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

THESIS



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ABSTRACT

Ilmiyah, A. I. (2021). Speech Functions of the English Teachers' Utterances in Tahdzibiyah Elementary School. English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. A. Dzo'ul Milal, M.Pd.

Keywords: Speech Function, English Teachers, Classroom.

This research discussed the speech function used by English teacher utterances in Tahdzibiyah elementary school. This research aims to find out the types of speech functions used by English teachers of the 5^{th} and 6^{th} classes and find out the reasons English teachers of the 5^{th} and the 6^{th} use the speech function.

In this research, the researcher applies descriptive qualitative methods. The researcher collected the data by observing and interviewing the two English teachers in Tahdzibiyah elementary school. The researcher observes the process teaching and learning process to collect the data. This research data are all the utterances used by English teachers of the 5th and the 6th classes. The data of this research are classified into the types of speech function. The researcher classified based on the Holmes (2013) theory. After the researcher analyzed the data, the researcher found five types of speech functions used by two English teachers of the 5th and the 6th classes. The functions are directive, referential, metalinguistic, phatic, and the last expressive function. The English teachers of the 5th and 6th classes dominant used directive function to applied in the classroom. The reasons English teachers of the 5th and 6th classes used the directive function are that the 5th and 6th classes teachers want to ask or command students, provide information, especially about the lesson, and invite students to discuss and answer questions to make students active in class.

ABSTRAK

Ilmiyah, A. I. (2021). Fungsi Ucapan Guru Bahasa Inggris di Madrasah Ibtidaiyah Tahdzibiyah. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Dr. A. Dzo'ul Milal, M. Pd.

Kata Kunci: Fungsi Ucapan, Guru Bahasa Inggris, Kelas.

Penelitian ini membahas tentang fungsi ucapan yang digunakan oleh tuturan guru bahasa Inggris di Madrasah Ibtidaiyah Tahdzibiyah. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis fungsi bicara yang digunakan oleh guru bahasa Inggris kelas 5 dan 6 dan untuk mengetahui alasan guru bahasa Inggris kelas 5 dan 6 menggunakan fungsi ucapan.

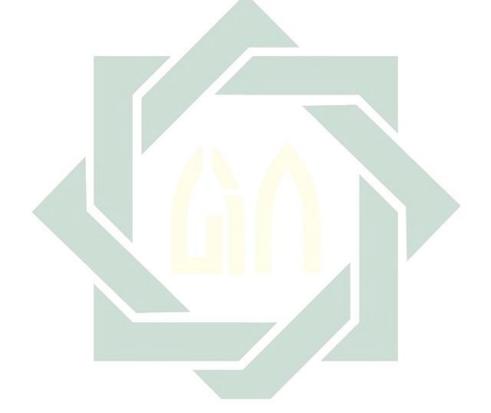
Dalam penelitian ini, peneliti menggunakan metode deskriptif kualitatif. Peneliti mengumpulkan data dengan mengamati dan mewawancarai dua guru bahasa Inggris di Madrasah Ibtidaiyah Tahdzibiyah. Peneliti mengamati proses belajar mengajar untuk mengumpulkan data. Data penelitian ini adalah semua ucapan yang digunakan oleh guru bahasa Inggris kelas 5 dan 6. Data penelitian ini diklasifikasikan ke dalam jenis-jenis fungsi bicara. Peneliti mengklasifikasikan berdasarkan teori Holmes (2013). Setelah peneliti menganalisis data, peneliti menemukan lima jenis fungsi bicara yang digunakan oleh dua guru bahasa Inggris dari kelas 5 dan 6. Fungsi tersebut adalah direktif, referensial, metalinguistik, fatis, dan terakhir fungsi ekspresif. Guru bahasa Inggris kelas 5 dan 6 dominan menggunakan fungsi direktif untuk diterapkan di kelas. Alasan guru bahasa Inggris kelas 5 dan 6 menggunakan fungsi direktif karena guru bahasa Inggris kelas 5 dan 6 ingin bertanya atau memerintah siswa, memberikan informasi khususnya tentang pelajaran, dan mengajak siswa berdiskusi dan menjawab pertanyaan untuk membuat siswa aktif di kelas.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher defines background of the study, research problems, significance of the study, scope and limitation, and also the definition of key terms.

1.1 Background of the Study

Elementary school is the most basic formal educations in Indonesia. The average age students who study in elementary school are 7-12 years old. The process of teaching and learning requires full guidance from the teacher. The teachers make a difference in the process of teaching and learning in elementary school students. The role of the teacher is essential in the process of learning to elementary school students. Teachers must have expertise, skills, and ways to make it easier for students to understand science. One of the foreign language subjects taught in elementary school is English.

English is the foreign language taught in every school. The process of teaching and learning English requires an effective approach and strategy because English is a foreign language or the second language that the students have to learn after the mother language. Teachers are expected to build a classroom atmosphere, and teachers are expected to use verb or vocabulary that students easily understand.

Using utterances, the English teacher can manage the classes so that the learning process can run well. However, the utterances which English teachers speak have

different functions. It is because any utterance spoken by English teachers may express more than one function.

