

**SPEECH FUNCTIONS OF THE ENGLISH TEACHERS'
UTTERANCES IN TAHDZIBIYAH ELEMENTARY SCHOOL**

THESIS



**UIN SUNAN AMPEL
S U R A B A Y A**

BY :

**ANITA INDAH ILMIYAH
REG. NUMBER: A73217056**

**ENGLISH DEPARTMENT
FACULTY OF ARTS AND HUMANITIES
UIN SUNAN AMPEL SURABAYA**

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Name : Anita Indah Ilmiyah
Nim : A7321056
Department : English
Faculty : Art And Humanities
University : UIN Sunan Ampel Surabaya

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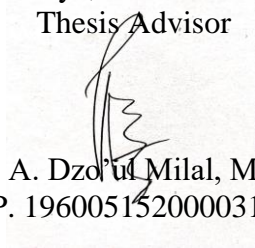
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By
Anita Indah Ilmiyah
Reg.Number: A73217056

**Approved to be examined by the Board of Examiners, English Department,
Faculty of Art and Humanities, UIN Sunan Ampel Surabaya**

Surabaya, June 10th, 2021
Thesis Advisor


Dr. A. Dzolul Milal, M.Pd.
NIP. 196005152000031002

Acknowledged by :
The Head of English Department


Dr. Wahyu Kusumajanti, M.Hum
NIP. 197002051999032002

EXAMINER SHEET

This thesis of Anita Indah Ilmiyah (Reg. No. A73217056) has been approved and accepted by the Board of Examiners, English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya, on August , 2021.

The Board of Examiners are:

Examiner 1



Dr. A. Dzo'ul Milal, M.Pd.
NIP. 196005152000031002

Examiner 2



Prof. Dr. Zuliati Rohmah, M.Pd
NIP. 197303032000032001

Examiner 3



Suhandoko, M.Pd
NIP. 198905282018011002

Examiner 4



Tristy Kartika Fi'aunillah, MA
NIP. 199303182020122018

Acknowledged by:

The Dean of Faculty of Art and Humanities
UIN Sunan Ampel Surabaya



Dr. H. Agus Aditoni, M.Ag
NIP. 196210021992031001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpustakaan@uinsby.ac.id

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Nama : Anita Indah Ilmiah
NIM : A73217056
Fakultas/Jurusan : Adab dan Humaniora / Sastra Inggris
E-mail address : Anitaindah2209@gmail.com

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Penulis

(Anita Indah Ilmiah)

study. The first research is Yuliana, Suhartini, & Rohmana (2018) from Halu Oleo University. Their research investigated the types of speech functions of English teacher's utterances at SMAN 5 Kendari. The researchers focused on English teachers in giving instruction. Their research finds there are five types of speech function of English teachers utterances at SMAN 5 Kendari. They are referential, emotive or expressive, conative or directive, phatic, the last metalinguistic. Their analysis also found that each type has accuracy based on the function, but only two utterances are not accurately used on speech function. They are imperative function and directive function.

The next study was conducted by Supika (2017) from Medan State University. This research aims to find out the types of speech functions that were dominantly used by the teacher and students and the reasons for the existence of the dominant one. She used the descriptive qualitative method. She analyzed the data based on Systemic Functional Linguistics theory. First, she found the teacher's dominant speech functions followed by statement, acknowledgment, command, contradiction, and offer. Then, students' dominant types of speech function were the answer, compliance, statement, acknowledgment, and disclaimer. The existence of initiating questions on the teacher's performance was affected by the presage category (teacher's belief) and context category (the class in which the teaching process takes place). In contrast, the student's performance was affected by the students' thought processes category (students' perception and understanding) and the context category.

The other previous study is Wiyanto (2020). The title is “*Using Speech Function on EFL Classroom.*” His research aims to determine the type of speech function used by the English teacher and how an English teacher applies speech functions in the classroom. In this research finding, he found the different total of utterances from each meeting. The total utterance is 41 utterances. He classified the utterances into five types of speech functions. According to the findings, English teachers of SMPN Wahid Hasyim dominant used referential function. The English teacher used this function to explain the material and give information or ask the students. He also found English teacher applied speech functions in the classroom when the teacher interacted with the students.

