

## INVESTIGATING THE SPEECH FUNCTION OF NOVICE VERSUS EXPERIENCED TEACHERS' TALKS IN EFL CLASSROOM AT SMA PANCASILA BENGKULU

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### ABSTRACT

This study deals with the teachers' talk of the EFL classroom of SMA Pancasila Bengkulu. It aims to describe the types of speech functions used by English teachers in the EFL classroom of SMA Pancasila Bengkulu, to find out the most dominant type used by English teachers in EFL classes at SMA Pancasila Bengkulu, and to describe the reasons why English teachers use speech function differently in EFL classroom. This thesis research was conducted using a descriptive qualitative. Researchers used triangulation data collection techniques, namely observation, audiovisual material, and interviews. Data transcription is classified into six basic types of speech function. There are expressive, directive, referential, metalinguistic, poetic, and phatic. The researcher observed two English teachers at SMA Pancasila Bengkulu. From the two teachers observed, the researcher found different total utterances and percentages. The total utterances of the two teachers were 80 utterances classified into six types of speech functions. The most dominant type used by all teachers is the referential function. There are 28 utterances out of 80 utterances (35%) which are classified as referential functions. Why they use the speech function differently is because each type of speech function has a different function that must be adapted to different conditions and situations in the classroom.

**Keywords :** *Speech Function, Teachers' Talks, EFL Classroom*

### INTRODUCTION

Human beings utilize language to communicate with one another, language and humanity are inextricably linked. It is difficult for humans to communicate and connect with others without the use of language. Everyone uses language in their daily tasks. These activities include the following conversation with friends, paying attention in class, as well as reading an assignment and perusing the web, and so on. None of these tasks would be feasible without the use of language. You can use language to speak, read, write, listen to others, and even

converse with them. Humans may convey their feelings and thoughts through language. Language allows people to communicate their thoughts. It's difficult to picture a world where people don't communicate via language. It is important to use language in a communication to determine what message and information would be given to other individuals.

Sociolinguistics is the study of how language and society interact. They're interested in figuring out why people communicate in different ways in different social situations, as well as recognizing the social circumstances in which people speak differently. Language's purposes and how it's employed to convey social meaning examining how people use language in various social circumstances might yield useful information, and a wealth of knowledge on the way language works, as well as the languages themselves. The way people signal features of their social relationships in a society through their language, they express their social identity (Holmes, 2013:1).

While sociolinguistics, according to Nyoman Ayu (2017: 63), is the study of language use among or among speech groups. One of the components of communication is speech. In other words, people can communicate their ideas through speaking. In a classroom, teachers communicate their ideas through speaking. The issue is that students do not genuinely comprehend the significance of the teacher's words as a result of this, the interaction between the two becomes more complex. The relationship between the teacher and the pupil is strained. The exchange of information that takes place in a lot of structures in the course. As a result, learning how to communicate effectively is critical in order to understand what role speech plays in people's daily lives. Especially in an English classroom, the teacher's speech is important.

Speech function is one aspect of sociolinguistics. The speech function addresses the social role of speech. This indicates that each utterance serves a different purpose. There are numerous approaches to categorize speech functions, according to Holmes (2013: 275), they are expressive, directive, referential, metalinguistic, poetic, and phatic. The speech that humans generate serves a variety of purposes.

In their regular activities, everyone makes speech. For instance, consider the teacher's discourse in the classroom. Different functions are served by the teacher's words during class activities. In the classroom, the job of the teacher's speech is not only to deliver messages and information, but also to order, ask, direct, inform, and so on.

One aspect of communication is speech. In other words, humans can communicate their thoughts through speaking. Teachers communicate their thoughts in class by talking. The issue is that pupils, both novice and experienced teachers, do not fully understand the meaning of the teacher's words. Because of this, the interaction between the teacher and the student is disrupted. In the classroom, there is a lack of established communication. As a result, it is critical to understand what speech functions people perform in daily activities, particularly the teacher's speech in English class.