The speech functions delivered by English teachers are diverse, like suggestions or recommendations, requests, apologies, commands, appropriate responses to those acts, greeting to the student, etc. Someone can study the function of speech through sociolinguistics sciences.

Wardhaugh (2006) found the following:

The definition of 'sociolinguistics' is concerned with investigating the relationships between language and society, with the goal being a better understanding of the structure of language and of how languages function in communication; the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language, e.g., how certain linguistic features serve to characterize particular social arrangements (p.21).

The definition of speech function refers to the speech delivered by people and has specific purposes. According to the theory from Holmes (2013), Holmes classifies the function of speech into six. These functions are expressive, directive, referential, metalinguistic, poetic, and phatic.

The knowledge about speech functions has great importance for linguists to develop this research. The study of speech function makes the communication between the student and the teacher run well, especially in the English teaching and learning process.

The study of speech functions is an exciting topic to discuss. In recent years, some previous studies have analyzed the functions of speech related to this present

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 previews study is Wiyanto (2020). The entitle 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

understand English material is better. And for the 6th student called final grade at the elementary school, they have to improve their English knowledge because they have to prepare their skills and knowledge of basic English material to make it easier for them to continue the next level of education.

The present study design to understand the function of speech used by the English teachers in a classroom, so the communication between English teachers and students is well established. All the students can understand the material and the mean of the English teacher's utterances well. This research uses two English teachers in elementary school to fill a gap from the previous studies above. The researcher only focuses on the speech functions used by English teachers' utterances and the purposes of English teachers using the speech function. In this research, the researcher uses the speech function theory based on Holmes (2013). Lack of information and knowledge about speech functions makes communication between teachers and students not well in the classroom.

Based on Ngazizah (2019) found the following:

Someone can transfer their ideas by their speech. The teacher can transfer their ideas and opinion by producing speech in the classroom. The problem is students do not truly understand the meaning of the teacher's speech. This matter makes the interaction between teacher and student does not run well. The communication that happens in a classroom is not well established. So, learning speech function is essential to know the function of speech that people do in daily activities, especially teacher speech in the English classroom.

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.

Therefore, the school prioritizes English from an early age to more easily recognize English and prepare to be competent in the field of technology. Third, there are some activities uses to develop the English language. First, the extracurricular program, and second, students are accustomed to using English during the English learning process. By implementing English, the English teacher hoped that students could be ready and understand English materials. The process of teaching and learning English for children of elementary school will be more difficult. Therefore the role of elementary school teachers must be intense in conducting English foreign language learning systems in each classroom.

This research aims to find out the types of speech function and the reasons for English teachers of the 5th and 6th classes in the Tahdzibiyah elementary school.

1.2 Research Questions

- What are the types of speech functions used by English teachers of the 5th and 6th classes in Tahdzibiyah elementary school?
- 2. What are the reasons English teachers of the 5th and 6th classes using speech function in the classroom?

1.3 Significance of the Study

The study of speech functions gives some significant contributions to the reader. Personally, the researcher hopes the reader can easily understand this research. The reader can know about the types of speech functions and understand the function of each type of speech used by English teachers in Tahdzibiyah elementary school. The finding of this research is expected to give a theoretical contribution to enriching knowledge about speech function in daily conversation. Hopefully, this research gives a deep understanding for the readers about the speech function in conversation, which includes sociolinguistics study.

1.4 Scope and Limitation

Knowledge of speech function has great importance for the study, especially the study of sociolinguistics, which is concerned with speech functions. There are many researchers from other theories that discuss the functions of speech. The researcher examines the function of speech that occurs in the utterances of English teachers based on Holmes' (2013) theory. The researcher limits this discussion by taking data only from the utterances produced by English teachers. Therefore, in this research, the researcher only focuses on analyzing the speech function used by two English teachers in Tahdzibiyah elementary school and the reasons English teachers use speech functions in the classroom.

1.5 The Definition of Key Terms

Functions of speech: Speech function is speech that is delivered by people and has a specific purpose. Those purposes are getting, express the feeling, asking questions, etc.

English Teachers: English teacher is a profession that has the duty to guide students in learning English.

Tahdzibiyah elementary school: Tahdzibiyah elementary school is one of the private and religious schools. The school is located at Pasir Putih Street, Perdoto Sidokelar, Paciran, Lamongan East Java.

The elementary school students: Children are those aged between 6-12 years or commonly referred to as the intellectual period.

CHAPTER II

REVIEW OF LITERATURE

This chapter accommodates the theory comprehend to the topic of this research that is speech function. The researcher focused on the speech function used by English teachers' utterances and the reasons English teachers use speech function in the classroom. The theory of this research included: speech function, types of speech function, context, Tahdzibiyah elementary school.

2.1 Speech Function

Learning to speak is an early rite of passage in human life. Humans always use speech in their daily lives, and it is because speech is one of the tools used by humans to interact with one another. However, every speech delivered by someone has a different function depends on the context. In this research, the researcher focuses on analyzing the types of speech function of English teacher utterances in Tahdzibiyah elementary school. Jakobson (1960, p.3) explains that "language must be investigated for all its various functions."

