

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

THESIS



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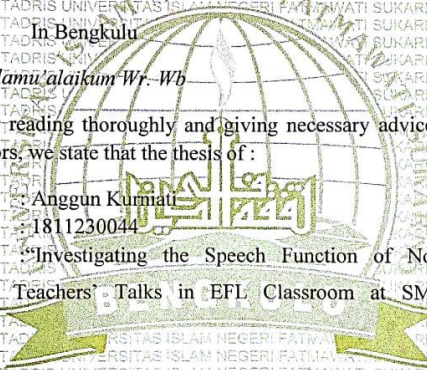
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ABSTRACT

Anggun Kurniati, 2022. *Investigating the Speech Function of Novice Versus Experienced Teachers' Talks in EFL Classroom at SMA Pancasila Bengkulu*. Thesis. English Education Study Program, Department of Language Education Faculty of Tarbiyah and Tadris of UIN Fatmawati Sukarno Bengkulu

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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, Teacher's Talks, EFL Classroom*

ABSTRAK

Anggun Kurniati, 2022. *Investigating the Speech Function of Novice Versus Experienced Teachers' Talks in EFL Classroom at SMA Pancasila Bengkulu*. Thesis. English Education Study Program, Department of Language Education Faculty of Tarbiyah and Tadris of UIN Fatmawati Sukarno Bengkulu

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Penelitian ini membahas guru berbicara di kelas EFL di SMA Pancasila Bengkulu. Hal ini bertujuan untuk mendeskripsikan tipe-tipe fungsi bicara yang digunakan oleh guru bahasa Inggris di kelas EFL SMA Pancasila Bengkulu, untuk mengetahui tipe yang paling dominan digunakan oleh guru bahasa Inggris di kelas EFL di SMA Pancasila Bengkulu, dan untuk mendeskripsikan alasan mengapa guru bahasa Inggris menggunakan bahasa Inggris dengan fungsi bicara yang berbeda di kelas EFL. Penelitian tesis ini dilakukan dengan menggunakan deskriptif kualitatif. Peneliti menggunakan teknik pengumpulan data triangulasi yaitu observasi, materi audiovisual, dan wawancara mendalam. Transkripsi data diklasifikasikan menjadi enam tipe dasar fungsi bicara. Ada ekspresif, direktif, referensial,

metalinguistik, puitis, dan fatis. Peneliti mengamati dua orang guru bahasa Inggris di SMA Pancasila Bengkulu. Dari dua guru yang diamati, peneliti menemukan total ucapan dan persentase yang berbeda. Total tuturan kedua guru tersebut adalah 80 tuturan yang diklasifikasikan ke dalam enam jenis fungsi tutur. Jenis yang paling dominan digunakan oleh semua guru adalah fungsi referensial. Ada 28 ujaran dari 80 ujaran (35%) yang tergolong fungsi referensial. Mengapa mereka menggunakan fungsi wicara secara berbeda adalah karena setiap jenis fungsi wicara memiliki fungsi yang berbeda yang harus disesuaikan dengan kondisi dan situasi yang berbeda di dalam kelas.

Kata kunci: *Fungsi Bicara, Pembicaraan Guru, EFL Classroom*

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CHAPTER I

INTRODUCTION

A. Background of the Study

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.

There are various languages spoken throughout the world, but English has emerged as the universal language learned by all countries. English is used as a global language in a variety of dialects, and it is also the official language of the United Nations. The language is being pushed towards an international standard. However, English facilitates communication with people from all around the world. It is critical that we learn a language. Language is required to communicate in a society, as we all know. Language can be used to facilitate social contact and communicate ideas or messages. Because it is used to communicate, language has a connection to society with the help of others. It is vital to understand how to use language in society in order to be successful. We can communicate effectively if we utilize appropriate terminology. Learning sociolinguistics is one of the strategies to gain a better understanding of language use

in society. The study of the link between language and society is known as sociolinguistics. (Canadia & Bustam, 2021)

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 et al., 2013)

While sociolinguistics, according to (Apriastuti, 2017), 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 et al., 2013), 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.

