

## AN ANALYSIS OF SPEECH FUNCTION IN ENGLISH CLASSROOM INTERACTION OF ENGLISH COURSE AT BALLE VILLAGE KAHU DISTRICT BONE REGENCY

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### Abstract

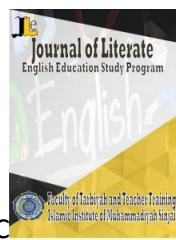
This study refers to the use of speech functions in English classroom interaction. The writer considers what types of speech function in English classroom interaction are important to be analyzed to know how the speech function is used in mentor-student classroom interaction and to show the most dominant types of speech function used in classroom interaction. The type of research used in this study used a qualitative descriptive approach. The research instruments were observation (non-participant observers) and interviews. The data analysis method used in this study refers to the theory of Miles and Huberman. Based on the results of the research, this study is that by analyzing the speech function used by English mentors during teaching, the researcher found the fact that James Holmes' theory of speech function has 6 namely expressive, directive, referential, metalinguistic, Phatic, and poetic. However, after this research was conducted, not all elements of the speech function were used by English mentors. The researchers could only figure out five of six kinds of speech functions. They are expressive, directive, referential, metalinguistic, and Phatic. So, the researchers found that English mentors were more dominant in using Expressive utterances, which was 36%.

**Keywords:** *Speech Function, Classroom, English Mentor*

### Abstrak

Penelitian ini mengacu pada penggunaan fungsi tuturan dalam interaksi kelas bahasa Inggris. Penulis mempertimbangkan jenis fungsi tuturan apa dalam interaksi kelas bahasa Inggris yang penting untuk dianalisis untuk mengetahui bagaimana fungsi tuturan digunakan dalam interaksi kelas mentor siswa dan untuk menunjukkan jenis fungsi tuturan yang paling dominan digunakan dalam interaksi kelas. Jenis penelitian yang digunakan dalam penelitian ini menggunakan pendekatan deskriptif kualitatif. Instrumen penelitian adalah observasi (pengamat non partisipan) dan wawancara. Metode analisis data yang digunakan dalam penelitian ini mengacu pada teori Miles dan Huberman. Berdasarkan hasil penelitian, penelitian ini adalah bahwa dengan menganalisis fungsi tuturan yang digunakan oleh mentor bahasa Inggris selama mengajar, peneliti menemukan fakta bahwa teori James Holmes tentang fungsi tuturan memiliki 6 yaitu ekspresif, direktif, referensial, metalinguistik, Phatic, dan puitis. Namun, setelah penelitian ini dilakukan, tidak semua jenis fungsi tuturan digunakan oleh mentor bahasa Inggris. Peneliti hanya menemukan 5 jenis fungsi tuturan yaitu ekspresif, direktif, referensial, metalinguistik, dan phatic. Sehingga peneliti menemukan bahwa mentor bahasa Inggris lebih dominan menggunakan Expressive utterance yaitu 36%.

**Kata Kunci:** *Fungsi tuturan, kelas, Mentor Bahasa Inggris*



## 1. Background of the Research

Language is the main thing utilized as a specialized instrument. In different words, language is utilized as a medium to connect with individuals. It tends to be utilized in composed and spoken structures. The utilization of language might differ, contingent upon what condition we are looking on. For the model, a language can be utilized to communicate our sentiments. In the meantime, giving data to somebody is also classified as discourse work. Because it could be utilized all over and without fail, discourse work likewise exists in homeroom exercises. An educator will in general utilize a few elements of discourse while instructing their students. For example, to illuminate learning materials to understudies, the instructor should utilize a discourse work that can illuminate something. The language utilized by the instructor plays a significant part in understudies' agreement. If the discourse work is utilized appropriately in the right condition, it might uphold educating learning exercises which is gainful for the two mentors and students.