Halliday (cited in Isda, 2019, p.48) says that:

When exchanging and expressing ideas, human beings perform two roles: giving and demanding, for the commodity such as information and goods or services. In systemic functional linguistic (SFL), it is called the speech function. The simple definition of speech function is how somebody delivers ideas in communication to make listeners understand the ideas well. Halliday divided types of function into four: the statement, question, offer, and commands.

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.

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.

2.2 Types of Speech Function

According to Holmes'(2013) theory, there are six speech functions: expressive function, directive function, metalinguistic function, referential function, poetic function, and phatic function.

2.2.1 Expressive Function

Holmes (2013, p.275) explained expressive function as "utterances express the speaker's feeling." Therefore, this function is the language that focuses on the speaker's speech to express feelings, thoughts, opinions, and ideas.

The example of an expressive function:

- "Very lovely day." (Mustain, 2011).
- "Thank you very much." (Mustain, 2011).
- "I am feeling great today." (Holmes, 2013).

All of the utterances above can categorize as expressive functions. For example, people usually express their feelings like utterances (1) and (3) when they feel that their day is very happy. In sentence (2) is an expressive function. Sentence (2) is a form of someone's expression because they are getting something from someone else.

2.2.2 Directive Function

According to Holmes (2013,p275) describes the directive is "utterances attempt to get someone to do something." Jakobson (cited in Yuliana et al.,2018, p.5) purposes the directive function is the utterances that aim to get someone else to do

something. Based on Holmes (2013) states that someone can express the directive function in three ways. They are imperative, declarative, interrogative.

Holmes (2013, p.277) gives the example of the directives functions as the following:

- Sit down. = Imperative
- You sit down. = Imperative
- Could you sit down? = Interrogative with the modal verb
- Sit down, will you? = Interrogative with tag
- Won't you sit down? = Interrogative with negative modal
- I want you to sit down. = Declarative
- I'd like you to sit down.= Declarative
- You'd be more comfortable sitting down. = Declarative

2.2.3 Metalinguistic Function

Metalinguistic is "utterances comment on language itself." (Holmes, 2013, p.275). For example, "C2O is a chemical formula for carbon dioxide". The example can be seen that C20 refers to as a code/language symbol. The language symbol is express what is mean by C20 is carbon dioxide.

2.2.4 Referential Function

Holmes (2013,p.275) defines referential as "utterances provide information." Thus, the Referential function describes information and explanation, which refers to the context being discussed by the speaker and listener.

For example:

- "The capital of the city of Indonesia is Jakarta." (Mustain, 2011)
- "They will leave for Jakarta tomorrow at 9 a.m." (Mustain, 2011).
- "At the third stroke, it will be three o'clock precisely." (Holmes, 2013.).

2.2.5 Poetic Function

Poetic is "utterances focus on aesthetic features of the language." (Holmes, 2013. p.275). Poetic functions tend to be found in some literary works such as poems and poetry. In the poem, the functions concern the artistic nature of the language itself.

Thus, the poetic function is the function of language that shows artistic nature. An example of the poetic function in this sentence "*Peter piper picked a pack of pickled pepper*." (Holmes, 2013. p.275).

2.2.6 Phatic Function

The people can find the phatic function in the conversation, namely opening the channel in conversation such as greeting, ask the condition of someone, etc. Holmes (2013, p.275) explained that "the phatic function is utterances that express solidarity and empathy between people and other people, for example, 'how are you.'"

2.3 Context

According to Mu'in (2019, p.4) states sociolinguistic "the study concerned with the relationship between language and context in which it is used." Besides the speech function theory, the researcher also applies context analysis theory to analyze this data. The researcher applies context theory because the perception of the meaning of the speech can be different based on the context. Context also has a great influence and effect in understanding the meaning of an utterance. Including the time, place, or setting, the purpose, participants, media, tone, and type of speech determine the meaning of the intended utterance.

Sarifudin (2019) describes the definition of context is in the following:

Context is a conceptual framework for everything that I use as a reference in speaking or understanding speech. He classified context into two types that are linguistic and nonlinguistic. Linguistic contexts are references in previous speeches, and nonlinguistic contexts are not found in speech or outside of language. The nonlinguistic context can be divided into four types that are physical, psychological, social, and shared knowledge contexts (p.108).

Silalahi (2016, p.88) explains that "context refers to the situation within which language functions. It may be physical or environmental and social context or situation, including events, time, culture / social conventions that influence language use." From this definition above, the researcher concludes that context is the component that can determine and influence understanding the meaning of utterances. In this research, the researcher also used context theory based on Holmes (1992).

Holmes (cited in Suroso, 2012, p.13) describes that "language used by someone relevant factor suited to the context."

2.3.1 Situational Context

Parnowo (2020) found the following:

Context of situational does not only involve words spoken at a specific time, but it also involves cultural settings of all the utterances and personal history of the interlocutors. In addition, the context of situational involves linguistic and nonlinguistic factors. Linguistic factors or co-text include sentences or elements of language which precede or follow the sentence or elements of language in question. In contrast, nonlinguistic contexts refer to non-verbal cues, such as gestures, eye contact, eye movement, facial expressions, head movement, hand movement, body movement, or a combination of two or more of these movements(p.259).