This research focuses on the speaking teacher's speech function in an English class. The author considers which types of speech functions of teachers in English classroom interactions are important to analyze in order to discover how speech functions are used in student and teacher interactions in the classroom and to demonstrate which types of speech functions are most dominant between novice and experienced teachers in English classes. The goal of this study is to examine the speech function employed by the teacher in the English class at SMA Pancasila Bengkulu. Researchers do initial observations made during the teaching and learning process in the English class to see how the teacher performs the function of speaking in the classroom and how students respond to the teacher in the teaching and learning process.

## **LITERATURE REVIEW**

### **Definition of speech function**

Speech is the spoken and written expression of one's thoughts. It can be used for a variety of purposes. In a speech, the speaker first considers the topic and then constructs the speech from the utterances. Speech can assist people in a variety of social activities such as asking for and offering information, experience, and knowledge. Someone with high communication skills will have a pleasant life since speech allows them to gain more value and capacity in themselves. Thus, in sociolinguistics, the term "functions of speech" refers to the study of a number of language functions, such as speech functions. (Eka wilyani. Et all., 2018: 64)

One aspect of sociolinguistics is speech function. Speech function explains the social aim of communication. It implies that speech has various functions. There are numerous different types of language functions, according to Holmes (2013:275). They're expressive, directional, referential, metalinguistic, poetic, and phatic, among other things. People make speech for a variety of reasons. (M. Saibani, 2020:144)

### **Classifications of Speech Function**

According from (Eka Wilyani, 2018:65-66) There are several approaches to categorize the function of speech, one of which has been beneficial in sociolinguistic research. The following are the six basic speech functions:

#### **a. Expressive Function**

The sentences used by people to communicate personal feelings, thoughts, ideas, and opinions utilizing a variety of words and intonation are known as expressive function. To have a good social relationship with others, people must share their own particular sentiments and views. Expressive utterances, according to Holmes (2013: 275), express the speaker's feelings. As a result, the function's goal is to express the speaker's feelings.

#### **b. Directive Function**

The goal of directives is to get individuals to do things. The strength of the forces varies. We can try to persuade someone to sit down by proposing or encouraging them to do so, or by commanding or ordering them to do so. Ni nyoman, (2017) said the directive function is the follow function illocutionary speech aims to ask the opponent say do something to produce an effect on the action taken by the speaker. The directive speech act is speech act intended by the speaker, so that the speech partner takes appropriate action what is said in his speech. Directive speech acts are also known as impositive speech function. Which includes In this type of speech act, among others, ask, invite, compel, suggest, urge, order, demand, order, urge, beg, challenge, give on cue.

c. Referential Function

In a speech, it is the statement that is used to communicate information to others. It will be precisely three o'clock with the third stroke, for example. It is accomplished through several forms of speech. The purpose of the referential function is to transfer information from the speaker to the listener through various types of speech. When you utilize language to convey information or facts, this is the most obvious use of language.

d. Metalinguistics Function

The metalinguistic function, according to Jakobson (1980: 86), When the addresser and the recipient want to double-check that they're using the same code, this option is accessible. The objective of this function is to make the code more accessible to the receiver. Don't follow you, what do you mean? as an example, is a question asked by the addresser in anticipation of an inquiry.

e. Poetic Function

People rarely employ this kind since it concentrates on the aesthetic aspects of language. Poetic utterances, according to Holmes (2013: 275), Concentrate on linguistic aesthetics. It is mentioned in a poem, a memorable motto, and a rhyme. It emphasizes on linguistic aesthetics and employs poetry devices such as rhyming words, alliteration, and antithesis. Peter Piper, for example, selected a peck of pickled peppers, a poetry, a catchy phrase, and a rhyme.

f. Phatic Function

Phatic utterances, according to Holmes (2013: 275), communicate sympathy and empathy with others. From a sociolinguistics standpoint, the phatic function is equally essential. Instead of conveying a referential message, phatic communication conveys an emotive or social message. One of the discoveries provided by sociolinguistics is that language is utilized to represent information about social relationships as well as to transmit referential information.