English has scattered and enhanced, has been embraced and adjusted as a worldwide method for correspondence by networks all around the globe. English is one of human dialects in the word that plays significant part in correspondence. It has become a worldwide language and is nearly rehearsed in all pieces of life, particularly in this worldwide period that has brimming with rivalry and English becomes one of the determiners and evaluations of the opposition. So we need to learn the language (Rambe et al., 2018:60).

Each individual has a different or diverse way of communicating with other people and speaking that serves to maintain his personality traits. The shape can be diction and can also be in the form of an expression (Muh. Rizal, 2018:20). In that unique circumstance, language is a reflection of the speaker. The fundamental capacity of language is as an instrument for conveying, requesting things, making arrangements, reporting news, giving greetings, apologizing, prohibiting, giving advice, seeking information, and inviting someone in an occasion called discourse act. A discourse act is a result of a sentence under specific conditions and is the littlest unit of language correspondence that decides the importance of the sentence.

People are continually engaged with correspondence processes with others. In each connection that occurs in the public arena, correspondence is the premise of the development of effective human social orders; it is through correspondence that joint effort and participation happen. In doing correspondence, individuals may not understand that spoken or composed sentences additionally convey a capacity. Be that as it may, the listener might get confounded assuming individuals talk without a reason. It implies that the language work drives the listeners to accomplish the motivation behind somebody's discourse. Language itself comprises certain capacities which are to give data, convey messages, express sentiments, convince individuals, engage individuals, and offer assessments (Arista & Murni, 2014:90). The functions of language have also received scholarly attention in functional diachronic. According to Roman Jakobson in Holmes (2013:70), language functions include expressive, directive, phatic, poetic, referential, and metalinguistics funfunctionspeech is one of the parts of communication by using utterances. In phonetics, articulation is the littlest unit of discourse that's udes in communication. It may be a non-stop piece of discourse starting and finishing with a clear pause. In a classroom, a mentor transfers his/her thoughts by producing discourse but a few of them do not know how to form a great interaction with understudies in the classroom and sometimes the understudies get the meaning of the mentor's discourse in teaching and learning prepare (Kanaza, 2020:43). This matter makes the interaction between instructor and student does not run well and it can make the communication that happens in a classroom isn't well built up. To use a compelling communication or interaction, the addresser (speaker) and the recipient (audience) will perform two parts, giving and requesting, for the product such as data and merchandise services when somebody says something within the form of articulation the speaker anticipates the audience to get the data but when somebody says something within the frame of a command, the speaker anticipates the audience to do something or to deliver a few objects. So, learning discourse wor is fundamental to

knowing what the work of discourse that individuals do in everyday exercises particularly mentor's discourse within the English Education classroom (Muliadi, 2015:32).

Speech function is a performance or action by language users in the form of a statement, question, offer, and command (Batubara, 2020: 111). According to Janet Holmes, There are several ways to categorize speech functions that have proven useful in sociolinguistic research, as follows: (1) **Expressive speech** that expresses one's feelings towards something. For examples: I'm feeling good today, (2) **Speech directives** are trying to get someone to do something. Example: close the door. (3) **Referential utterances** provide information about something. (4) **Metalinguistic utterances** comment on language itself. (5) **Poetic utterance** focuses on the aesthetic features of the language. And (6) **Phatic speech** expresses a sense of empathy with others. e.g. How are you? (Legère et al., 2013:73). This is in line with the research by Kun Mustin under the title "Speech Functions and Politeness in Indonesian Communication" at the State Polytechnic of Malang which discusses maintaining politeness in speech. This study examines the function of speech and then combines it with the theory of politeness in communicating. The author discusses several speech functions equipped with Indonesian examples. The theory used in this study is the Gricean Maxim, namely the maxim of quantity, quality, relationship, and method (Mustain, 2011:138). The similarities of this research are discussing and analyzing speech function, while the difference is that Kun Mustin research combines speech function with politeness in communication. While this study analyzes the speech function of the interaction of mentors and students in the classroom

