

**TEACHERS' INSTRUCTION USED BY ENGLISH TEACHERS
AT MTs PANCASILA KOTA BENGKULU
AN ANALYSIS OF SPEECH FUNCTIONS**

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Abstract

The aims of this research are: 1) to know the speech functions manifested in English teachers' instruction at MTs Pancasila Kota Bengkulu, and 2) to infer the dominant speech function used by English teachers at MTs Pancasila Kota Bengkulu. The design of this research is qualitative by applying descriptive method. The subjects of this research are two English teachers in MTs Pancasila Kota Bengkulu. The data was collected by using recording and observation techniques. Besides that, the procedure of data analysis are; data reduction, data display, drawing conclusion and verification. All of data that have classified was interpreted concerned with description of situation. The result of this research showed that: 1) the speech functions manifested in English teachers' instruction at MTs Pancasila Kota Bengkulu were about 102 of speech function that summarized into 48 utterances, and 2) the dominant speech function used by English teachers at MTs Pancasila Kota Bengkulu is directive function, which are 61% utterances. Finally, in great expectation by applying this research data analysis, English teacher can see the benefits and understand how to use the speech function in the teaching learning process.

Keywords: Speech Function, Teachers' Instruction

Introduction

Language has many functions in conversation or communication between people. It is used to express emotions, inform facts, to influence others, talk about language, describe, chat, etc. The sender and recipient interactions have the goal of delivering messages in an event called communication. The way they do is limited by the situation in various ways. Furthermore, the speech of people can be classified into speech function.

Furthermore, as we know that language is important in communication, the facts show that people will get some non-linguistic problems or misunderstandings when interacting with others. It is supported by McKay and Hornberger (2009) who described about aspects in the definition of languages, which have various functions,

are a way to interact with others. Not just denotation, language is a term that refers to the process of conveying meaning, referring to ideas, events or entities that exist outside the language. In interaction, language is a tool for communicate between people. People generally learn the language in order to be able to communicate, and their goal is to be able to express their feeling to other through language. It is important to know how the way communicates nicely to other people. People need to consider what the purpose of their speech before they express it. So that is way the others can understand what the message on the conversation. This case includes to the functions of speech. Besides that, in having interaction or communication we need to consider about functions of speech. The goal of functions of speech is to get good relation with other, being polite is also can make more respecting each other.

The discussion about function of language comes from the fact that distinction of meaning to one utterance which frequent required thought by addressee to know successfully the addresser's meaning. Therefore, we need to classify of utterance not only according to their grammatical form and then say that each form has one and only one function, but also to examine then to match with context and the situation in which it is made.

Hunston and Oakey (2010) mention that any utterance may have simultaneously several functions and there is no simple one to one relation between the forms of an utterance. However, there may be a statistical relation, for example between an interrogative sentence and the function of asking a question. However, the function of utterance may be, it will nearly with propositional element in it. There are some direct relation between the setting of a speech episode and prepositional element in the speech, but there will always be a connection between the topics of the discourse and its prepositional content, even if it is about purely imaginary thing.

In fact an interaction between teacher and students happens in the classroom, it must be effective and polite. If in the classroom an interaction runs well, the knowledge of the materials which explained by the teacher be received by students well. By applying the functions of speech strategy through the teachers' instructions, the teacher will give the examples of the kinds of speech functions at the school through classroom activities that gave by the teacher.

In addition, the spoken language of the classroom has some interesting and distinctive discourse features. As well as they can be called “discourse features”, that includes the aspect of linguistic text created by the interchanges between the teacher and the students. Thus, the researcher would like to present the number of categorizing the speech function to reader understanding, which the study is related with instructional language in the classroom. There existed descriptive function of spoken language together with example. In other, perhaps will be important to remember that any utterance may in fact express more than one function, and any function may be expressed.