Context of situation is important in the communication. Holmes divided situational context involves four components. They are participants, setting, the topic, the function. Based on the explanation above, the participant is the first important thing in the context of the situation. Participants related with who is speaking and who are they speaking to. The second is the setting, setting or we can call the social context of the interaction. In the situational context, the setting is related to where the people are speaking or related with the place of people speaking). The third is the topic. The topic is something that is talked about, without which the conversation cannot happen. The last is the function. Function focused on why both the speaker and the listener decide to speak about a specific topic in certain settings.

2.4 Tahdzbiyah Elementary School

Tahdzibiyah elementary school is a basic education institution. This school's location is in Pasir Putih Street, Perdoto Sidokelar, Paciran, Lamongan East Java. The school is known to have excellence in both the religious and academic fields. Not only that, but the language development process is also well implemented in the school. The teacher at the school develops four languages. Those are English, Arabic, Javanese, and Indonesian.

From the fourth language above, English is more developed in the teaching and learning process. There are many reasons why this school developed English in the teaching and learning process. It's because English is a global language. English is used as the language used by humans to communicate between countries. Besides that, Tahdzibiyah elementary school is located in the industrial development area in Lamongan. Therefore, the school prioritizes English from an early age to more easily recognize English and prepare to be competent in the field of technology. By implementing English, the teacher hoped that students could be able to ready and understand English materials. However, the process of teaching and learning English for children of elementary school will be more difficult. Therefore the role of elementary school teachers must be more intense in conducting English foreign language learning systems in each classroom.

The language development process activities are applied during the formal learning process and applied in extracurricular activities such as the scheduled

language learning process after the teaching and learning process. From implementing the language development process, Tahdzibiyah elementary school often participates in competitions and wins many championships in the field of language.



CHAPTER III

RESEARCH METHOD

In this section, the researcher explains the research method used to collect and analyze the data. This part consists of research design, data collection, research data, data sources, instruments, data collection techniques, and data analysis.

3.1 Research Design

Kumar (2011) states that:

"Research is consists of two syllables, 're' and 'search.'. The definition of research is a way of thinking, examining the various aspects of your day-to-day professional work, understanding critically and formulating guiding principles that govern a particular procedure, and developing and testing new theories that contribute to the advancement of your practice and profession."

While Kothari (1990, p.1) explains that "research in common parlance refers to a search for knowledge or a scientific and systematic search for pertinent information on a specific topic." Creswell (2009, p.1) defined that "research designs are plans and strategies for research that span the decisions from broad assumptions to detailed data collection methods and analysis."

There are two types of research methods. Those are quantitative and qualitative methods. Both of them have different characteristics, such as in-process through the purpose of the study. In this research, the researcher used qualitative research. Litoseliti(2010, p.52) explained qualitative research is "concerned with structure and pattern, how something it. It also describes what happens concerning the condition in

a situation." The researcher chooses the descriptive qualitative method because this data is in the form of word sentences utterances which are interpreted based on the speech functions and context.

The researcher used the descriptive qualitative method to describe the types of speech function in each utterance used by the English teachers of the 5th and the 6th utterances in Tahdzibiyah elementary school. This research aims to find out the types of speech functions used by English teachers of the 5th and 6th classes and find out the reasons English teachers of the 5th and 6th classes use types of speech function in the classroom.

3.2 Data Collection

This part examines the method used to collect the data. It consists of research data, data sources, instruments, and data collection techniques.

3.2.1 Research Data

Migreant and Seasonal Head Start Technical Assistance Center (2006) reports that data is "numbers, characters, images, or other recording methods, in a form which somebody can assess to decide or decide about a specific action." The researcher concluded research data is the information collected, produced, and created to validate original research findings.

The English teachers can give a lot of knowledge to students through utterances.

The utterance spoken by the English teacher must have different functions, such as asking, ordering, giving an explanation or information, etc. The researcher focused on

the utterances of English teachers of the 5^{th} and the 6^{th} classes in Tahdzibiyah elementary school as the research data. The data analyzed in the form of the word, phrases, sentences, and utterances that contain the types of speech functions English teachers of the 5^{th} and 6^{th} utterances reflect on the speech function and the types of speech functions based on Holmes (2013) theory.

3.2.2 Data Source

The source of data took from English classrooms in Tahdzibiyah elementary school. The researcher collected the data by observation in different English classes and different teachers. The subjects of this research are English teachers of the 5^{th} and the 6^{th} classes.

3.2.3 Instrument

A research instrument is a tool used to collect and analyze the data related to the research process. In this research, the main instrument in analyzing this data is the researcher herself. To collect the data, The researcher did observation and interviews. The tools of the study used for observation and interview are an audio recorder and notebook.

3.2.4 Data Collection Techniques

The research used several steps to collect and analyze the data speech functions of English teachers of the 5th and 6th classes utterances in Tahdzibiyah elementary school. First, the researcher conducted observation and interviews with two English teachers and selected the data to collect the data.

