**SPEECH FUNCTIONS USED BY THE ELEVENTH GRADE STUDENTS**

**IN ENGLISH CLASS OF SMA WIDYA KUTOARJO**

**IN THE ACADEMIC YEAR OF 2012/2013**

By: Istiqomah

english department, faculty of teacher training and educational sciences, muhammadiyah university of purworejo, central java, 54111, istyvanda.sevenruh@yahoo.co.id

**Abstract**

The aims of this research are to describe the types of speech functions used by the eleventh grade students in English class of SMA Widya Kutoarjo in the academic year of 2012/2013, to find out the most dominant type of the eleventh grade students’ speech function in English class of SMA Widya Kutoarjo in the academic year of 2012/2013, and to describe the reasons of the use of the most dominant type of speech functions used by the eleventh grade students of SMA Widya Kutoarjo in the academic year of 2012/2013. Here, the researcher used qualitative analysis. The instrument that is used here is called check-list observation. There are 29 utterances pronounced by the students which are identified by the researcher from 23 students. These utterances are classified into six types, namely: expressive, directive, referential, metalinguistic, poetic, and phatic function. The phatic function is the most dominant type of speech functions used by the students. The researcher conclude that the possible cause of the use of the most dominant type of students’ speech functions is because the students often uses phatic function in daily communication, so that they are familiar with it. However, they tend not to use poetic function because this function is considered to be difficult to use.

Key Words: Speech Functions, English class.

**INTRODUCTION**

Language is one of the medium of communication that is used by people in a society. By using language, we can share our ideas and exchange everything that goes in our mind so that we can know what other people want and what we want to other people. In the present time, no one can deny that English is necessary in every field. People use it in various field of life such as education, economy, e-commerce, and medical. Recalling the importance of English, the Indonesian government has recommended it as a compulsory subject for junior high school up to university level.

Speaking belongs to one of the skills that need to be mastered in learning a language. In learning speaking, it’s a must to have an interaction. There must be at least two participants in interaction, the speaker and the hearer. When communication happens between two people, there is a message that is conveyed. The message form belongs to the factor in the speech situation along with the speaker, the hearer, contact, the linguistic code, the setting, and the topic. Those factors are the situation element to which the activity is oriented. With each of those factors, we can associate different functions of speech. Corder (1993: 44) states that clearly, the social acts have to do with the acts of exercising rights and powers are related to the directive function of language. Similarly, the referential of language is largely carried on by means of those acts which adopt a point of view with regard to some state of affairs real or hypothetical.

The problems of the study in this thesis are what types of speech functions used by the eleventh grade students in English class of SMA Widya Kutoarjo in the academic year of 2012/2013 are, what the most dominant type of speech functions used by the eleventh grade students’ in English class of SMA Widya Kutoarjo in the academic year of 2012/2013 is, and what the reasons of the use of the most dominant type of speech functions used by the eleventh grade students in English class of SMA Widya Kutoarjo in the academic year of 2012/2013 are.

This study will describe the types of speech functions used by the eleventh grade students in English class of SMA Widya Kutoarjo in the academic year of 2012/2013, the most dominant type of the eleventh grade students’ speech function in English class of SMA Widya Kutoarjo in the academic year of 2012/2013, and the reasons of the use of the most dominant type of speech function used by the eleventh grade students of SMA Widya Kutoarjo in the academic year of 2012/2013.

**RESEARCH METHOD**

Here, the researcher applies descriptive qualitative research. It is named as qualitative research because the researcher uses the students’ speech as the data. This research belongs to observation method; the instrument that is used here is called check-list. In addition, in this research, the researcher also uses document as a method of collecting data. The document that the researcher uses is video. In collecting the data, the research conducted an observation at English class of the eleventh grade students of SMA Widya Kutoarjo on May 3, 2013 and on May 10, 2013. In analyzing the data, firstly the data were classified into the functions of speech. Then the speeches used by the eleventh grade students of SMA Widya Kutoarjo were examined by describing the content and the context of expressions. After being examined, they were differentiated based on the types of speech functions.