Meanwhile, the language of teacher is most obvious function to inform or instruct. Teacher may tell children what they are to do, how they are to do it, when to start and when to stop. They also assess children's learning through talk, and use talk

as a way of providing them with certain kinds of educational experiences which would be hard to provide by any other means, for instance telling stories, reading poetry, and describing objects. Moreover, language is medium of education of the participant in learning process expected to be able to read, to write and to speak in diverse ways, in order to expand their knowledge base and thinking skill.

Basically, the important function of speech is the main tool to control the classroom. Additionally, this research focuses on the nature of classroom interaction and analysis of speech function used in teacher instructional language.

Statement of the Problems

1. What are the speech functions manifested in English teachers' instruction at MTs Pancasila Kota Bengkulu?
2. What is the dominant speech function used by English teachers at MTs Pancasila Kota Bengkulu?

Conceptual Theory

Sociolinguistics

Sociolinguistic is a study of linguistics which language is influenced by society, although in other side socio also determines language. Essentially it does not discuss about structure of language, but it focuses on how language is used in the rules of speaking way in different communities that clearly quite distinctive in a range of areas. It is the study of our everyday lives, how language works in our casual conversation and the media we are exposed to and the presence of societal norms, policies, and laws which address language (Wardraugh, R., and Fuller, J. M., 2015, p.1). Afterward, the role of sociolinguistic is managing a language as its functions in society.

According to Hunston and Oakey (2010) Sociolinguistics is a study of people life especially interaction with others, it concerns about the stuff of everyday life. It can be seen as how people talk to their family, friends, and teachers as well as strangers.

However, Gee (2008) described that aspect within the definition of attention to the way language is played out in societies in its full range of functions. Language is not just denotation, a term which refers to the process of conveying meaning, referring to ideas, events or entities that exist outside language. Moreover, Coulmas describe that human in community, institutions, and social process as an object of sociology that can be discovered such as, to understand how the human can adapt the environment.

Speech Function

McCarthy (2005, p. 9) explains that the role of language is not simply a means of communicating information, otherwise determining or maintaining relationship with others. It means the function of language is having a close relation with society.

However, McKay and Hornberger (2009, p. 258) said that the different speech communities function 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.

Meanwhile, language is used to perform some kinds of communicative acts, like making a request or offering advice. It is well-known as fundamental exponents. On the other hand, examining the way of using language in social contexts provides a wealth of information about the way language works, as well as social relationships in a community and signal aspect of our social identity through our language(McKay & Hornberger, 2009, p.1). However, the way of talk is influenced by the social context. It matters will be appeared when talking or feeling about something. Although same message may be expressed very differently to the others, like as the use of different styles in different social contexts.

Furthermore, the following any utterance may be expressed more than one function, and any function may be expressed by a stretch of discourse which doesn't exactly coincide with an utterance is conveyed by McKay and Hornberger (2009). The explanations above tell the researcher that speech function is the speech even where language have a function to deliver a message from addressers to addressees by various types based on the situation or topic of message. Nevertheless, what the researcher is going to concern is only to speech function as the starting point of further analysis about teacher instructional language in this research.

Types of Speech Function

According to McKay and Hornberger (2010, p. 259), there are eight categories of speech function. The following lists have proved a useful one in sociolinguistic research:

a. Expressive function

Jacobson (1995, p. 26) clarifies expressive function focus on the addressers, the aims of direct expression of the speakers' attitudes toward what they produce an impression of a certain emotion, whether true or feigned. Therefore, the term "emotive" has proved to be preferable to emotional.

b. Referential Function

Jacobson (1995, p. 66) stated that referential is the leading task of numerous messages the accessory participation of the other functions, such as messages must be taken into account by the observant linguistic. He also comments that the point of carefully distinguishing the referential function aspect of the speech function with the others is corresponded by factor of context and description of situation, object or mental state. The descriptive statements of the referential function can consist of both definite descriptions and deictic words, e.g. "The autumn leaves have all fallen now."

c. Metalinguistic Function

McKay and Hornberger (2009, p. 259) suppose metalinguistic is utterances which comments on language itself, such as "hegemony", is not a common word. In other word, the language is used to explain itself. It is observed, in the word "ion" of

then singular consists of he, she, and it. According to Jakobson (1995, p. 66), the term of metalingual that alternatively called “metalinguistic” or “reflexive” function is the use of language what Jakobson calls “code” to discuss or describe itself.