B. Identification of the problems

Based on the background above the researcher concludes that identification of the problem are :

1. Teachers and students do not know the types of speech functions of the teacher's talks in EFL classroom

2. The students do not fully comprehend the material presented by the teacher in class
3. The teaching structure of novice teachers and experienced teachers to students in the classroom

C. Limitation of the Study

The study focuses on the speech function employed by English teachers in English EFL classroom SMA Pancasila Bengkulu. The researcher in this study restricts the debate to "The speech function of novice versus experienced teachers' talks in English classrooms of SMA Pancasila Bengkulu." Furthermore, the researcher is interested in learning what types of speech functions English teachers at SMA Pancasila Bengkulu utilized in their classrooms, as well as what the most dominant type of speech function.

The purpose of this study is to determine the role of teacher discussion in an English classroom. As we all know, people's speech serves a variety of purposes. There are sometimes multiple functions in a single speech. As a result,

learning how to speak is essential for us as humans who use language to communication.

D. Research Questions

1. What are the types of speech function used by novice versus experienced teachers in EFL classroom of SMA Pancasila Bengkulu?
2. What is the most dominant speech function used by novice versus experienced teachers in EFL classroom of SMA Pancasila Bengkulu?
3. Why do English teachers use speech function differently in EFL classroom of SMA Pancasila Bengkulu?

E. Research Objectives

This study goal was to provide little more than a description to English academics and others who needed it. The aims of this study are found in the context of the study and the presentation of the problems:

1. To describe the types of speech function used by novice versus experienced teachers in EFL classroom of SMA Pancasila Bengkulu
2. To find out the most dominant type of speech function used by novice versus experienced teachers in EFL classroom of SMA Pancasila Bengkulu
3. To describe why the English teachers use speech function differently in EFL classroom of SMA Pancasila Bengkulu

F. Significances of the Study

1. To the educators:

The findings of this study can be used by teachers, particularly English teachers, to incorporate speech functions into their classroom activities. Furthermore, it can provide more information to teachers about speech function and help them understand what forms of speech function they typically employ in their classroom activities.

2. To the students

Students should be able to notice and comprehend the role of their teacher's speech in their classroom activities after studying about speech function.

3. To upcoming researchers:

The findings of this study can be utilized as a guide for futurescholars.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English Speech Function for English Teachers' of Senior High School

a. 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. (Wilany et al., 2018)

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 et al., 2013). They're expressive, directional, referential, metalinguistic, poetic, and phatic, among other things. People make speech for a variety of reasons. (Saibani et al., 2020)

In a speech function network, Eggins and Slade (1997: 192) in (Sulistiyowati, 2011) outline the speech functions and their subclasses. The opening speech function and the sustaining speech function are the two speech functions. Attending and instigating are the two types of opening speech functions. Sustaining speech functions are divided into two categories: continuing

speech and responsive speech. Reacting speech functions include responding and retort.

Thoughts and feelings are expressed through speech acts. When giving an acting speech, a person may or may not say exactly what they mean. Speakers frequently imply far more than what they say. A person's meaning differs from what he said, and he frequently contradicts himself (Thomas, 1995). As a result of the distinction between intent and speech in a speech event, several sorts of acts occur. (Apriastuti, 2017)

The phrase "speech functions" refers to the study of various utterances and their function in speech. Studying the functions of speech is vital since it will aid in creating positive human interactions in everyday life. People must grasp the syntax and meaning of each utterance by the addresser in order for the speech's message to the addressee to be perfectly expressed.

Speech functions can be found not only in everyday life, but also in literary works such as novels. In any occasion in a novel, there would be a pair of speech functions displayed in a single dialogue between the characters. Speech function very useful for students' learning sustainability in the class, when the teacher teaches with the correct speech function.

b. Classifications of Speech Function

According from Holmes in (Wilany et al., 2018) 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:

1. 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), express the speaker's feelings. As a result, the function's goal is to express the speaker's feelings.