Observation

Wray and Bloomer (2006, p.168) mention that "observation studies involve collecting data without manipulating it. In doing the observation, the researcher simply observes ongoing activities without making any attempt to control or determine them." To collect the data, the researcher conducted doing observation. In conducting the observation process, the researcher requires several steps such as:

- The researcher came to Tahdzibiyah elementary school.
 The researcher conducted observes research in the English classroom of
 Tahdzibiyah elementary school, located on Pasir Putih Street, Perdoto
 Sidokelar, Paciran, Lamongan East Java.
- 2. The researcher asked for permission and explained the research goal to the Headmaster of Tahdzibiyah elementary school.
- 3. The researcher asked Headmaster and English teacher for permission to doing observation in the classroom.
- 4. The researcher conducted an observation process in the classroom.

After the researcher obtained permission from Headmaster and English teachers', the researcher started the observation process. The researcher conducted observations in different classrooms. Two teachers observed by the researcher are the English teachers of the 5th and the 6th classes in Tahzibiyah elementary school. The steps taken by the researcher during the observation process are:

- ➤ The researcher came to the 5th and 6th classes on different days to adjust the schedule for English subjects.
- ➤ The researcher asked permission from the English teacher to enter the class, and the researcher only recorded all the utterances spoken by English teachers' using an audio recorder.

The purpose of the researcher conducted the observation process was to collect data about the types of speech functions used by English teacher utterances and to answer the first research questions "what the types of speech functions used by English teachers of 5th and 6th class". The researcher conducted observation in English of the 5th class on February 23th 2021, March 2th 2021, while the researcher conducted observations in English of the 6th class on February 24th, 2021, March 3th 2021.

Selecting the Data

Selecting the data is the next process to collect the data. In this section, the researcher selected the data. First, the researcher only focused on the English teachers' utterances. Then, the researcher transcribed all the English teachers' utterances as the data. Finally, the researcher giving code to entire transcribes English teachers' utterances based on Holmes' (2013) theory.

Interview

The other method to collect the data of this research is an interview. The researcher interviewed English teachers of the 5th and 6th classes in Tahdzibiyah

elementary school. The aim of conducting the interview is to get more information about the second question, "What the reasons the English teachers' use of speech functions in the classroom."

3.3 Data Analysis

The researcher used some steps to analyze the speech function of English teachers of the 5^{th} and 6^{th} utterances in Tahdzibiyah elementary school.

The first step is the researcher identifying all the transcribe of English
teachers' utterances by giving the code of each utterance, word, clause, phrase,
or sentence, that included the types of speech functions according to
Holmes'(2013) theory.

Table 3.1 Table of Code Speech Functions Based on Holmes' (2013) Theory.

The Kinds Of Speech Functions	Code
Expressive Function	ExpF
Directive Function	<u>DirF</u>
Metalinguistic Function	MetF
Referential Function	RefF
Poetic Functions	PoeF
Phatic Function	PhaF

- The second step is the researcher classified the utterances of English of the 5th and 6th classes utterances that contain the types of speech function based on Holmes' (2013) theory.
- 3. The third step is the researcher interpreted the types of speech function that has been found.

- 4. The fourth step is the researcher described the reasons of English teachers of the 5th and 6th classes using speech functions in the classroom in Tahdzibiyah elementary school.
- 5. The fifth step is the researcher concluded as a result of the analysis.



CHAPTER IV

FINDING AND DISCUSSION

This chapter is the result of this analysis. The results are presented in subchapters: finding and discussion. The finding includes the research questions about the types of speech function and the reasons English teachers of the 5th and 6th classes use speech function in the classroom. The researcher discusses more detail of finding in the discussion.

4.1 Finding

This findings of this research are divided into two parts according to this research question. The first research question is the types of speech functions used by the English teachers of the 5th and 6th classes in Tahdzibiyah elementary school. Second, the reason English teachers of the 5th and 6th classes using speech function in the classroom. In this research, the researcher used two English teachers as the data. The first is the English teachers of the 5th class and the second is the English teachers of the 6th class. The researcher used English teachers of 5th and English teachers of 6th classes because the researcher wanna to try compare the types of speech functions used by two English teachers from different classrooms.

4.1.1. Types of Speech Function

Holmes (2013, p.275) divided types of speech functions into 6 "expressive function, directive function, referential function, metalinguistic function, poetic function, and phatic function."

The researcher analyzed the types of speech functions used by English teachers of the 5th and 6th classes in this research. The researcher found 219 utterances from the English teacher of the 5th and 186 utterances from the English teacher of the 6th class. Therefore, the researcher tried to describe the types of speech functions used by English teachers of the 5th and 6th classes in the table.

4.1.1.1 Types of Speech Functions Used by English Teacher of the 5th Class

In this part, the researcher described the types of speech functions used by the English teacher of the 5th class. However, after the researcher analyzed the data, the researcher only found types of speech functions used by English teachers of the 5th class are expressive, directive, referential, and the last is phatic.

Table 4.1 Table Types of Speech Function Used by English Teachers of 5th Class.