d. Poetic function

Jacobson (1995, p. 4) argues that poetic is largely concerned with the question? In addition poetic discourse is distinguished by great emphasis on figurative (p.4).

e. Phatic function

Hunston and Oakey (2010, p. 45) explain that phatic function is focus on the participants' contact that has and promotes feelings of good will and fellowship, or ritual like as leave takings, greetings, remarks about the health of the family. It is also performed by gesture, physical contact, and facial expression, such as waves, shaking hands or smile.

f. Heuristic function

McKey and Hornberger (2009, p. 260) argue that a function of language concerned with learning which labeled heuristic. Those have proved that heuristic have a function to help studying of the acquisition of language. From the simple description above, the researcher is able to believe that it is useful to children who begin to know the word especially. It is due they did not yet to produce cavity of sound that complex, hence the parent may be introduce other word that nearly with target utterance. For example, word “*makan*” in Indonesian which is changed by parent to be “*maem*” the purpose, is the child will be easy to say it.

g. Commissive

In commissive function, McKay and Hornberger regards that it is category to deal with promises threats, and with marriage views, bets, and also threat. For further the truth of utterance in commissive is known by addresser as speaker who say that and will do it.

The Function of Teachers' Speech Function

a. Academic Instructions

This refers to the teacher's academic presentation, answering students' academic questions, and supportive and corrective feedback.

b. Motivation

Motivation refers to various acts aimed at activating students such as their participation, academic questions, and initiative feedback (Wardraugh, 2015, pp. 135-136)

c. Evaluation

Evaluation is in dispensable in English class. It refers to teacher's positive and negative feedback which is very important to students. It can encourage as well as discourage the students (Wardraugh, 2015, p.136).

d. Classroom Management

This refers to discipline instructions, discipline directives (orders, requests, questions, and calls), procedural instructions, and procedural instruction (Wardraugh, 2015, p.137).

Instructional Language

Instructional is a message which describes how something is to be done. Moreover, it is usually having a form directive sentence or ordering sentence. Furthermore language teaching is teaching people to speak and understand a foreign language. In addition it can be concluded that teacher instructional language is all of utterance have announced by the teacher of the class. It concerns instruction, commendation, information or declaration, and others.

Allwright and Bailey also comment a crucial difference between classroom talk and ordinary informal conversation is that teachers react to what students say by rating that passively or negatively. For further comprehension about distinguish of them as what mention above. Let see the following example from Allwright and Bailey (2007, p.147):

Table 1
Example of Classroom Talk

Conversation	Classroom Talk
What time is it?	What time is it, Sarah?
Half past two	Half past two
Thanks	Right

Method of Research

The design of this research is qualitative research. According to Higgs,et.al, (2009, p.3) qualitative research is a research of which data in the form of written or oral word are descriptively analyzed. It can be concluded that the analysis of qualitative research concerns to understand the result of found data rather than calculate it. As well as in the ordinary method of qualitative research usually use observation, recording and documentation. In addition, Creswell (2007, p.6) mentioned that qualitative research is concerned with process rather than simply with outcome or product.

However, concerning to this research that descriptive method is used by the researcher. According to Anderson and Arsenault (2005, p.10), descriptive method tells about several possibilities to solve the actual case by data collection, construction or classification, analysis and interpretation. Meanwhile, the argument is supported by Baden and Major (2010, p.7), who assumes that the descriptive method try to describe and interpret the object of research as is, which the researcher do not control or manipulate variable or research. Hence, the study is called not experiment.

Based on Ritchie and Lewis (2013, p.10), technique of data collection is important of the research. In qualitative research, it could be done by participant of observation, in depth interview and documentation. Moreover, Creswell (2007,

p.260) considers that the fundamental method relied on researchers for gathering information is participant in the setting, direct observation, in depth interviewing, and document review.