**RESEARCH FINDINGS AND DISCUSSION**

The result of this research show that there are six types of students’ speech function, namely expressive, directive, referential, metalinguistic, poetic, and phatic function. The phatic function is the most dominant type of speech functions used by the students. There are 29 utterances pronounced by the students which are identified by the researcher from 23 students. The summary of each speech function is shown in the table below.

Table 1. The Percentage of Each Speech Function Type

|  |  |  |  |
| --- | --- | --- | --- |
| No | Type of The Speech Functions | Total Number of The Speech Functions | Percentage |
| 1. | Expressive | 3 | 10% |
| 2. | Directive | 6 | 20% |
| 3. | Referential | 7 | 23.3% |
| 4. | Metalinguistic | 3 | 10% |
| 5. | Poetic | - | 0% |
| 6. | Phatic | 11 | 36.6% |
| Total | | | 100% |

From the table above, we can see that the percentage of expressive function is 10 %, directive function is 20 %, referential function is 23.3 %, metalingustic function is 10 %, poetic function is 0 %, and phatic function is 36.6 %. Based on the computation above, it can be concluded that the most dominant type of speech functions used by the students is phatic function. The students tend to use phatic function because this function is often used by the students in daily communication, so that they are familiar with it. In fact, the students haven’t been able to use poetic function because this function is considered to be difficult to use.

**CONCLUSION AND SUGGESTION**

The researcher takes some conclusions to answer the formulation of the problem of this research. First, the researcher classified the students’ speech into six types, namely: expressive function, directive function, referential function, metalinguistic function, poetic function, and phatic function. Second, the phatic function is the most dominant type of speech functions used by the students. Third, the possible cause of the use of the most dominant type of students’ speech functions is because the students often uses phatic function in daily communication, so that they are familiar with it. In addition, they tend not to use poetic function in English class because this function is considered to be difficult to use.

Based on the conclusion mentioned above, it is suggested that mastering language function is considered to be very important because if we don't know about language function, the sentences that we talk to other people will not complete. In addition, for the English teachers, they are suggested not to teach the students about language. They should teach the students about the use of the language. For future researcher, hopefully, the result of the study can be used as a reference to conduct further research focusing on speech function.

**BIBLIOGRAPHY**

Adel, Annelie. 1993. *Metadiscourse in L1 and L2 English*. Amsterdam: John Benjamins Publishing Company.

Allwright, Dick and Bailey, Katheleen, M. 1991*. Focus on the Language Classroom*. New York: Cambridge University Press.

Arikunto, Suharsimi. 2002. *Prosedur Penelitian.* Jakarta: Rineka Cipta.

Corder, Stephen P. 1993. *Introducing Applied Linguistics*. London: Penguin.

David, Wray and Kumpulainen, Kristiina . 2004 *. Classroom Interaction and Social Learning*. London: Routledge Falmer.

Djajasudarma, Fatimah. 2010. *Metode Linguistik*. Bandung: Refika Aditama.

Eisenmann, Beth Herbel et.al. 2012. *Equity in Discourse for Mathematics Education*. New York: Springer.

Eka Ningtyas, Vany. 2012. *Speech Function Analysis in Alice in Wonderland Movie Script*. Kudus: Muria Kudus University. Published S1 Thesis Writing.

Green, Anthony. 2012. *English Profile Studies: Language Function Revisited*. Cambridge: Cambridge University Press.

Holmes, Janet. 2001. *An Introduction to Sociolinguistics*. Harlow: Pearson Education Limited.

Jain, Preeven and Patel, M.F. 2008. *English Language Teaching*. Jaipur: Sunrise Publishers & Distributors.

Mukalel, Josep. 2004. *Creative Approaches to Classroom Teaching.* New Delhi: Discovery Publishing House.

Sugiyono. 2008. *Metode Penelitian Kuantitatif dan Kualitatif dengan R & D*. Bandung: Alfabeta.

Suryawati, Pretty. 2002. *A Study of Speech Function on Chatting Found in ‘The Joy Luck Club’*. Jakarta: Kristen Petra University. Published S1 Thesis Writing.