## Teachers' Talks in EFL Classroom

a. Teachers' Talks

A teacher's job requires a lot of talking. For the teacher, the classroom is primarily a performance environment. Teachers' speeches serve as a vehicle for

transferring material to students while they are learning. Talking is essential for engaging any kids in their learning. It has the potential to change relationships in the classroom. In the classroom, the instructor serves as a knowledge transmitter as well as a vital source of information for the students. Teachers' talks is one of the most important forms of understandable target language information that students are likely to receive in a foreign language classroom setting. Talk is always multipurpose, offering ideas or expressing a point of view while also communicating information about the speakers' relationship. In some manner, it also expresses the speaker's sense of who they are as a person, whether through the expression of feelings and emotions, the value position they take, or the range of languages people utilize (Llamas et al. 2007: 157).

b. EFL Classroom

A classroom is a space where classes are held, typically at a school or college, according to Collins English Dictionary. In a school, an English classroom is a place where pupils learn English. According to Urban Dictionary, an English class is a class that teaches students about the English language. English is a very essential, vital, and, most importantly, enjoyable class during the early years. However, by middle school, English class has become a redundant lesson in which pupils are repeatedly taught the same topics (basic grammar and punctuation, paragraph organization, and so on). With high school, the fun and useful lesson has been replaced by an asinine course that places way too much focus on over analysis and essay writing (where the teacher frequently encourages the pupils to write a five-page essay that could be completed in that time), and considerably less emphasis on creativity.

c. Novice and Experience Teachers' Talks

1. Novice Teachers'

A novice teacher is defined as a who teaches something for the first time time (Farrell, 2012). Beginner teachers have various backgrounds, motivations, experiences, and level of preparation in experience their early teaching (Sezer, 2017). A novice teacher, according to Kim and Roth (2011), is one who has less than five years of teaching experience. A trained teacher who has completed pre-service training but has fewer than five years of classroom experience is referred to as a novice teacher (akmak, 2013). In this study, novice teachers were defined as those who had less than five years of teaching experience.

Ariff, Mansor, & Yusof, (2016) noted that rookie instructors confront problems in the teaching profession in schools that require them to play a more progressive role to build professionalism. They must seek out opportunities to express themselves and take the lead in promoting the teaching profession. Beginner and intermediate teachers are in the process of transitioning. They are expected to perform and achieve as much as they possibly can, but they lack the necessary instructional abilities (Michel, 2013). Veenman is the next Veenman in Michel (2013) I believe that new instructors are frequently given difficult assignments and receive little official support and coaching. This topic has become a challenge

for new teachers. This is a novice teacher's state, and it frequently affects the teaching method utilized by novice teachers. Beginner teachers go through a difficult transition complicated from teacher education institutions to life in the actual classroom (Senom, Razak, & Sharatol, 2013). Beginner teachers experience various difficulties in learning. In a study conducted by Ozturk & Yildirim (2013), novice teachers stated that classroom management was the most challenging part. Toprakci in Sezer (2017) explain the novice teachers entering the class with high expectations for themselves and for their students but they often face different challenges.

## 2. Experienced Teacher

Rodriguez and McKay, 2010: 2 stated that in research studies, commonly used to identify experienced teachers are have teaching experience in the span of more than 5 years. However, Bivona in his research found that experienced teachers teaching is a teacher who has more than 10 years of teaching experience and have positive traits in teaching than teachers who lack experienced or novice teacher. Based on the findings of the experts, it is established that a teacher's tenure is the duration of time spent teaching, which then separates the teacher into experienced teachers, specifically instructors with a minimum of 10 years of service, by focusing on positive teaching qualities.

Social competence is very necessary a teacher to act in the workplace. Snoek (2010) highlights three components that increase teacher professionalism: abilities, attitudes, and knowledge. Knowledge attributes include subject knowledge, learning process knowledge, and teaching knowledge (including the latest with results relevant from educational research), public knowledge and knowledge and organizational policies in the field of education. Attributes in skills consist of the ability to communicate and educational issues with audiences who more broadly, doing research in practice schools, translating research results for learning innovation in the classroom. Attitude attribute dedication dedication to student learning, committed to the profession and the group profession, contribute to the group profession, commitment to originality of work then publish it, focus on and teaching innovation.