1. Observation

In this technique, the researcher applied participant observation. In this observation the researcher observed what people do, listen to what they said and participated in their activities, but she just presented at the scene of action and did not interact or participant, so it could be called passive participation.

2. Recording

The second technique of collecting data was recording. From this method, the researcher collected more information of speech function that function by English teachers by recording.

Finding

The researcher would like to show the data presentations were taken from data transcriptions as guidance to discuss data analysis. It shows the result of data in the observation that include a transcript of the recording, even though to begin from about 180 utterances is shortened to 102 utterances that will be present in data presentation. However, considering the utterances that have similarity purpose or meaning is represented by one utterance. Hence, the researcher just interprets 48 of 102 utterances that divided to be four types of speech function. They are expressive, directive, referential, and phatic.

Analysis

The following diagram shown the all of data based on the kinds of speech functions that used by the English teachers at MTs Pancasila Kota Bengkulu and their occurrence of percentage.

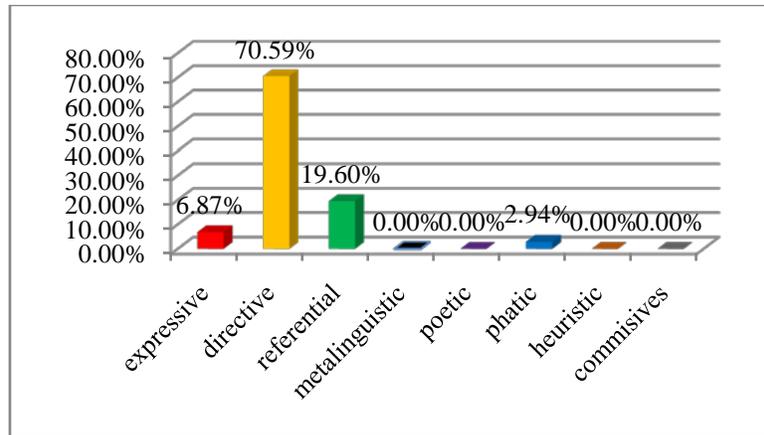


Figure 1
Classification of the Data

Based on figure 4.1, the percentage of the data based on kind of speech function used by the English teachers at MTs Pancasila Kota Bengkulu are; there were 7 (6.87%) data found in expressive function, 72 (70.59%) data found in directive function, 20 (19.60%) data found in referential function, and 3 (2.94%) data found in phatic function. While, none (0.00%) data found in metalinguistic, poetic, heuristic and commissives function. It means that the English teachers at MTs Pancasila Kota Bengkulu only used expressive, directive, referential, and phatic function in their instruction in the classroom conversation.

1. Category of the Data

The following diagram shown the data based on the category in terms of phrase, clause, and sentence which used by the English teachers at MTs Pancasila Kota Bengkulu and their occurrence of percentage.

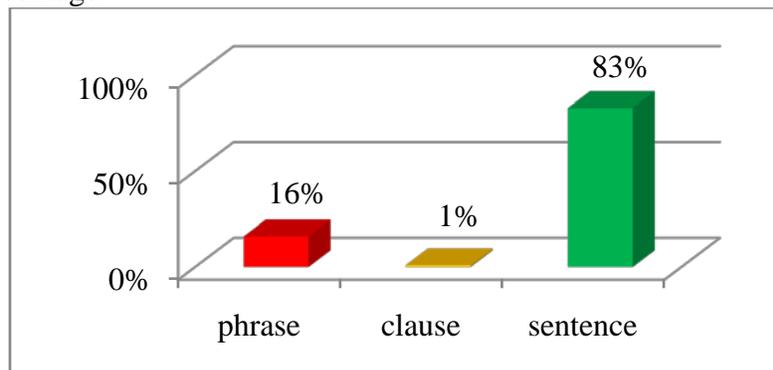


Figure 2
Category of the Data

Based on figure 4.2, the percentage of the data based on category on speech function used by the English teachers at MTs Pancasila Kota Bengkulu are; there were 16 (16.%) data found in

phrase form, 1 (1%) data found in clause form, and 85 (83%) data found in sentence form. It means that the English teachers at MTs Pancasila Kota Bengkulu used all of linguistic form in their instruction in the classroom conversation.