Moreover, some researches related to speech functions have been done in various data, such as advertisement (Andriani, 2018; Gultom & Jimmy, 2019; Sibrani & Ringgo, 2018), movie (Tarigan, 2018; Martanto, 2014), short story (Fathonah & Mulatsih, 2018), comic (Anugratamur, 2013). As far as the researcher knows, none of them used two English teachers' utterances in elementary school as the data. Hence, the researcher conducts research using English teachers in the 5th and 6th classes in Tahdzibiyah elementary school. The researcher chooses English teachers of 5th and 6th classes because the 5th and 6th classes are also called high-level classes at the elementary school level. The English material for 5th and 6th students has a higher difficulty level than the previous class. For this reason, the role of the English teacher must be to improve the knowledge of English material so that the students' ability to

The researcher chooses elementary school because the first level of formal education was taken by children aged 6-12 years. Children have characteristics that still like to play at that age and do not understand a learning process very well. Elementary school is an educational institution that organizes the basic education process and underlies the subsequent educational process. In this case, the speech delivered by the teacher must be really easy to understand by elementary school students. Through speech, the teacher can interact and convey and explain various knowledge to students. In this case, the researcher was interested in analyzing speech function in elementary school because the researcher wants to know how the English teachers used or applied language or speech to interact and deliver lessons to children aged 6-12 years.

Tahdzibiyah elementary school is one of the private schools in Sidokelar Paciran Lamongan. The school is located in the area of industrial development. The researcher chooses Tahdzibiyah elementary school because Tahdzibiyah elementary school has much superiority in the language development process. There are four languages developed and taught in Tahdzibiyah elementary schools: English, Arabic, Javanese, and Indonesian. English is developed in the Tahdzibiyah elementary school. It is because English is the international language. English is also a global language. From the four languages above, English is used as the language that humans use to communicate and interact between countries. Second, the location of Tahdzibiyah elementary school is in the industrial development area in Lamongan.

Mahendra & Zulham (2017) state that 'speech function' is the function performed by the speaker, which specifies their role. It is a situation where a speaker uses a certain expression to convey some of the messages effectively. Meanwhile, Wilany, Megah, & Iriyana (2018) state that "the definition of 'speech functions' are the terms that study various utterances using and the function in speech. The study about speech function is important because the study of speech function will be beneficial in making a good interaction between the communities in daily life". In this research, the researcher used Holmes'(2013) theory about speech function. Holmes' (2013) found the following:

Dialogue as typical of many everyday interactions in that it serves both an affective (or social) function and a referential (or informative) function. The initial greetings and comments on the weather serve a predominantly social function; they establish rapport between the two participants. The exchange then becomes more information-oriented or referential in function, though the social function of constructing an appropriate level of rapport and respect is still relevant (p.275).

The researcher concluded that speech function is the function of every speech that someone expresses. The speech expressed by someone contained has a different function and idea. Speech function is a way for someone to communicate their ideas to make the listener understand the speaker's opinions well. Holmes (2013) divided types of speech functions into six.

the English teacher of the 6th class used this function to expressing happiness and give praise to the student because the student can answer the question.

In this context, the two English teachers used the expressive function to express the feeling, but they have different reasons for using this function. English teachers of 5th class used it to express the feeling, especially the condition. In comparison, the English teacher of the 6th class used this function to express his feeling and give feedback to the student.

The second function used by English teachers of the 5th and the 6th class is the directive function. The two English teachers' have different reasons why they used this function. The English teacher of the 5th class used the directive function in the classroom. The teacher has a reason for using the directive function. The reason is the English teacher of the 5th class used this function to commanding and asking the student, such as the teacher commanding the student to answer the question. While English teacher of the 6th class used this function to makes the student active in the classroom by inviting the students to do the exercises and discuss together. By inviting the student to discuss and doing exercises, the English teacher of the 6th class hopes the students can be active, and there is an interaction between the English teacher and the student in the classroom.

The third function used by two English teachers is the referential function. From table 4.3 above, there are different reasons why the English teachers used this function. The referential function is utterances used to give information. After the

researcher did the interview, the researcher found the reasons English teachers of the 5th and the 6th classes used this function. The English teacher of the 5th class used this function to giving the information to the student. The information giving the English teacher of the 5th class focused on information material which the discussion only. While English teacher of the 6th class used the referential function to gives information on the material discussed of the day and situation in the classroom at the time. Such as the electricity is off, so the classroom is hot.