## RESEARCH METHOD

### Research Design

The design of this research is qualitative research. According to Higgs, ET. Al, qualitative research is a study in which data in the form of written or spoken words is descriptively analyzed. It can be argued that qualitative research analysis focuses on understanding rather than calculating the results of the data collected. Observation, recording, and documenting are used in qualitative research in the same way they are in traditional methods. Furthermore, According to Creswell, qualitative research is more concerned with the process than the final

output. This study focused on the sorts of speech functions utilized in classroom interactions, It was also focused with the classroom teaching and learning process.

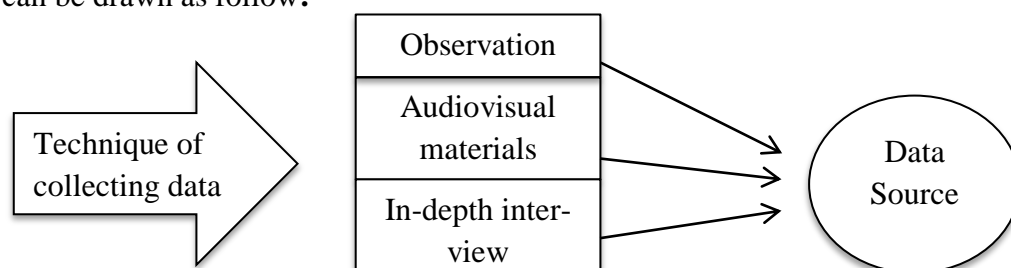
This research uses descriptive qualitative was adopted and a qualitative technique will be applied in this investigation. Qualitative research, according to Creswell (2009:22), is a tool for examining and comprehending the meaning that a group of people or individuals consider to be a social or human problem. Understanding how a theory operates in various circumstances for which data is obtained in the form of words rather than statistics is the goal of qualitative research.

### Techniques of Data Collection and Instrument

According to Sugiyono (2013: 306), the researcher functions as a human instrument in qualitative research, deciding on the research topic, selecting the informant as a data source, collecting data, evaluating the data, analyzing the data, and making conclusions at the end of the study. While Djamal (2015: 15) claims that qualitative researchers do not require paper and pencil, as quantitative researchers do, because qualitative researchers collect data using themselves as an instrument. The researcher is the primary tool for assessing the data in this study. The research will be carried out through observation, interviews, and the collection of audiovisual materials by the researcher.

According to Ritchie and Lewis (2003), the data gathering technique is critical to the research. In qualitative research, it could be done by participant observation, in-depth interviews, and documentation. Furthermore, Creswell believes that participant in the environment, direct observation, in-depth interview, and document examination are the most common methods used by researchers to obtain information. According to the foregoing statement, the researcher used two methods to collect data. In the academic year 2021/2022, the researcher believes that it is the most effective technique to collect data about the speech function that is used of novice versus experienced teachers' talks in SMA Pancasila.

Usually a researcher combines many techniques to collect the data. Each technique has strength and weakness. Combining techniques of collecting data is aimed to fix the weakness of technique. In this research, the researcher uses triangulation technique in collecting the data. Triangulation technique means collecting the data by combining three techniques. They are observation, interview and audiovisual materials. Triangulation technique from sugiyono, 2007 can be drawn as follow:



**Figure 1. Triangulation technique of collecting data**

Based on the picture above, we can conclude that techniques used by the researcher are observation, interview, and audiovisual materials for the same data source. The techniques are as follows:

a. Observation

Observation is the first way of data collection. Observation is an open and direct method of acquiring information at the research location by observing people and places (Creswell, 2012: 213). Observation is a method of gathering information via the use of visuals. There are two kind of observation. In this study, there are observations from both participants and non-participants, researchers used non-participants observation researchers observe the learning process. learn to do in the EFL class of SMA Pancasila. Researchers pay attention what is happening or the situation in class regarding speech function? used by both novice and experienced English teachers.