Example:

I'm feeling great today

I really love this job

I'm extremely bored of this.

The happiness, hardship, joy, antagonism, pleasure, or sadness can all be expressed through the expressive speaking act.

Example:

I'm really sorry

Congratulations!

I'm happy to hear that

That's interesting

2. 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.

(Apriastuti, 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.

Directive functions, according to (Legère et al., 1994) are utterances that aim to persuade someone to do something. It was all about persuading others to do things. In general, there are a variety of ways to express commands. When we try to convince others to do something politely, we can employ orders and instructions, which are speaking acts commonly expressed as imperatives, interrogatives, or declaratives. Example:

Sit down

You sit down

Could you sit down?

Sit down will you?

Won't you sit down?

I want you to sit down

I'd like you to sit down

You'd be more comfortable sitting down

However, but this is dependent on intonation, tone of voice, and context. A quiet "sit down" could be significantly more kind than a thunderous "I want you all to sit down right now."

A speaker's decision on the appropriate command form is influenced by a number of social factors. They are the participants' social distance, their relative rank, and the formality of the situation. People that are close buddies or intimate employ more imperatives. Superiors tend to utilize imperative to subordinates when there are apparent and acknowledged position inequalities. For example, teachers frequently utilize imperatives with their students.

Example:

Open your book at page 32!

Shut the door!

Stop talking please!

Clean up the blackboard!

Keep silent please!

Because of their high prestige among students, teachers are able to employ very clear statements of their meaning. Teachers, on the other hand, Because the rights and obligations in a role relationship such as teacher-pupil are so evident, can employ least specific phrases and be confident that they would be interpreted correctly as orders.

Example:

Blackboard! (Clean the blackboard!)

Bus people! (Those who get the school bus should now leave)

I hear talking. (Stop talking)

3. 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. It is focused on the context (the most important function in a message such as " at 100 degrees, water boils").

According to (Holmes, 2013) utterances serve as a source of information. Example:

At the third stroke it will be three o'clock
precisely

The sky is cloudy

We will have an English final exam next week

All teachers are in the meeting now

The sun rises in the east and sets in the west

4. Metalinguistics Function

The metalinguistic function, according to Jakobson (1980: 86) in (Annelie, 2006) 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.

Metalinguistic function, according to (Holmes et al., 2013) is characterized as utterances that comment on language itself. It's used to explain things like grammatical words or even the language itself. This type of statement focuses on the language's code. This type of concept ensures that the audience comprehends the meaning of the speaker's words. In scientific debates, metalinguistic utterances can be detected.

Example:

Hegemony is not a common word

There are two kinds of noun, countable and uncountable noun

5. Poetic Function

People rarely employ this kind since it concentrates on the aesthetic aspects of language. Poetic utterances, according to

(Holmes et al., 2013) 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.

Example:

Peter piper picked a peck of picked peppers

Beat about the bush

The fancy apple drank a small Snapple

A baby lion as a cub, that likes the tub

6. Phatic Function

Phatic utterances, according to (Holmes et al., 2013) 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.

Example: Hi, How are you?

Lovely day isn't it!

Good morning

See you

Based on the theories discussed above, the researcher finds that the English speech function for senior high school English instructors in this study is an action or performance by teachers such as asking, commanding, and answering in order to satisfy

the speakers' and listeners' intentions. In which has several indicators, namely:

- a. The types of speech function
- b. The material is comprehended by the students

2. 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 (Llomas, 2007)

Teacher talk, as defined by (Cullen, 2002) is a kind of language used by teachers when they are teaching. Teachers typically simplify their speech in order to communicate with students, giving it many of the characteristics of foreigner talk and other simplified forms of communication addressed to language learners. Teacher speak, as described by Sinclair et al. Teachers' talks is the language used in the classroom to offer directions, explain activities, and confirm students' knowledge. Teacher discourse is frequently regarded as

one of the most important determinants of classroom teaching success or failure (Rezaee & Farahian, 2012) This suggests that the amount of teacher discussion in a classroom can decide whether or not the instruction in that classroom was successful. Depending on what he is teaching, In a variety of situations, a teacher can use teacher talk to ask questions or offer information.

