

**THE ANALYSIS OF SPEECH FUNCTION
USED BY ENGLISH TEACHERS AT SMAN 5 KENDARI**

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Abstract

Speech function that used in delivering instructional process is important because a major part of class time in learning process is taken up by teachers. Teachers should use speech function appropriate with the classroom context. This study applied speech function theory to analyse functional speech of teacher's utterances. This study investigated the speech function used by English teachers in language instruction. The objectives of this study were to find out the types of speech function and the accuracy of speech functions used by English teachers at SMAN 5 Kendari. This study employed a qualitative research design. The techniques of data collection were documentation and observation. To analyse the data, the researcher used descriptive analysis. The result of this study showed that there are five types of speech function and they are accurately used by English teachers in giving instruction.

Keywords: *Speech Function, Accuracy, Context*

Introduction

The most important thing in human life which used as communication tool is language. Language becomes a medium to interact among people. Language can be transferred to another way, such as written, even it is primarily spoken. Communication means people interact each other to get their thought and feeling, so they can interact well,

fulfill their needs and exchanged their ideas. Even though, the weight of speech communication for the entire structure of human society contains a lot of aspects of speech communication process that are not fully understood. They have different ways to constrain the situation itself. Language provides a range of function and suits the conditional context of speech. The language we talk to a lecture may be different to our parents or friends though the purpose is the same. The different purpose of talk brings misunderstanding to infer the meaning certainly.

Language function refers to the most basic of communication skills. In our society, language function known as a key means of communication. It is not only function as a social control, but also a psychological phenomena. Holmes in Wardhaugh (2006: 63) says that sociolinguistics study are interested in the theory of the way language used in a community and people's choices when they use language.

The language that used by teacher in the class is able to influence the student's attitude. Additionally, this study focuses on the nature of classroom interaction and analysis of speech function used by teachers in language instruction because speech function that used by teachers in their instruction has an important role to support the students' understanding. The communication of them is at least different from people as usual. Teachers have limited time when talk in the classroom, so they should use language function properly. As we know that speech function is the way of speaker to transport ideas in communication to make listener understand it well. So when a teacher gives instruction to the students, it is automatically the teacher uses speech function, if the use of speech function is appropriate with the function and situation, it will support learning effectively. For instance, when a teacher wants to give information about what is going to do or clarify the answer, to make students understand what the teacher means, teacher should use speech function which has a function to inform in this case a referential function. It is simply to investigate what happens inside classroom when learners and teacher come together.

As the researcher found on English teachers utterances at SMAN 5 Kendari, When the researcher answers question number one, there were five types of speech function found in English teacher utterances where each type had accuracy based on their function. The accuracy of teacher's utterances based on the theory of speech function by Roman Jakobson and deal with theory of context from Halliday. In fact, a poetic function is so difficult. To create poetic function should have a creative way. However, based on the observation and video recording there is no poetic's utterance of English teachers at SMA 5 Kendari.

Literature Review

Definition of Speech Function

Trudgill in Hidayah (2012: 25) explains that the role of language is not only simply a means of communicating information but also determining or maintaining relationship with others. It means the function of language is having a close relation with society. However, Holmes in Hidayah (2012: 25) said that:

“The different speech communities emphasize different functions, and express particular functions differently. It is due to linguistic politeness is culturally determined and clearly rules for polite behavior differ from one speech community to another.”

It means that language serves different communities and each group has different purpose and meaning. The following function of any utterance may be expressed more than once, and may be expressed by a stretch of discourse which does not exactly the same as an utterance is. The above explanations tell the researcher that speech function is the speech even where language has a function to deliver a message from addressers to addressees by various types based on the situation or topic of message.

Ye in Rina (2016: 7) states that speech function is an action or performance in order to fulfill the intention of speakers and listeners and it is done by language users such as asking, commanding, and answering. Speech functions are used as the medium of exchanging experiences in order to fulfill their needs.

Based on the above explanation, it can be concluded that speech function is ways in communication to deliver someone's ideas to make listeners understand the ideas as well which consist of several types based on the situation or the topic.

Roman Jakobson speech function's theory was used in this study. Jakobson (1987: 66) states that there are six different functions of language. They are referential function, emotive/expressive function, conative/directive function, phatic function, metalinguistic function and poetic function. Those six types of language are as follows:

1. Referential Function

According to Holenstein in Tribus (2017: 11) a referential function is leading ordinary discourse to describe the object and donate them with meaning. The most common topic addressed such as course materials dealing with the surrounding environment (e.g., classroom objects and procedures, asking for or giving directions) or describing actions in physical or chronological context (e.g. daily routine, telling time.)