No	Types of Speech Function	Amount	Percentages
		utterances	
1.	Expressive Function	10	0,45%
2.	Directive Function	113	51,5%
3.	Referential Function	64	29,2%
4.	Metalinguistic Function	19	8,67%
5.	Phatic Function	13	5,93%
		219	100

The table above shows, the directive function is the highest percentage among the function used by English teachers of the 5th class in Tahdzibiyah elementary school. The percentage of directive function is 51,5% from 133 utterances. The second-place referential function consists of 64 utterances or 29,2%. In the third place metalinguistic function, the researcher found 19 utterances or 8,67%. The fourth place is the phatic function which is consisting 13 or 5,93%. The last place is

expressive function. In the expressive function section, the researcher found there are 10 utterances or 0,45%. Thus, the researcher tries to describe the types of speech functions used by the English teacher of the 5th class in the bellow.

4.1.1.1 Directive Function

The first function used by the English teacher of the 5th class is the directive function. The definition of directive function is "utterances attempt to get someone to do something (Holmes, 2013)."

Data 1

S: Iya-iya pak.

T: Open page 30!

S: 30 ya pak

T: Yeah, 30 exam practice.

Data 2

T: Sampai mana pelajaran kita kemarin?

S: Ini pak mengerjakan soal-soal lagi.

T: Yaaa, open the book.

T: Open the page 35.

The researcher found that the English teacher of the 5th class dominant used directive function from the table above. There are 113 utterances from 219 utterances. The percentage is 51,5%. From data 1, the researcher found the utterances "Open page 30", and the data 2, the researcher found two utterances that categorized as directive function, the utterances are "Yaa. Open the book" and "Open the page 35," categorized as directive function.

The researcher knows from the data above that English teachers used this function to do something for the students. In data 1, the English teacher used this

function command to open page 30, while the utterances in data 2, the English teacher commands the student to open the book and after this open page 35. In this context, the English teachers command the student to open the book and open page 35 on the student.

4.1.1.1.2 Referential Function

The second function used by the English teacher of the 5th class is the referential function. Referential function means "utterances provide information." (Holmes, 2013.). According to the table above, the researcher found 64 from 219 utterances that express referential function. The percentage of this type is 29,2%.

Data 3

S: 30 ya Pak.

T: Yeah, 30 exam practice.

T: Harmony in society. Harmony in society keharmonisan dalam masyarakat. So this day we study question about Harmony in society. Jadi hari ini kita belajar tentang pertanyaan pertanyaan keharmonisan di masyarakat.

Data 3 is the utterances represented referential function. In data 3 above, English teachers inform the student of the material of the day. The English teacher and students will discuss the answer to the question on page 30, which is Harmony's theme *in society*. In this context, the English teacher used this function to inform the student about the day's material.

4.1.1.3 Metalinguistic Function

The third type of speech function used by the English teacher of the 5th class is the metalinguistic function. Metalinguistic function means "utterances comment on

language itself." (Holmes, 2013. p. 275). Based on the table above, there are 19 utterances from 219 express this function.

Data 4

- T: Windy is berangin. Windy artinya berangin. So the answer is The weather is windy so we must wear the jacket. Jadi kita harus menggunakan jaket.
- T: Next is Ica.
- S: The car is clean—Jawabannya B pak. I agree with you. It looks nice.
- T: The answer is B. I agree with you. Saya setuju dengan anda. Its look nice. Itu terlihat sangat bagus. *Nice is bagus. Same with good. Sama seperti good.*

The researcher found the data type of metalinguistic function in data 4. The utterances "Nice is bagus. Same with good" and "Windy is berangin. Windy artinya berangin" are categorized types of metalinguistic function. In this context, the English teachers explain the meaning of vocabulary to students who don't know the meaning in the classroom.

4.1.1.1.4 Phatic Function

The fourth speech function used by the English teacher of the 5th class is the phatic function. Based Holmes (2013) described phatic function as "utterances that express solidarity and empathy with others."

Data 5

- T: Assalamualaikum wr wb
- S: Waalaikumsalam wr wb
- T: Reading alfatihah, and open the juz amma Ad-Dhuha-Al Bayyinah!
- S & T (Reading alfatihah and juz ammah together)
- T : Sekarang halaman berapa.
- T: How are you today.
- S : I'm fine. And you.

Based on the table above, the researcher found 13 utterances from 219 utterances that express phatic function. The percentage of this function is 5,93%. The researcher analyzed that "assalamualaikum wr wb" expresses the form of his solidarity by greeting the student. In this context, the teacher gives a greeting to the student before they start the learning process.

And the second utterance, "how are you today," is also categorized as a phatic function because the English teacher expresses his empathy to his students by asking about the condition of students. It shows that the teacher cares about the condition of the students in the classroom.

4.1.1.1.5 Expressive Function

The last type of speech function that the English teacher of the 5th class uses is the expressive function. The expressive function is "utterances that express the speaker's feeling." (Holmes, 2013.p.275). So somebody uses this function to express their feelings. According to table 4.1 above, the researcher only found 10 from 219 categorized as expressive.

Data 6

T: How are you today.

