (The speaker gives information to addressee that they will get assignments after the class).
- c. Okay students, ten minutes again. (The speaker reminds the addressee that the remaining time is only ten minutes).

Emotive or Expressive Function

According to Jacobson (1985), emotive or expressive function is considered as personal attitude and emotional expression of the speaker. The most common emotive or expressive function is interjection. The speaker uses emotive or expressive function to make certain expression whether it is real or not. Some interjections such as “oh!”, “wow!”, and “yeah!” are effective to express astonishment and disgust without creating explicit statement.

“There was a big scorpion in the bedroom.” This sentence might be a simple referential function, but if the speaker said “There was a ‘BIIIIIG’ scorpion in the bedroom!” it would more likely be intended and received as emotive expression because the prolonged vowel is a fact of the speaker’s emotional reaction. Jacobson (1985) emphasizes in the searching for the language meaning that we have to look at emotional and psychological connection between the speaker and listener. The following are other examples of expressive or emotive function:

- a. Great!
- b. Wow! That is a brilliant idea!
- c. Very bad day!
- d. I am very happy today because I got some presents from my special person.

Directive or Conative Function

According to Delpit in Tribus (2017), the purpose of directive function is to make use of an indirect command. Conative or directive function focuses on the influence of the other person’s behavior and concern with persuasion. On the other word, we can ask someone to do something with conative function, for example be quite. Furthermore, Jacobson in Rina (2016) claims that directive function is a phrase that has a purpose to make others do something. Essentially, there are many ways in expressing directive function such as imperative, interrogative and declarative.

Imperative sentence is a sentence that has a function to give a directive command. The examples are, “Go away!” and “Please open page 56 and answer the question! Interrogative sentence has a function to request information or give a command in indirect way, for example, “Can you tell me the moral values of the story?” It means the speaker gives a command to the listener to do something or answer the question. Declarative is a declaration phrase to make statement or convey information which makes the listener do something. The example is, “You

have to drink eight glass in one day.” The following are other examples of conotative or directive function:

- a. Finish your task please!
- b. Sit down!
- c. Would you like finish your assignment?
- d. Open the window please!
- e. Dinda, you go after Yustin!

Phatic Function

According to Holmes in Hidayah (2012), phatic function is a phrase to express solidarity and empathy with others, for example, “How are you today?” Phatic function usually deals with the connection among speakers and it focuses on making social relationship whether it is to establish or promote feelings.

The examples of this function are:

- a. Good morning, Nindy! (The speaker uses this to greet the addressee.)
- b. Hey! Long time no see! (The speaker uses this to greet the addressee.)
- c. Hey, what are you talking about? May I come in? (The speaker asks the addressees what they are talking about and ask permission to join.)
- d. Hi Anna! Nice to meet you again! (The speaker uses this expression to greet the addressee.)

Metalinguistic Function

According to Frendo in Tribus (2017), metalinguistic function is used to clarify a language. Furthermore, Jakobson (1987) claims that metalinguistic function focuses on the response and the meaning of the language code. Metalinguistic function is a phrase that deals with a language or a linguistic itself. On the other words, metalinguistic function is used to discuss or describe language itself. The goal of metalinguistic function is to explain such as synonyms, definitions, paraphrases, or examples of the language code. The following are the example of metalinguistic function:

- a. Excuse me, what do you mean by down to earth?
- b. Linguist is a person skilled in foreign language.
- c. Metaphor is a figure speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
- d. Antonym is a word opposite in meaning to other.

Four examples above show metalinguistic function which is function that deal with the language itself, the examples above give a definition of some words.

Poetic Function

Jakobson (1987) says that poetic function is a phrase that focuses on word sequences and the word wide sense deal with poem. Furthermore, Holmes in Hidayah (2012) argues that poetic function is a language phrase that emphasizes on aesthetic features. On the other words, poetic function focuses on the language beauty. Furthermore, Holmes (2013) states poetic function is using poetic features such as metaphor, metonymy, alliteration, rhyme, ambiguity, repetition, simile and antithesis. Poetic function does not always refer to a poem but it is more on the ability in manipulating language creatively. The following utterances are instances for the poetic function:

- a. Juni's lips is as red as roses in botanical garden.
- b. Your skin is as white as milk.
- c. Your smile is like a gold.