According to (Rajent et al, 2009) teacher discourse is the major mode of classroom instruction, while pupils are supposed to listen, respond, and ask questions. The different sorts of written language used in the classroom, ranging from chalkboard writing to library books and other resources are also significant. Because language is so important to teaching and learning, it is strictly monitored in the classroom`. Teachers are the primary speakers in the classroom, and teacher talk is almost always the primary language register used. Teachers are

supposed to be communicative as the medium via which students receive materials.

Because of the intricacy of teacher conduct, experts have not consistently agreed on the time duration that is appropriate for both novice and experienced teachers. (Rodriguez and McKay, 2010:2) in (Mahmoudi & Özkan, 2015) defines beginner teacher novice teacher as a person who has less than 2 years of teaching experience, while an experienced teacher who is an expert is defined as a teacher who have been teaching for many years, can motivate students and keep their attention, understand how to effectively manage class choices, and change directions in the middle of a course to take advantage of unforeseen chances to improve student learning.

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.

The English language is classified as a foreign language in Indonesia. In most EFL classrooms, both

professors and students as nonnative speakers must communicate mostly in English throughout the teaching and learning process in order to assist students in learning the target language. Although engaging students in an English as a foreign language (EFL) classroom can be difficult due to a range of psychosocial and linguistic factors, it is possible (Dornyei, 1998; 2010a), most English teachers will agree to the importance of motivation in the teaching/learning process in (Bahous et al., 2011)

c. Novice and Experience Teachers' Talks

1. Novice Teachers'

A novice teacher is defined as a who teaches something for the first time time. Beginner teachers have various backgrounds, motivations, experiences, and level of preparation in experience their early teaching (Farrell, 2012) A novice teacher, according to (Anindya et al., 2020) 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. In this study, novice teachers were defined as those who had less than five years of teaching experience.

Ariff, Mansor, & Yusof, (2016) in (Muthmainnah & Marsigit, 2018) 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. Novice teachers go through a difficult transition complicated from teacher education institutions to life in the actual classroom (Senom, Razak, 2013). Novice teachers experience various difficulties in learning and novice teachers stated that classroom management was the most challenging part. (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

(Janks, 2010) 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 et al.,

2011) 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.

The learning process and consequences of the participants' education are greatly affected by the teacher's ability, as well as by the schools, patterns, structure, and content of the curriculum. Teacher competence is the ability or teacher's ability to manage learning as knowledge, skills, and basic values that are reflected in the habits of thinking and acting. Competence possessed by every teacher will show real teacher quality. This means that teachers are required to be able to create and use a positive attitude in activities learning.

3. Characteristics of novice and experienced teacher teaching

Teaching style is a way or the form of a teacher's appearance in instilling, guiding, changing or developing abilities, student behavior and personality in achieving learning process

goals. Thus, the teacher's teaching style is an important factor in determining the success of the learning process student. The choice of teaching style is one in terms of the teacher's general view of the goal education (Muthmainnah & Marsigit, 2018) In this study, teaching styles are divided into six categories, namely exposition, discussion, practice, practical work, investigation, and inclusion

1. Exposition Style

In the exposition style the teacher provides facts and descriptions of most of the learning, ask questions that need short answers, and direct responses from students (Baker and Knights, 2014). Teacher with exposition teaching style cares about students by providing both positive and negative feedback. Teachers also set learning goals, expectations,

rules of behavior for students and provide standards that students must learn (Grasha, 2010). Teachers with exposition teaching styles have good preparation as teachers, are accredited, and teach according to the applicable curriculum (Mohanna, Chambers & Wall, 2007). It can be concluded that the Exposition style is a style teach by conveying direct learning to students, provide detailed knowledge, and have high standards for students. Teacher activities in exposition teaching style is to prepare all the needs of students and ensure students are well prepared. While student activities are following teacher-generated guidelines, taking into account, and responding to teacher questions.