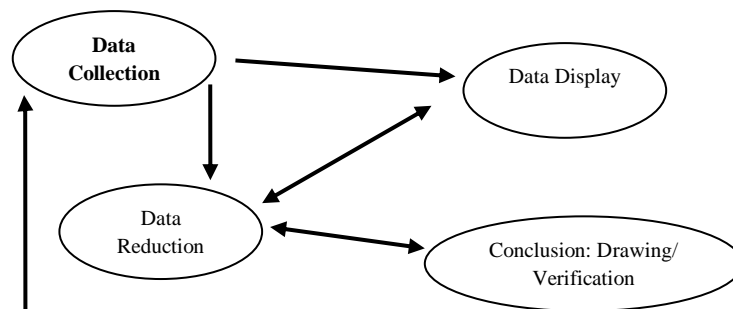
This study refers to the use of speech functions in English classroom interaction. The writer considers what types of speech function in English classroom interaction are important to be analyzed to know how the speech function is used in mentor-student classroom interaction and to show the most dominant types of speech function used in classroom interaction. Moreover, Based on observations, talking about student responses, it was found that not all students responded to the mentor when they asked more questions related to the topic being discussed. Students only give short answers to the mentor's questions and are often silent. Students must produce utterances that contain grammatical structures and words that can indicate that each word, phrase, clause, or Human-generated sentence have different forms and functions (Batubara, 2020: 303). If the listener can't get the meaning of every utterance, it will cause seek and some of them may not be able to express their ideas or opinions regarding the topics discussed. In addition, after carrying out initial observations, we found that students would sound stiff in responding to questions from the mentor or in other words, monotonous learning. This encourages researchers to conduct research related to the speech function used by English mentors when interacting in class.

## 2. Methodology

The type of research used in this study used a qualitative descriptive approach. Qualitative research is research that uses natural settings, to describe phenomena that occur by involving various existing methods (Sugiyono, 2014). The researcher chose content analysis as the research design to obtain information conveyed by an English Mentor. The data sources are five English mentors at the English course of Balle Village, Kahu District, Bone Regency with the initials (UN, AZ, NT, SM, and SL.). The data is the speech of an English mentor at the English course at Balle Village on November 12, 2021 - December 19, 2021. The research instruments were observation (non-participant observers) and interviews. The data analysis technique by searching and compiling data systematically obtained from the results of interviews, then organizing the data into categories and describing as well as composing and draw conclusions (Sansu, 2015:150).

Miles and Huberman in Sukmawati, et al also revealed that data analysis is an activity that is carried out interactively and takes place continuously until it is complete so that the data is saturated, the activities in data analysis are data reduction, data display, and conclusion drawing/verification

(Sukmawati, 2020:95). The data analysis method used in this study refers to the theory of Miles and Huberman:



**Image 1 Metode Miles and Huberman**

a. Data collection

The data collection technique used is to make a design or scenario in research by determining the background or place of conducting research, data sources or respondents in research, determine strategies, strategies or methods collect data, and prepare study facilities. The data that has been collected is the mentor's expressions when carrying out the learning process related to the four functions of speech namely expressive, directive, referential, metalinguistic, and phatic.

b. Data Display

In qualitative research, data display can be done in the form of a description brief, charts, and relationships between categories, with narrative text. In the narrative of this research, the data is presented in the form of an analysis of speech function in English Classroom Interaction. The data displayed are in the form of expressions spoken by the mentor during the learning process related to the function of speech.

c. Data Reduction (Data Reduction)

Reducing words means summarizing, choosing the main things, and separating unnecessary data. Organizing data in such a way as to provide a clear picture and make it easier for researchers to collect data next, related to speech function analysis in English classroom interaction

d. Conclusions (Verification)

Drawing conclusions is a description in the form of new findings that previously never existed. The analysis is carried out by generating general conclusions that lead to credible specific conclusions, thus obtaining new findings related to the results of speech function analysis in English classroom interaction (Ritonga & Rahma, 2021:86)

**3. Result and Discussion**

Based on the results of data analysis on the speech function used by English mentors in Balle Village, Kahu District, Bone Regency, which were taken from the data transcript as a guide for analyzing the data. The data presented are the results of recordings and observations.