a. Audiovisual materials

The second method of data collection was audiovisual material. Audiovisual materials, according to Creswell (2012: 224), are images or sounds that researchers collect to better understand the fundamental phenomenon under investigation. Photographs, videotapes, digital images, paintings and pictures, as well as discreet measures, can all be used. In this study, the data is gathered through filming and photographing an incident that occurred in a classroom. The researcher will gain additional information using this strategy, particularly about the speech function employed by English teachers.

b. In-depth interview

In this researcher to be able to obtain information, must conduct interviews as an instrument. Interviews are activities carried out to obtain information obtained from data sources which are carried out face-to-face by conducting interviews and questions and answers. Interviews have two types of interviews, namely open interviews and closed interviews. In-depth interviews are interviews conducted to provide researchers with more understanding of how participants can understand a situation or phenomenon than they get through observation alone. Therefore, the interview is the researcher taking and getting more in-depth information from the participants and the results of this interview cannot be done by observation. Open interviews are interviews conducted by conducting a design to be able to obtain a lot of information and get broad answers.

In this procedure, the researcher will interview the teacher face-to-face to obtain information about what types of speech functions the teacher uses when teaching in class. Interview is an activity carried out to obtain data by conducting interviews between two people by conducting conversations and asking questions to obtain data. a conversation carried out by two people where one person is the person conducting the interview and the other person is the source of the interview to obtain information or data to obtain certain goals.



Interview is a method used to obtain information through verbal communication between researchers and participants. in conducting survey design interviews and in exploratory and descriptive studies which are often used in interviews. In conducting interviews, there are 2 approaches that are taken, namely an unstructured approach where participants are allowed to answer interviews which they answer freely, and a structured approach, namely that participants must be limited because they must be in accordance with what was developed.

c. Documentation

Documentation is a collection of written materials that can be used to process qualitative data. This technique, according to John W Creswell (2007), can also collect data such as transcripts, observation data, interviews, and so on. As a result, this study's documentation data is in the form of photographs.

## FINDINGS AND DISSCUSION

### Findings

In this section, the researcher presents the findings of types of speech function of teacher talk in the EFL classroom which are taken from data transcription as guidance to discuss data investigating. The findings are taken from the transcription of two teachers who have been observed. The researcher will present data findings of each English teacher.

a. Novice Teacher I

**Table 1. The Use of Speech Function of Teacher I (Novice)**

Type of Speech Function	Amount of Utterances	Percentage (%)
<b>Expressive</b>	4	11,43
<b>Directive</b>	12	34,28
<b>Referential</b>	13	37,15
<b>Metalinguistic</b>	0	0
<b>Poetic</b>	1	2,85
<b>Phatic</b>	5	14,29
<b>Total</b>	<b>35</b>	<b>100</b>

The first teacher who has been observed by the researcher is miss Putri Dwi Gustiana S. Pd. The researcher took data in her classroom by doing observation and recording. The researcher takes the data and categorizes it into types of speech function. The researcher also gives code to the data to make it easy in analyzing the data. Because there are many utterances which have same structure and function, the researcher categorizes in a same code. The research gives code for each type of speech function. To the expressive function, the researcher gives code (A), (B) for directive, (C) for referential, (D) for metalinguistic, (C) for poetic, and (F) for phatic.

The researcher finds 35 utterances that will be presented in the table above. From 35 utterances, the researcher classifies into six types of speech function. They are expressive, directive, referential, metalinguistic, poetic, and phatic. The table above is about utterances and percentage of teacher 1

**b. Experienced Teacher II**

**Table 1I. The Use of Speech Function of Teacher II (Experienced)**

Type of Speech Function	Amount of Utterances	Percentage (%)
<b>Expressive</b>	5	11,11
<b>Directive</b>	14	31,11
<b>Referential</b>	15	33,33
<b>Metalinguistic</b>	1	2,22
<b>Poetic</b>	3	6,67
<b>Phatic</b>	7	15,56
<b>Total</b>	<b>45</b>	<b>100</b>

The researcher observes the other English teacher of SMA Pancasila Bengkulu. The second teacher is sir Joni Pasman, S. Pd. Similar to the first teacher, the researcher conducts observation and recording to get data that focus on the teacher talk. The followings are the data that taken from data transcription. The researcher categorizes the data based on the type of speech function and also gives code to the data. Because there are many utterances which have same structure and function, the researcher categorizes in a same code. The research gives code for each type of speech function. To the expressive function, the researcher gives code (A), (B) for directive, (C) for referential, (D) for metalinguistic, (C) for poetic, and (F) for phatic.