2. Mostly Utterance of Teachers' Speech Function

In this research, not all of the 102 data could be analyzed and discussed; the researcher just analyzed the data which has same utterance. The same utterance of the data could be seen on the code based on table 4.1 above are about 48 utterances. The following diagram shown all of utterance based on the kinds of speech functions used by the English teachers at MTs Pancasila Kota Bengkulu and their occurrence of percentage.

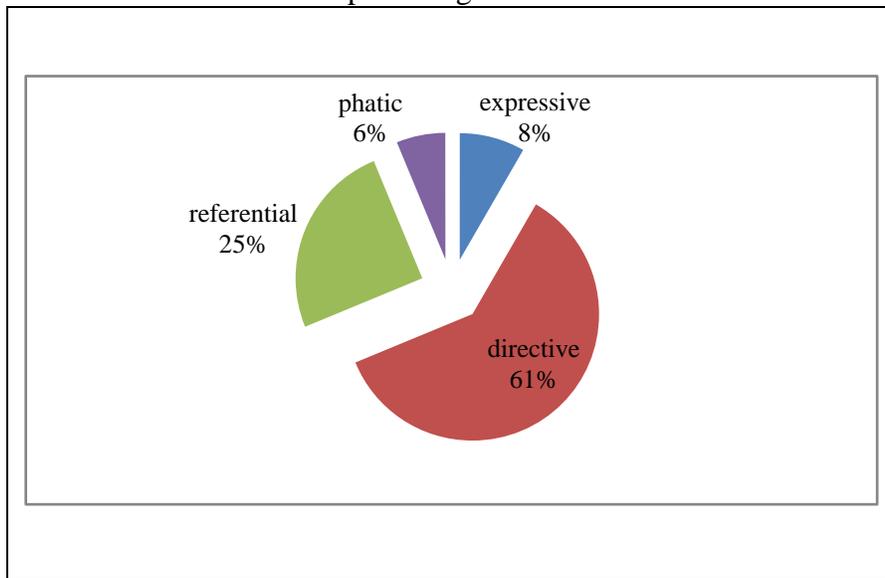


Figure 3
Frequently Speech Function Used by the English Teachers

Based on figure 3, the percentage of the data based on utterance on speech function used by the English teachers at MTs Pancasila Kota Bengkulu are; there were 4 (8%) utterances in expressive function, 29 (61%) utterances in directive form, 12 (25%) utterances in referential function, and 3 (6%) utterances in phatic function. All of these utterances would be discussed by the researcher on the analysis part below.

Analysis

In this part, the researcher interpreted social context of language from the data presentation. That is the utterances which have been classified to speech function based on Janet McKay and Hornberger's theory (2009, p. 20). After observing, collecting and reducing the data, the researcher found approximately 102 that summarized into 48 utterances. Furthermore, she identified and classified the utterance into several types of speech function. Each of them is coded by researcher proper with the type, such as for expressive (A), directive (B), referential (C), and phatic (D).

1. Expressive Function

(A1) "Yes, you are right".

In this case, the teacher as addressee uses it to give praise to the students who have right answer. She appeared happy with raising her thumb to face the students. In fact, most of teachers

will be said that when the students did the activity that regarding to teacher is good. Indirectly, it can motivate them. The second is:

(A2) *“you must know, I dislike if you always say “I cannot do it”, whereas if you say that, so you can’t do it”.*

The sentence has different with the first one. The utterance indicates disappointment from the teacher with the students’ attitude that did not believed their ability. In addition, Almost of them get difficult to understand the matter about gerund, and they gripe the exercise in the examination. However the teacher tries to advise them, with the utterance.