2. Discussion Style

Baker & Knights (2014) stated that discussion can help students express opinions, elaborate knowledge, and articulate student difficulties. In the discussion process there is a need for the teacher to monitor the discussion and the need for students to work together and help other students who are experience difficulty. Discussion style have the characteristics of social interaction, reciprocity, receive and give direct feedback based on the teacher's criteria, develop students' independence in acting, student initiative and responsibility (Mosston & Ashworth 2010). The teacher's role is to make material decisions, criteria, logistics decisions and provide feedback to observers (Grasha, 2010).

3. Practice Style

Mosston & Ashworth (2010) sue students for use knowledge independently in solving problems given by the teacher. Students have to do a lot of practice questions in class, especially for students who have difficulty (Baker & Knights, 2014). Teacher with style teaching practice always teaches clear facts, by speaking directly, concentrate on special skills, and prefer not to get involved with multiprofessional teaching and learning (Mohanna, et al, 2007).

4. Practical Work Style

Baker & Knights (2014) describes one of the aspects of practical work is the provision and equipment use. It means equipment are available and used. The equipment referred to here is props. Tool the display should be

available and students feel free to use it. Even the teacher also create a supportive environment learning activities (Mohanna, et al, 2007). It can be concluded that practical work style is a teaching style that emphasizes aspects of practical work with the help of materials and equipment. The activities carried out by the teacher provide a variety of skills to students through learning media. Student activity is to hone skills through practical work.

5. Investigation

The investigation style of teaching encourages students to explore their unique abilities then they can freely apply in a wide variety of situations (Baker & Knights, 2014). Mosston & Ashworth (2011) distinguish this teaching style into four styles teach. First,

guided discovery style in which the teacher has designed questions that directing students to predetermined answers. Second, convergent discovery style In this teaching style the teacher only gives one main question, then students are involved in reasoning, questioning and logic sequentially to find the answer. Third, divergent discovery style where in one question/situation, students are tasked to find a variety of responses, designs or solutions in a particular cognitive domain. Fourth, the Learner Designed Individual Program (I.P.) students are required to find structure autonomous problem solving in this method.

Experienced teachers have a tendency using practical work teaching style. Practical work teaching style demands student to learn

by using the media as well as props. The experience that experienced teachers have while teaching makes experienced teachers know the most appropriate media and teaching aids that can be used to support the self-learning process. Experienced teachers are also able to make props to make it easier for students to learn. When compared to novice teachers, only a few novice teachers use practical work teaching style. Beginner teachers tend to use practice and inclusion teaching styles. Teaching style practice is more likely to solve student problems quickly and precisely. Student will dwell a lot on the problem and its solution. If you look closely, the teaching style this is easier to do. The teacher gives a lot of practice questions then supervises and corrected it. Inclusion teaching

style what the teacher does has an ultimate goal that is students are able to solve problems. The purpose of the inclusion teaching style carried out this novice teacher has similarities with the purpose of the practice teaching style is problem solving. So it can be concluded that novice teachers are still oriented towards students' problem solving abilities.

Another finding from this study is that teachers beginners don't use teaching style investigation in their learning. Investigation teaching style does require a lot of skill to do it. Less experience teaching beginner teachers could be one of the reasons for not using the investigation teaching style. Both beginner and experienced teachers does not favor the exposition teaching style. The teacher views

that learning must be more than just conveying facts but It also demands the active role of students. Opposite with this opinion, novice teachers and it turns out that professional teachers are also rare using the investigative teaching style. Investigation teaching style is still considered too difficult to do. This is because limited learning time with lots of material to learn.

Based on the description, the researcher can concludes that teachers' talks in EFL classroom in this research context is a type of language and interactive tool used by teachers during the teaching process with the aim of making it easier for students to understand.