S: I'm fine. And you.

T: I'm fine.

Data 7

T: Yaa you number 1. Baca percakapannya juga.

S: Rama: "Good morning Radit, how are you today?"

Radit: "I'm fine? Would you play With me?" D Pak swing.

T: **Yes, good.** Next is Rifa! Rifa, your number 2.

Based on data 5, the utterances "I'm fine" is categorized as an expressive function because the utterances express the condition feeling of this teacher. In this context, the English teachers express to the student that his condition is good or fine. Based on data 7, these utterances express English teachers feeling. The English teacher feels he is happy because his students can answer his question in the classroom.

4.1.1.2 Types of Speech Functions Used by English Teacher of the 6th Class

Similar to the English teacher of the 5th class. The researcher also analyzed English teachers of the 6th class. The researcher used two teachers from the different classroom, and it's because the researcher wants to compare types of speech functions that used by two English teachers from the different classroom. Based on the first research question about types of speech functions used by the English teacher of the 6th class, the researcher tried to describe the finding of this research about the types of speech functions English teacher of the 6th class utterances.

The researcher made the table to show these percentages of the speech function used by the English teacher of the 6^{th} class.

4.2 Table Types of Speech Functions Used by English Teacher of the 6th Class

No	Types of Speech Function	Amount of	Percentages
		Utterances	
1.	Expressive Function	14	7,52%
2.	Directive Function	78	41,9%
3.	Referential Function	68	36,5%
4.	Metalinguistic Function	13	6,98 %
5.	Phatic Function	13	6,98 %
		186	100

The table above shows that directive and referential functions are the highest percentages among speech functions used by an English teacher of the 6th class. The researcher found 78 from 186 utterances categorize as directive functions. The percentage is 41,9%. The second place is referential functions. In the referential functions, the researcher found 68 or 36,5% of utterances. The third place is the metalinguistic function and phatic function. The researcher found 13 utterances or 6,98 % that express metalinguistic function and phatic function.

The table above is the amount utterances and percentage of the types of English teachers utterances of the 6^{th} class. The researcher described the table to make it easier and clearer as follow:

4.1.1.2.1 Directive Function

The first types of speech function used by the English teacher of the 6th class are the directive function.

Data 8

- T: Yaa lampunya padam. *Open the window!* buka saja cendelanya. . Sampai mana pelajaran kita hari ini.
- S: Cerita lagi pak
- T: Sudah dibaca dirumah.
- S: Sudah pak.
- S: Belum pak.
- T: Oke, open your book. We discuss together.

Based on the table above, the directive function was the highest amount of utterances. The researcher found there are 78 from 186 utterances that express the directive function. Therefore, the percentage of directive function is 41,9%. So the

researcher concluded that the directive function is the most dominant type of speech function used by English teachers of the 6^{th} class.

The utterances "open the window" and "Oke open your book, we discuss together" categorized directive function. In this context, the teacher's first utterances command the students to open the window because the air is hot and the electricity is off. Hence, the teacher commands them to open the window. The second utterance represented the teacher commands the student to open the book because the learning process will be started. After opening the book, the teacher also invited the student to discuss the question section together. Therefore, the utterances belong to an imperative form.

4.1.1.2.2 Referential Function

The second type of function used by the English teacher in the 6th class is the referential function.

Data 9

T: Ya next is story about Mouse Deer and Elephant. Page 39.

T: What is Deer.

Data 10

S: Dan menerima tantangan tersebut.

T: This story same with the story about the snail and mouse deer materials in two week ago. Cerita ini hampir sama dengan cerita yang kita bahas dua minggu lalu.

Based on the table above, there are 68 utterances from 186 utterances that express referential function. The percentage of this type is 36,5%. The utterances of data 9 and 10 contain two utterances that express types of referential function. The

first utterance is "Ya next is a story about Mouse Deer and Elephant. Page 3.". This utterance is categorized as a referential function because the English teacher informs the student that the next story discussed by the English teacher and the student is about Mouse Deer and Elephant.

The second utterances are, "This stories same with the story about the snail and mouse deer materials in two weeks ago." In the second utterance, the English teacher informs the student that the material of the day is like the previous material two weeks ago.

4.1.1.2.3 Expressive Function

The third function type of speech function used by the English teacher of the 6th class is expressive. According to the percentages above, the researcher found 14 or 7,52% utterances categorized as expressive functions.

Data 11

T: Yaa Fox means Rubah.

T: Number 4!

S: Seekor rubah berubah menjadi seorang wasit.

T: Yaa, good.

There are 14 utterances from 186 utterances that express the type of expressive function used by English teachers. The percentage of expressive function is 7,52%. In data 8, the researcher found the example of the utterances that express types of the expressive function used by the English teachers. The utterance is, "Yaa, good." In this context, the teachers feel happy and proud of the student. The English teacher

gives some feedback to his student because his students can answer his question is right in the classroom.

4.1.1.2.4 Metalinguistic & Phatic Functions

The last types of speech functions used by the English teacher 6th class are Metalinguistic and Phatic functions. The researcher found that those functions have the same percentages that are 6,98 %. The researcher finds 13 from 186 utterances that are categorized as metalinguistic and phatic functions.