The researcher finds 45 utterances of the teacher III. The utterances are classified based on the type of function. The amount of utterances and the percentage of each function are presented in the table above.

**c. Speech function of novice versus experienced teachers' talks**

**Table III. The Use of Speech Function of novice versus experienced teachers' talks SMA Pancasila Bengkulu**

Type of Speech Function	Amount of Utterances		Total	Percentage (%)
	Teacher I	Teacher II		
Expressive	4	5	9	<b>11,25</b>
Directive	12	14	26	<b>32,5</b>
Referential	13	15	28	<b>35</b>
Metalinguistic	0	1	1	<b>1,25</b>
Poetic	1	3	4	<b>5</b>
Phatic	5	7	12	<b>15</b>
<b>Total</b>	<b>35</b>	<b>45</b>	<b>80</b>	<b>100%</b>

To know the percentage of the type speech function of all English teachers of SMA Pancasila Bengkulu, the researcher joins the total utterances of each types of speech function from two teachers of EFL classroom. After all utterances of all teachers are joined, the researcher counts the percentage of each function in the table above.

## Discussion

After classifying and analyzing the speech of two teachers from SMA Pancasila Bengkulu, the researcher found the most dominant type of speech function used by the English teacher at SMA Pancasila Bengkulu. It presents each of the different types of teacher speech functions. The most dominant type of speech function used by teacher I (Novice) is referential function. The percentage is 37.15% with the total utterances being 13 out of 35 utterances. Different from teacher II pronounces 45 words. Teacher II (Experienced) uses reference as the most dominant type of speech function. The utterances that express the referential function are 15 utterances out of 45 utterances. The percentage of this function is 33.33%. After joining the greeting of the English teachers at SMA Pancasila Bengkulu, researchers found the most dominant type of speech function used by English teachers at SMA Pancasila. As stated in table 3 the most dominant is referential, a function with a percentage of 35%. The total utterances of the referential function are 28 out of 80 utterances. The conclusion is that the most dominant type of speech function used by the English teacher at SMA Pancasila Bengkulu is the referential function.

To make easy in understanding the reason of each teacher, the researcher will describe the reason of each teacher as follow.

### a. Expressive function

There are different reasons of using expressing function in the classroom. The teacher I has a reason of using this type. It is to express feeling. He uses this function to express love, sad, happiness, and so on while the reason of teacher II is to express speaker feelings so very spirited and happy of teacher and students.

### b. Directive function

Teacher I has a reason of using directive function in the classroom. He said that teacher the function especially in task. While the reason of teacher II he uses directive function is to the function in use sentence hopefully.

As stated in the previous chapter that referential function provides information. It becomes a reason of teacher I uses this function. Referential function as stated in the previous chapter that referential function provides information. It becomes a reason of teacher I uses this Function. In use if a teacher must be so provider to students while the reason of teacher II is in use to sentence the explain or information to students.

### c. Metalinguistic function

The first teacher did not use the metalinguistic function in this analysis while the reason teacher II is using about the language component.

d. Poetic function

The teacher I also said that poetic utterance is to raise students' encourage whereas the reason of teacher II is to tease or insinuate the students. Teacher II uses English poetic utterance to tease the students which is more polite than use Indonesian words.

e. Phatic function

The teacher I has reason of using this function to express or show care while the teacher II uses phatic function is to greet the students.