Method

In this paper, the researcher applied several steps to make the research effective and efficient. Those steps are determining the objectives, finding theories, gathering data, analyzing data, and reporting the result. The explanation of each step is discussed in the following paragraphs.

The first step is determining the objectives of conducting the research was done by choosing the topic. The researcher should select one topic given by the lecturer. Since there has been a lot of topics, the researcher already selected about speech function in ELT. The researcher explained the meaning and purposes of speech function itself in ELT. The researcher wanted to present something related to daily conversation in ELT.

After the topic was chosen, the researcher did library study in order to find some theories related to the topic. Through the library study, the researcher could find the answer of the research question.

After getting some theories, the researcher gathered the data through observation in the classroom during the lesson. The researcher observed to the lecturer in order to find speech functions used by the lecturer. In this case, the researcher observed English as Young Learner class.

When the purposes of speech functions were already identified, the researcher analyzed the data by using theories that had been found before. Finally, the researcher formulated the result of the research as a conclusion.

Findings and Discussion

The researcher observed English for Young Learners (EYL) class in order to find out the data. In this study, the researcher divided the classroom activities into three phases namely opening, main activities, and closing. The researcher analyzed speech functions used in each phase in order to get accurate result. They were also 23 utterances that the researcher found while observing the class. The explanation of speech functions used by ELESPP lecturer in EYL class is presented on the next discussion.

Opening

Since the opening part was only done in minutes, there were four lines that the researcher found in observing the class.

“Good afternoon!”

This line was said by the lecturer on the beginning of the class. The lecturer used this expression to greet the students. Therefore, this line is categorized as phatic function.

“Holiday is in the air.”

As the sentence has an idiom, it is categorized as poetic function. In the air means that something is about to happen. In this case, the lecturer said the holiday was going to happen in a few weeks.

“Try to keep it up!”

The lecturer said this expression in order to ask the students to keep up the good work that the students had done. Keep something up has a meaning in which the speaker wants to maintain or preserve something in the existing state. Because the lecturer wanted the students to do something, this line is categorized as declarative function. More precisely, this sentence has imperative declarative function.

“Yup, it is very good.”

The lecturer used this expression in order to express her feelings. When the students were asked a question by a teacher, they had done their job very well by answering her question correctly. The lecturer then responded by giving this expression. As the researcher said in the previous chapter, emotive function is an emotional expression used by lecturer to express something. Hence, this sentence is categorized as emotive or expression function.

Main Activities

Because main activities are the core of learning process in the class, the researcher found more functions in this part rather than in opening and closing parts.

“Repertoire here means language for classroom management and organization.”

This sentence was used by the lecturer to inform the students the meaning of a definition particularly repertoire. As the utterance was dealing with the meaning of language, this expression is categorized as metalinguistic function.

“Please remember this one.”

The lecturer gave a piece of advice to the students. Before giving the advice, the lecturer wanted to make sure that every student paid attention to her. It could be said that the lecturer created a statement which made the listeners do something. Hence, this sentence is classified into directive declarative function.

“Not only big, but BIG.”

The lecturer used this utterance to convey about how big the object of the learning materials. In this context, the lecturer was telling a story to the students. The exaggeration was done in order to show the students that the thing from her story was so very big. As it was used to express her feelings, the utterance belongs to emotive or expressive function.

“Open the book page two!”

The utterance was used when the teacher asked the students to open a book related to EYL class. This statement was used to make the students do something. Therefore, the utterance is an example of directive imperative function.

“Are you all sleepy?”

When the lecturer found out that the students were not on task, this question were asked to the students to check whether they were sleepy or not. It also

happened because the teacher did not want the students to feel very tired in learning the materials. Because it could be categorized as solidarity and empathy, this expression is categorized as phatic function.

“Some students say some words you don’t understand.”

This sentence was used to tell the students that they might encounter a situation in which the young learners say some terms that are difficult to understand. On the other words, the lecturer made a statement used to tell information to the students. It means that this sentence is an example of referential function.

“Next, we are going to discuss the policy.”

The lecturer explained that there was a policy in using English in classroom. This sentence was used to inform what activity that would be learned by the students. Therefore, the utterance is classified as referential function.

“That is a good one!”

When a student answered a lecturer’s question, the lecturer responded the student’s answer by giving this utterance. The sentence was used to express her feelings toward the student’s answer. As it was about expression, this utterance is one example of expression or emotive function.