Data 12

T: Slept is verb three from sleep. Sleep Slept Slept.

T: Sleep means? Sleep artinya?

S: Tidur.

From 186 utterances, there are only 13 utterances that belong to the metalinguistic function. Therefore, the percentage of this type is 6,98 %. An example of a metalinguistic function is "Slept is verb three from sleep. "Sleep Slept Slept." In this context, when the students did not understand the meaning of the verb "Slept," the English teacher explains that the verb "Slept" is Verb 3 from the verb "Sleep."

Data 13

T: Assalamualaikum wr wb.

S: Waalaikumsalam wr wb.

T: Good monring students.

S: Good moring pak.

Like English teachers of the 5th class, the English teacher of the 6th class didn't use the poetic function. So phatic is the last function found by the researcher. The researcher found 13 utterances that express the phatic function. The percentage of

phatic function is 6,98 %. Based on data 13, the researcher found two utterances express phatic function. The first utterances are "asslammualaikum wr wb" and "good morning." In this context, the utterances are categorized as phatic functions because the English teacher of the 6th class expresses his solidarity by giving a greeting to the students.

4.1.2 The Reasons English teachers of the 5th and the 6th Used Speech Function

After discussing the types of speech functions above, there are five types of speech functions used by English teachers of the 5th and 6th classes in the classroom. There are expressive, directive, referential, metalinguistic, phatic. However, the researcher did not found the two English teachers using types of phatic function. In this section, the researcher tried to answer the second research question. The question is about the reasons of the English teachers of the 5th and 6th classes using types of speech function in the classrooms.

First, the researcher collected the data by doing the interviews. Next, the researcher conducted interviews with the two English teachers from different teachers and different classrooms. They are the English teachers of the 5th and the 6th classes. The researcher found every purpose of English teachers of the 5th and 5th classes using speech functions. Therefore, the English teachers of the 5th and 6th classes have the reason to use types of functions of speech.

The researcher shows the answer to the second research question in table 4.3 below.

4.3 Table of the Reasons of the English Teachers of the $5^{\rm th}$ and the $6^{\rm th}$ Class Used the Function in the Classroom

Types of Speech Function	The Reason English teachers of 5 th Class	The Reason English teachers of 6 th Class
Expressive Function	To express the feeling, especially the condition.	To express the feeling and give feedback to the student.
Directive Function	English teachers used this function asking or commanding the student,	English teachers of 6 classes used this function to make the student active by inviting students to discuss and answer questions.
Referential Function	The English teacher used referential to giving information, especially about the lesson.	The English teacher used this function to give information about the material which discussion oh the day. The teacher also used this function to explain the situation of the day.
Metalinguistic Function	The English teacher used this function to explain or define the meaning of vocabulary.	The English teachers of the 6 th class used this function to explain the meaning of vocabulary and explain that some words don't know the meaning.
Phatic Function	The English function used this function to express the attention form between the teacher and the student.	The English function used this function to giving a greeting to the student.

According to table 4.3, it is clear that each teacher has different reasons for using type speech function in the classroom. To clarify the reason for each teacher, the researcher described each teacher's reasons as follows.

The first is the reason the English teachers of the 5th and 6th classes used the expressive function. After the researcher did the interview, the researcher found each teacher has different reasons. The English teacher of the 5th class says that he used this function to expressing his feeling only, such as the condition is good. In contrast,

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'.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter in this research is the conclusion and suggestion. In this section, the researcher described the results of this research and the researcher Finally, the researcher explained the result of this research and gave some recommendations for the next researcher.

5.1 Conclusion

According to the research findings above, the researcher concluded that speech function is part of sociolinguistics. Functions of speech are speech that is delivered by people and has a specific purpose. According to Holmes' (2013) theory, Holmes decided six speech functions: "expressive function, directive function, referential function, metalinguistic function, poetic function, phatic function." This research tried to find out the types of speech functions used by English teachers of the 5th and 6th classes in Tahdzibiyah elementary school. The data was taken from the utterances of two English teachers of the 5th and 6th classes. This research aims to find out the types of speech function using the English teacher of the 5th and the 6th classes in Tahdzibiyah elementary school to find out the reasons of English teachers of the 5th and 6th classes using the speech functions.

The researcher found 219 utterances from the English teacher of the 5th class and 186 utterances from the English teacher of the 6th class. However, after the researcher analyzed the data, the researcher only found five types of speech function used by

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

discusses the day and explains the information about the day's situation. Then, the metalinguistic used by the English teacher of the 6th class, the English teachers of the 6th class used this function to explain the meaning of vocabulary and explain some words that the student does not know the meaning. The last is phatic function. The phatic function is used by the English teacher of the 6th class to giving a greeting to the students.

5.2 Suggestion

Moreover, the researchers suggested some suggestions for further research.

Further research can analyze speech function with different theories. Further research can also analyze the other forms' speech functions, such as comics, advertisements, and twitters. Further research also can analyze the types of speech function using by English teachers from different schools such as private schools and state schools.

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