## CONCLUSION

Regarding with the objectives of the research, the researcher would like to present the conclusion of this research as follow:

### 1. The Types of Speech Function Used by Novice Versus Experienced Teachers' Talks In EFL Classroom

After conducting observation in SMA Pancasila Bengkulu, the researcher got data to be analyzed. The data are utterances of three English teachers of SMA Pancasila Bengkulu. The researcher categorizes, classifies, presents, and analyses the utterances of each teacher. From the two teachers, the researcher concludes that all teachers use all type of speech function in their classroom although in different amount and percentage. The teacher I uses all of types of speech function in various amount and percentage. The researcher finds 35 utterances of teacher I which classifies into six types. They are expressive, directive, referential, metalinguistic, poetic, and phatic. The expressive function of teacher I is 4 utterances which is the percentage 11,43%. The utterances pronounced when teacher appreciates the students such as saying good, right, etc. Different from the expressive function, the directive function of teacher I is 12 utterances which is the percentage is 34,28%. The example of this function is "Please you write down!".

The teacher I uses declarative and imperative form in order to make students to do his instructions. This function pronounced to make interaction between teacher and students in the classroom. The next function is referential function which is there are 13 utterances with the percentage is 37,15%. Not only make interaction with the students, but also the teacher gives many information including materials of lesson. The other function is metalinguistic is not used in this analysis. The teacher explains some terms of linguistic such as explains words into another language. The fifth function is poetic function. There is only one utterance which belongs to this function. The percentage is 2,85%. The last type of speech function is phatic which pronounced to keep communication between speaker and listener such as greeting and leave taking. The total amount utterances of this function is 5 utterances with percentage is 14,28%.

Similar to the teacher I, teacher II also uses all types of speech function. However, the amount and percentage is different. Total utterances of teacher II is 45. The

teacher II has 5 utterances of expressive function which is the percentage is 11,12%. Similar to the first teacher, the utterances pronounced when the teacher gives feedback to the students answer. Such as saying good when the answer is right. While the directive function of teacher II is 14 utterances with percentage is 31,11%. Giving question and commanding students belong to this function. It is made to make interaction in the classroom. Different to the previous function, the referential function of teacher II is 15 utterances with percentage is 33,33%. The next type is metalinguistic which total utterances and percentage is 1 and 2,22%. The teacher pronounces this function in order to make students really understand about what teacher says. The teacher explains some difficult words and terms in linguistic. The percentage of poetic function is 6,67% with total utterances are 3. The last type is phatic function which is the percentage is 15,56% with total utterances are 7.

The conclusion is all English teachers of SMA Pancasila Bengkulu use all type of speech function in their classroom though the amount and percentage are different.

## **2. The Most Dominant Type of Speech Function Used by the Teachers**

After classifying the data into some types of speech function, the researcher counts the total utterances in percentage form to find out the percentage of each type of speech function. The percentage of each type is different from each teacher that has been describes in the previous chapter. Based on the table which stated in the previous chapter, it can be concluded that referential function is the most frequently used. The teacher I pronounces 13 (37,15%) of 35 utterances of referential function. While the teacher II pronounces 15 (33,33%) of 45 utterances. After joining the data of all teachers, the researcher finds the most dominant type of speech function used by English teachers of SMA Pancasila Bengkulu. She finds 138 of 265 utterances which express referential function. The percentage of the most dominant type is 35%. It can be concluded that the most dominant type of speech function used by all English teachers of SMA Pancasila Bengkulu is referential function.

## **3. The reason why the teachers use speech function differently in the English classroom**

The researcher conducts interview to answer this statement. By using interview, the researcher gets data the reason of the teachers use speech function differently in the classroom. As stated in the previous chapter, the researcher categorizes the reason of each teacher in a table.

There are different reasons of using each type of speech function. The reasons of using expressive function are to express feeling and give compliment. Directive function is to make interaction, to command, to request, and to give instruction and procedure. The referential function is to give information, to train for observing the phenomena and to give information especially in learning language. Metalinguistic function is to explain and learn vocabulary, element of language and difficult words. Poetic function is to motivate and tease students. While phatic function is to greet the students, express care and refresh the students mind.

There are also different reasons why the teachers use type of speech function differently in the classroom as described in the previous chapter. From the explanation in the previous chapter, the researcher concludes that the reason why the teacher use speech function differently is because each type has different function, so they use it depends on the condition and situation. They use certain type in certain condition, they do not give information only, but they sometime express their feelings, giving instruction, explaining something, motivating, and also expressing their solidarity to the students.

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