Jacobson in Tribus (2017: 15) claims that the referential function is the utterance provides task of numerous messages or provide information. The following utterances are instances for the referential function:

- Now, we will discuss about past tense.
- This class will end at 11:00 a.m.
- Okay. I will give you homework.
- Time is up.
- Okay. Five minutes again.

2. Emotive/Expressive Function

According Jacobson (1956), the emotive function is concerned with centering on the personal attitude, and emotional state of the speaker. So, the aims of direct expression of the addresser's attitude is toward what the addresser speaking about.

On the other hand, Jacobson (1987: 66) claims that the most common manifestation of the emotive function is the interjection. The speaker seeks to create the impression of a certain emotion, either real or pretend. Simple expressions such as 'oh!', 'waaow!' or 'yeahh!' are effective and authentic ways to express surprise, disgust, and anger without explicit statement or protracted description. For instance the statement "there was a big snake in the kitchen" might be simple referential, but if the speaker were to say "there was a biiiiigg snake in he kitchen!" it would more likely be intended and received as emotive because the prolonged vowel is facts of the speaker's emotional reaction. The differential informatian of utterances can be formed in the phonemic and the former emotive. To investigate the meaning of the language we must look at emotional and psychologcal connection between speaker and listener so, both of them can stay in communication as well (Jacobson, 1956). By adapting phoneme and former emotive. To conclude, the expressive function is an utterance that expresses the speakers' feeling.

The following are the form of utterances that serve expressive function:

- Excellent!
- Waaoooh,, that is a good idea!
- Very bad day!
- Unlucky day!
- Thank you very much, sir!
- I'm very sad today, because I have not submitted my homework on time.

3. Conative/Directive Function

According to Delpit in Tribus (2017: 21) the function of directive is a making use of an indirect command and downplaying the display of power. Conative function is focus on and concern with influencing the behaviour of addressee, and thus concern with persuasion. On the other hand, conative function called as the expectation of the action or to get someone to do something, for example *be quite*. Furthermore, Jacobson (2016: 9) claims that directive is an utterance that have purpose to get others to do something. Essentially, there are many ways to express an directive function such as imperative, interrogative and declarative. Imperative sentence is a sentence that have function to gives a directive command. For example: Go away! Please open 55 pages and answer the question!. Interrogative sentence have function to request information or give a command in indirect way. For example: Can you tell me the elements of plot? It is mean the speaker gives a command to the listener to do something or answer the question. Declarative is an declaration utterance to makes statement or convey information that make the listener to do something. For example: You have to drink.

The following are the form of utterances that serve conative function:

- Finish your work please!
- Sit down!
- Would you like finish your paper!
- Open the door please!
- Do not touch that!
- Yuli, you go first!

4. Phatic Function

The phatic function deals with the connection among speakers. Holmes in Hidayah (2012: 31) determines that phatic function is an utterance that express solidarity and empathy with others, for example *how are you today!*. Phatic function focuses on creating social relationship, it is to establish, and promote feelings. The use of the phatic function also increases the listener's perception of the speaker's proficiency. It is also performed by gesture, physical contact, and facial expression, such as waves, shaking hands or smiles.

Meanwhile, Jacobson (1960: 5) says that phatic function primarily to establish or to prolong the communication whether the conversation works. The following utterances are instances for the phatic function:

- Hi, yuli! Nice to see you again

- Good morning friends!
- Well! Here we are!
- Hello! Do you hear me?
- Good bye and see you again!
- Hey! What do you talking about? May I come in?
- Hey! Long time no see!

5. Metalinguistic

Metalinguistic function is concern with utterances that deal with language or a linguistic nature. Furthermore, Jacobson (1987: 68) states that metalinguistic function focuses on response or to check up code of the language. The aim of metalinguistic function to convey information about the lexical code of language, such as explaining the item with synonyms, definitions, paraphrase, or examples.

It talks about semantic or grammatical structures, to provide students with tools to monitor their own learning, and to clarify misunderstandings. In the other words, metalinguistic function is the use of language to discuss or describe language itself. It means comment on the language or the function about language. It focuses attention upon the code itself, to clarify it or negotiate it. Metalinguistic function is also predominant in question like “*Sorry, I did not catch that?*”, so the aim of metalinguistic function is to convey the code analysis, where the code is misunderstood and needs correction or clarification. It is supported by Frendo in Tribus (2017: 27) claims that metalinguistic function is to clarify language.