2. Directive Function

a. Imperative

(B1) *“Sit on your own groups!”*

The sentence displays the teacher asks the students to converge with their group to be done the task. There is she has divided them into some groups discussion. The second sentence is:

(B2) *“Keep silent, please!”*

It is stated to make students to be quiet when the teacher explains about commanding to do exercise on the book. Besides that, based on the experience of this research the utterance is used the teacher to calm situation on the class frequently. Furthered by the third sentence is:

(B3) *“Don’t confuse with do and do not”.*

b. Interrogative sentence

Especially for this type, the researcher just found one utterance of the observation. It is:

(B14) *“OK. Listen. Who is not yet to complete examination yesterday?”*

Those have explained in the imperative type. There are the teacher was combined imperative and interrogative sentence. As regards to interrogative sentence is *“Who is not yet to complete examination yesterday?”* From the sentence the researcher analyze that the teacher want to obtain response from the students to answer the question with raising hand.

c. Declarative sentence

(B27) *“I’d like to divide you into some groups, please move!”*

Subsequent to give explanation about procedure text, she wanted to divide them into some groups of discussion and each of group must makes one procedure text. In this case, the utterance is carried by imperative sentence *“please move!”*, hence can be conclude that imperative sentence on the utterance is functioned to support her asking.

As well as, in other meeting of procedure text existed requesting from the teacher, it is:

(B28) *“I want you to mention it”.*

At a moment explaining the matter, she saw the students, who speak with the partner, suddenly her hand point out one of them and asks him to mention the characteristic of procedure text. Nevertheless, the student’s response is just smile while to scrape his head. In addition, to perceive the analysis above can be seen the teacher is demanded to be able to remove student’s attention to concentrate with class. Moving on the last utterance of declarative is:

3. Referential Function

(C1) *“It is the first group”*

In this sentence, the teacher said that to give announcement the first group for others, as well as a beginning of division discussion groups. The circumstance is continued by dividing next group that founded on closeness of seat. Further the student who obtained the group then to congregate and having a discussion. Hence information from speaker is accepted directly. The next sentences are follows:

4. *Phatic*

(D1) “*Good morning everybody, how are you today?*”

(D2) “*Have a nice break time, see you tomorrow*”

(D3) “*Happy nice week end*”

The first sentence (D1) was functioned to welcome the students as warm of greeting from the teacher. Although, it just insincere word even though have important role to be practice every day. The utterance was uttered in the beginning of the lesson, as essence of attention the teacher to the students conversely. Moreover, the students replay “*Good Morning, Mam. I am fine too*” and then to ask “*How about you?*” furthered response from the teacher “*I am fine too*”.

Whereas, in the different context were the second and the third sentence. Both of them are used to close the lesson, even though in the different day. In the second sentence (D2) is functioned to say good bye in every day expect Saturday. Nevertheless, in the utterance (D3) just told to close learning process especially on the Saturday, it is supported by word “*week end*”.

The result is also in line with McKay and Hornberger’s statement (2009, p. 259) that phatic function is utterance that expresses solidarity and empathy with others. It is equally important from sociolinguistic perspective which phatic communication conveys an effective or social message rather than a referential one. One of the insights provided by sociolinguistic has been precisely that language is not simply use to convey referential information, but also expresses information about social relationships.

Conclusion

Regarding with the researcher objectives, the researcher would like to convey the conclusion as presented below:

The speech functions manifested in English teachers’ instruction at MTs Pancasila Kota Bengkulu were about 102 of speech function that summarized into 48 utterances. Furthermore, from the teacher discourse in the classes the researcher found four types of speech function that functioned frequently. They are: a) expressive function that consists of 4 sentences, b) directive function that divided to be three kinds there are; (1) imperative are 26 sentences, (2) interrogative are 1 sentence, and then (3) declarative are 3 sentences, c) referential that concern to 12 sentences, and d) phatic that comprise of 3 sentences.

The dominant speech function used by English teachers at MTs Pancasila Kota Bengkulu is directive function, which from the three kinds of them is dominant functioned is imperative sentence. It is indicated by the percentage of each function were: 61% utterances in directive, 25% utterances in referential, 8% utterances in expressive and 6% utterances in phatic.

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