The fourth function used by two English teachers is the metalinguistic function. Based on table 4.3 above, the English teacher of the 5th class used the metalinguistic function because the English teacher used this function to explain the meaning of the verb, which the students don't understand. As English teacher of the 5th class, the English teacher of the 6th class also used this function to explain the meaning of vocabulary and something that the student doesn't know.

The fifth function used by two English teachers is the phatic function. Phatic function is the “utterance that expresses solidarity and empathy.” (Holmes, 2013. P.275). After the researcher doing the interview, the researcher found the reason why the English teacher of the 5th class used this function. The English teacher of the 5th class used this function to express the greeting and teachers' attention to the student. The researcher also found the reason why the English teacher of the 6th class used the phatic function. The reason the English teacher is to give a greeting to the student.

Before the class is started, the English teacher of 6 classes gives a greeting to the student, such as “*good morning*” and “*assalamualaikum wr wb.*”

4.2 Discussion

Speech function is speech that is delivered by people and has a specific purpose. Those purposes are getting, express the feeling, asking questions, etc. Based on Holmes’ (2013) theory, Holmes divided speech function into six: expressive, directive, referential, metalinguistic, poetic, and phatic. In this research, the researcher just focused on the analyzed speech function used by the English teachers of the 5th & 6th utterances in Tahdzibiyah elementary school. From the data collected, the researcher found 219 utterances from the English teacher of the 5th class and 186 utterances from the English teacher of the 6th class that includes in the speech functions. The researcher also found every reason the English teachers use speech function in the classroom.

This finding has similarities or is supported with previous research Wiyanto (2020). Wiyanto examines the speech function entitled “*Using Speech Function on the EFL Classroom*”. As a result of his research, Wiyanto found five types of speech functions used by English teachers. According to the findings, English teachers of SMPN Wahid Hasyim dominant used ‘*referential function*’. The English teacher used this function to explain the material and give information / ask the students. He also found English teacher applied speech functions in the classroom when the teacher interacted with her students. While In this research, the researcher also only

found five types of speech functions used by English teachers. The most dominant type of speech function used by English teachers in Tahdzibiyah elementary school is '*directive function*'. While based on Wiyanto's findings, the English teacher dominant used '*referential function*'.

In this case, the participant, the setting, and function influence factor the research with Wiyanto research is different. In this research, there are two participants in the classroom. They are the English teacher and students of elementary school. Based on the results interview, the reason English teachers used directive function because English teachers of the 5th and 6th classes want to ask or command students, provide information, especially about the lesson, and inviting students to discuss and answer questions to make students active in class, Therefore, English teachers' more used '*directive function*'.

The researcher concluded English teachers always use speech in the classroom. It is because speech is the tool used by English teachers to interact with the students. The utterance spoken by English teachers may express more than one function. So from the researcher analyzed this research, the researcher knows how the English teachers explain the material or interaction with the student dominant used '*directive function*'.

two English teachers: directive function, referential function, metalinguistic function, phatic function, expressive function.

The researcher conducted interviews to answer the second research question of this study about the reasons English teachers of the 5th and 6th classes use speech function in the classroom. By used the interview, the researcher got the data. In the previews chapter, the researcher mentions the reasons of each teacher in the table. There are different reasons for using each type of speech function.

The reason English teachers of the 5th class use speech functions are the expressive used to express the feeling, especially the teacher's condition. Next, the directive is used by the teacher to asking or commanding the student. The next is the referential function used to giving information, especially about the lesson. Next, the metalinguistic function is used by the English teacher of the 5th class to explain the meaning of vocabulary. The phatic function used by the English teacher of the 5th class is to express a form of attention between the teacher and the students.

Besides the English teachers of the 5th class, the English teacher of the 6th class also uses speech functions in the classroom. First, the reason of English teachers of the 6th class used the expressive function, the expressive function used by English teachers to express his feeling and give feedback to the student. The next is the directive function used by English teachers of the 6th class to makes the student active in the class by inviting students to discuss and answer questions. Then, the English teacher uses the referential function to give information about the material, which

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