The following utterances are instances for the metalinguistic function:

- Excuse me, what do you mean by...?
- Linguistic is ...
- Poetic is ...
- Synonym is ...

6. Poetic Function

Jacobson (1987: 71) describes that poetic function is utterances that emphasis on sequences of word and the wider sense of the word deal with poetry. The richness of sound and texture, and the balance that makes it a work of auditory art or poetic utterance and preserving important messages. Furthermore, Holmes in Hidayah (2012: 31) describes that poetic is the utterance of language that focuses on aesthetic features. So we can conclude that poetic function means focus on aesthetic feature of language, deals with that language whose

primary focus is the beauty of the language itself. The word poetic does not refer to the ability to write poetry, but the ability to manipulate language in a creative way. So we can say the aim of poetic function is to convey the pleasure.

The following utterances are instances for the poetic function:

- Yuli's lips were as red as roses in spring
- Your skin is as soft as silk
- Your eyes like a diamond

Methods

In this research, the researcher analysed the transcript of teacher speech using Roman Jakobson's theory about speech function and Haliday about language speech in context. The procedure of data analysis was done as follows:

1. The researcher transcribed and transliterated the utterances of English teachers' speech through classroom interaction based on video recorder to written text.
2. The researcher corpused the data from video. The corpus means to separate utterances that not the main source of the researcher.
3. The researcher classified the data. The classification consists of kind of speech functions from teacher's utterances .
4. The researcher analysed the accuracy of speech function used followed by an example.
5. The last, concluding the data analysis.

Findings and Discussion

The Types of Speech Function used by the English Teacher

This study conducted to know the types and how the accuracy of speech functions used by English teacher at SMA N 5 Kendari. There are six types of speech function from Roman Jakobson; they are referential function, emotive/expressive function, conative/directive function, phatic function, metalinguistic function and poetic function. This study found five types of speech function that used by English teacher at SMA N 5 Kendari; they are referential function, emotive/expressive function, conative/directive function, phatic function and metalinguistic function.

The Accuracy of Speech Function

As the researcher answers the research question number one, there were five types of speech function found in English teacher utterances where each type had accurately used based on their function. The accuracy of teacher's utterances based on the theory of speech

function by Roman Jakobson and deal with the theory of context from Halliday. Since, poetic function is so difficult. In fact, to create poetic function should have a creative way. However, based on the observation and video recording there is no poetic's utterance of English teacher at SMA 5 Kendari.

Based on the data, there were two types utterances not accurately with speech function. The utterances below:

1. *Eeehhhh you,,,, Why your cloth put out? Huummmm,,,, if you make this fault again I will cut your cloth!*

This data was involved from expressive, interrogative and imperative sentence. The expressive include teacher voices and face expression. The interrogative utterance asked the students to look at his cloth "Why your cloth put out?" and followed by imperative sentence "if you make this fault again I will cut your cloth!". From the situation of the class the researcher analyzed that this utterance as directive, because the teacher wanted her student to did not make this fault again. In this case, the teacher was indirectly to command students to answer the question. So this utterance accurately classified as interrogative directive function. As Roman Jakobson claims on theory of speech function that interrogative directive function is an utterance that has a purpose to get others to do something in the form of interrogative utterance.

These utterances have three functions, but the accuracy of speech function was interrogative directive function

2. *Do not lean back! Homage!*

Teacher showed an annoyance face and high sound. As expressive function from Roman that expressive function is an utterance to express speaker's feeling. But, the teacher used this utterance directly to command students to stand in front of the class and homage. The teacher gave punishment to students who came late. As the situation of the class and response of the students that students did what the teacher said. So this utterance accurately classified as imperative directive function. As Roman Jakobson claims on theory of speech function that interrogative directive function is an utterance that has a purpose to get others to do something in the form of imperative utterance. These utterances have two functions but the accuracy of speech function was imperative and directive functions.

Conclusion

Based on the findings of this study, the researcher takes some conclusions on the basis of the two major problems investigated as the following.

- **The Speech Function used by English Teacher**

The researcher has been guided and helped this research, so is able to answer the research question about what type of the speech function used by English teacher at SMAN 5 Kendari. In this study found five types of speech function of English teacher's utterances they are referential function, emotive/expressive function, conative/directive function, phatic function and metalinguistic function.

- **The Accuracy of Speech Function**

There are five types of speech function accuracy in English Teachers' utterances; they are referential function, emotive/expressive function, conative/directive function, phatic function and metalinguistic function which each type had accuracy based on their function and there are two utterances not accurately used on speech function. They are imperative and directive functions

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