“How do you get here?”

The lecturer asked a student how he got to campus. This expression showed that the lecturer cared about her students. It meant that lecturer was trying to maintain her social relationship with the students. Hence, this utterance is categorized into phatic function.

“No way! No dinosaurs in the zoo.”

This utterance was used when the lecturer told a story in which there was a student who told her that there were dinosaurs in the zoo. The lecturer then responded by using this utterance. This expression is categorized as emotive function since the lecturer expressed her shock feelings.

“What do you mean by that?”

There was a moment where a student explained something related to learning materials to the class. However, the lecturer did not get what the student meant. The lecturer then used this expression in order to know what the student was saying. As the lecturer wanted to clarify a meaning of language, this utterance is classified as metalinguistic function.

“Now, I want to introduce some vocabularies.”

The lecturer told the students that they were going to learn some vocabularies. Because the utterance was talking about an activity of teaching-learning process, this sentence is categorized as referential function.

“What does it mean?”

This utterance was used by lecturer when she showed an unfamiliar term on the presentation slide to the students. This interrogative sentence is an example of metalinguistic function because the teacher wanted to explain a term of a language.

Closing

In the closing activities, the lecturer used some speech functions to the students. The following examples were the functions used in the closing part.

“Next week, we are going to talk about assessment.”

Since the sentence was used to give information to the students, it referred to referential function. As cited in Jacobson (1987), referential function is used to give information related to certain topics, including daily routine. In this case, the lecturer informed the students that they would be talking about assessment on the week after the class.

“What is assessment?”

The lecturer asked the students the meaning of assessment itself. According to Frendo in Tribus (2017), metalinguistic function is used to clarify a language. In this context, the lecturer wanted to give a knowledge about assessment to the students. Therefore, this sentence is categorized as metalinguistic function.

“Great! That’s right.”

This utterance was used when a student has answered correctly what assessment was. The answer made the lecturer use that expression. On the other words, the sentence meant that the lecturer expressed her feeling. This expression is one example of emotive or expressive function.

“You have to open your LLA book again.”

LLA stands for Language Learning Assessment. The lecturer asked the students to open their LLA book again because it will be used for further discussion on the week after that class. As the lecturer wanted the students to do something, this sentence is an example of declarative directive function.

“Are you still alive?”

The lecturer asked this question to the students after she realized that the students were not enthusiastically responding her statement. This expression was used to check whether the students were on task or not. The lecturer also could be said to have empathy because it meant that the lecturer cared about her students. As the lecturer showed empathy through an expression, this interrogative sentence is categorized as phatic function.

“What is meant by being skeptical?”

Before closing the whole class, the lecturer asked this question to the students. The teacher wanted the students to answer that it meant by being skeptical. Indeed, the meaning of being skeptical here had a correlation with EYL class.

This sentence is categorized as metalinguistic function because the teacher wanted to tell the students the meaning of that phrase.

Conclusion

From the previous discussion, the researcher concludes that the number of each speech function used in EYL classroom was not the same. Here is the table showing the number of speech function used in the class.

Table 1. The Use of Speech Function in English for Young Learners Class

Type of Speech Function	The Number of Utterance			Total	Percentage
	Opening	Main Activities	Closing		
Referential	-	3	1	4	17.40%
Emotive or Expressive	1	2	1	4	17.40%
Directive or Conative	1	2	1	4	17.40%
Phatic	1	3	1	5	21.70%
Metalinguistic	-	3	2	5	21.70%
Poetic	1	-	-	1	4.30%
Total	4	13	6	23	100%

From the table, the researcher concludes that there were six speech functions used by the lecturer in English for Young Learners class. The most dominant functions are phatic and metalinguistic function and the percentage is 21.70% or five findings. There are four referential functions which are three findings in the main activities and one finding in the closing. The percentage is 17.40%. Emotive or expressive function percentage is 17.40% or four findings. The findings consist of one in the opening, two in the main activities, and one in the closing. Directive or conative the percentage also 17.40% or four findings. The least finding is poetic function. The percentage is only 4.30%.

The use of speech function depends on the context and situation. If the lecturer uses the speech function correctly, teaching-learning processes will be more effective and advantageous for both lecturer and students.

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