Based on the results of speech function research which refers to the theory of Janet Holmes, it shows that the five mentors use Expressive utterances, Directive utterances, Metalinguistics, Referential and Phatic. there is 1 part of the speech function that there is no mentor who uses, namely Poetic.

**Table 1 The analysis of speech function**

Name of Respondent	Types of Speech Function				
	Expressive	Directive	Metalinguistics	Referential	Phatic
Mrs. AZ	- Sorry - Thank you	Open your book	-	-	How are you?
Mrs. UN	- I'm Happy - I don't like	- Sit down please! - Please return to the sitting position!	Fruit is <i>buah</i> and Apple is the fruit	Next, we want to learn about parts of the body	Hello, students!
Mrs. NT	I'm Agree	Please, open your book and write the material!	-	-	How's Life?
Mrs. SL	- Thank you - Good Afternoon, Students	- Stand up please! - Please introduce yourself	-	Lamborghini is a means of transportation. Lamborghini is a car manufacturer in Italy.	How Are you today?
Mrs. SM	- Thanks - Good	Sit down, please.	-	-	-

Based on the data above, it can be concluded that English mentors are more dominant in using expressive utterances and directive utterances. This table shows the data found in the data collection. In this study, there are twenty-two utterances that have been classified and identified into speech functions based on Holmes's theory. There are five types of speech functions contained in this research, namely, expressive functions, directive functions, referential functions, phatic functions, and commissive functions. The following is a description of the five speech functions.

**Table 2 App usage statistics**

Types of speech functions	Number	Percentage
Expressive	8	36%
Directive	7	32%
Referential	1	5%
Metalinguistics	2	9%
Phatic	4	18%
TOTAL	22	100%

Based on the table above, we can conclude that the use of speech function in Balle Village in the Expressive 8 section of the speech is equal to 36%. Furthermore, in the Directive section, there are 7 utterances, 5% in the Referential section, 9% Metalinguistic, and 18% Phatic.

a. Expressive

An expressive is one of the groupings of discourse acts that worries with the demonstration of requesting something like inclination, expression of remorse, demeanor, expression of feeling, and spoken that have importance with reason to accomplish something that the audience anticipates the outcome from the speaker. Expressive discourse acts are applied in this research because the principle character gets confound effectively, aspiring, and feeling over-burden (Sirman, 2017:65).

Jacobson in (Zulham, 2017: 46) defined emotive or expressive function as the speaker's personal attitude and emotional expression. The interjection is the most typical affective or expressive function. Whether an expression is genuine or not, the speaker uses an emotive or expressive function. The word "Oh", "wow", and "yeah" are powerful interjections to convey amazement and contempt without making an explicit declaration.

The following is an expressive speech from the results of the researcher's analysis in this paper.

1. Oh, Sorry!

The word "sorry" in the learning process shows the attitude of apologizing to students when carrying out learning and accidentally getting the word wrong or writing something on the blackboard when explaining the material. This word is issued by the teacher so that it can be conveyed to students that the writing or newly spoken word needs to be corrected. This shows that the teacher's attitude or expression is indirectly towards something that is done while teaching.

2. Thank you

3. Thank you so much!

The words in numbers 2 and 3 are the same elements but are repeated by the teacher at different times and in different circumstances. This shows the expression of the teacher, who is happy because the students look active in the classroom, so the teacher is very enthusiastic about seeing the activity of the students. The teacher said the word "Thank you" while mentioning the names of students who had appeared in front of the class and guiding their friends to read the vocabulary. The words "Thank you so much!" are spoken by the teacher when students answer questions posed by the teacher during the quiz. The two expressions above show a form of teacher appreciation for students.

The results of these speeches are generally used by lecturers to start lessons or courses. Based on the data above as a benchmark, there is the word "Thank you" which is always said by a mentor to express the mentor's feelings and concerns for. In addition, it is usually at the end of the lesson to say "thank you" because the English mentor feels he is happy because his students can answer his questions in class.

4. I don't like it!

The expression above is the teacher's expression when expressing the students' dislike of their being noisy in class.

5. I am Agree

6. Wow, It's a good idea!

Expressions 5 and 6 above are expressions of teacher agreement with students who want games at the end of learning. This expression is the spontaneity of one of the teachers who is very friendly to children and accepts children's requests during the learning process and gives positive reinforcement that can support learning.

7. Excellent!

This expression is a form of appreciation for the teacher's condition of students who answer practice questions correctly and correctly.

8. I'm Happy today!

The word "I'm happy today" is a form of teacher expression at the end of the lesson because students can actively participate in class. This is an expression of the teacher's happiness when teaching in the classroom.

b. Directive Function

The primary function utilized by the English Mentor is order work. The meaning of directive function is "expressions endeavor to get somebody to accomplish something (Legère et al., 2013:74). The following is the result of the directive function analysis in this study:

- 1) Open your book!
- 2) Sit down Please!
- 3) Please return to the sitting position!
- 4) Please, open your book!
- 5) Stand up please!
- 6) Please introduce yourself!
- 7) Close the door, please.

The expression above is a form of expression that is spoken directly to students to be implemented immediately, such as the example of "Open your book" the expression of an appeal to students to open their study preparation books.

The researcher found that the dominant English mentor used the directive function from the table above. The researcher knew from the data above that the English mentor used this function to do something for the students. The English mentor used this function command to open the book page to write and continue last week, while the other English teacher ordered the students to open the book and after this write the lesson on the blackboard. In addition, the other commands are commands which aim to make the study room quiet and peaceful, such as the words "Please return to the sitting position!" and "Sit down please".

c. Metalinguistic

Metalinguistic function means "utterances comment on the language itself (Legère et al., 2013:74).

For example: "Fruit is *buah*" and "Apple is a fruit"

The researchers get data from metalinguistic function in the utterances "Fruit is a fruit" and "Apple is a fruit". In this context, the English mentor explains the meaning of the vocabulary to students who do not know the meaning of the word in class

d. Referential

That means utterances provide information. According to the table above the researcher found 2 from 22 utterances, the percentage of this type is 9%. The

Example: - Next we want to learn about parts of the body

- Lamborghini is a means of transportation. Lamborghini is a car manufacturer in Italy.

e. Phatic

Based (Legère et al., 2013:75) "utterances that express solidarity and empathy with others". The purpose of phatic function is to stabilize and foster feelings in social relationships. The speaker's skill is more apparent to the audience when the phatic function is used. Additionally, it can be done by gesture, physical contact, and facial expressions including waves, hand motions, and grins (Yuliana, 2019: 219).

- 1) How are you today?
- 2) See you again!
- 3) Do you hear me?
- 4) Good afternoon?

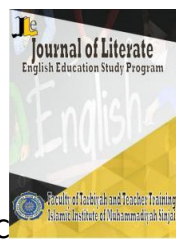
Based on the results of the study, there were 18% of English teachers who expressed their sense of solidarity by greeting students. The mentor first greets students through the learning process, such as saying, "How are you today?" English mentors are classified as phatic because they show empathy to students. This proves that the supervisor always monitors the condition of students. Apart from that, the phrase "See you again!" is uttered by the teacher while waving to the students, signaling farewell or the next meeting. The expression "Good afternoon" is the teacher's greeting when he wants to start learning.

#### 4. Conclusion

Based on the result of the study it can be concluded that there are five kinds of speech function used by English mentors during the classroom interaction in English Corse at Balle Village Kahu District Bone Regency. those speech functions are expressive, directive, referential, metalinguistic, and Phatic. Furthermore, the researcher also found that expressive speech function is the most dominant kind of speech functions used during the classroom interaction which was 36%.

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