In which it has some indicators, namely:

(a). Responsive students in the classroom

(b). Novice and experienced teacher teaching

structure

B. Previous Study

The researcher taken review of related literature by previous reserchers that give an inspiration to complete this research. They are :

1. (Saibani et al., 2020): *Using Speech Function on EFL Classroomm*

According to the researcher to this journal, the referential function was the most common type of speech function utilized by English teachers in SMP A. Wahid Hasyim. The teacher used this function to explain subject to students as well as to provide and receive information from them. There were a total of 26 referential function utterances from the teacher. Teachers rarely used the metalinguistic function in the classroom since it used to comment on language.

When the English teacher conveys her sentiments or asks the students to did something, she used speech functions in the classroom. Also, when the instructor

provides an explanation, information, or a query to the students, or when the teacher inquires about the meaning of particular terms, or when the teacher expresses sympathy and empathy to the students by inquiring about their condition. Because the poetic function was centered on aesthetic characteristics of language, the teacher was not employ it.

Regarding the subject of this study, which is the speech function employed by English teachers, the researcher proposes to other researchers who are interested in continuing this research that there are still many varieties of speech function that the researcher has not discovered. The data for the analysis can be accessed in a variety of places, including Twitter accounts that use English as the primary language, English newspapers, English magazines, and other sources.

The similarity of this research is that the latest research is speech function in class and used a qualitative descriptive research design. The difference was study takes the data in class but uses the EFL method, while the latest research takes it from English teacher instruction in the classroom.

2. Yuliana, 2019: *THE ANALYSIS OF SPEECH FUNCTION USED BY ENGLISH TEACHERS AT SMAN 5 KENDARI*

Researchers led and assisted this study in order to find the answers to research questions about the types of speech functions used by English teachers at SMAN 5 Kendari. Referential functions, emotive/expressive functions, conative/directive functions, phatic functions, and metalinguistic functions were discovered in the utterances of English teachers in this study. There are five types of speech function accuracy in the English teachers'

speech: referential functions, emotive/expressive functions, conative/directive functions, phatic functions, and metalinguistic functions, each of which has accuracy based on its function, and there are two utterances that are inappropriately used in speech functions. There are two types of functions: imperative and directive.

A qualitative research design used in this study. Documentation and observation are two methods for gathering the data. To evaluate the data, the researcher used descriptive analysis. According to the conclusions of this study, there are five different types of speech functions, all of which are taught appropriately by English teachers.

3. (Atmaja et al., 2021): *SPEECH FUNCTION ANALYSIS USED IN THE UNITED NATIONS SPEECH VIDEO ABOUT YOUTH AND SELF-*

*ACCEPTANCE DELIVERED BY KIM NAMJOON
OF BTS*

The purpose of this study was to examine the speech function analysis used in Kim Namjoon's UN video speech about youth and self-acceptance. The data was analyzed using Halliday's four fundamental speech functions (1994). This work employs a descriptive qualitative research design, with data collected in the form of videos and well-transcribed transcripts from the official UNICEF YouTube channel. Primary and secondary data are used to obtain information. Primary data was gathered from UNICEFs' official YouTube channel, while secondary data was gathered from various sources such as e-books, essays, and journals on the subject. Observing speech, reading transcripts, identifying and classifying speech functions, and finally interpreting extensive data analysis were used to examine the

data. With a total of 47 utterances, the first finding revealed that statements were the most common speech function type.

The second result shows that the speech functions' purpose was to describe himself with statements that allow the audience to relate to what he's talking about; to deliver a positive message with a command to encourage people all over the world to speak up no matter who they are; to give everyone the opportunity to find their voice so that people all over the world can hear their story; and to ask the audience some good questions. This paper can be utilized as an alternate study, especially for the speech function, to help students better understand how the speech function works, particularly in the context of K-pop superstars' speeches.

4. (Wilany et al., 2018): *Speech Function Used in A little Princess of Frances Hodgson Burnett Novel*

According to the findings published in this journal, There were just five speech function terms in fifty Crewe utterances: expressive, directive, referential, phatic, and commissive. The expressive function of twenty utterances is the most prominent form of speech function used by Sara Crewe, according to the results of data analysis. Understanding the various speech functions and how they are used is believed to be beneficial. Establish excellent interpersonal communication and relationships. People must be comprehend the meaning in order to understand the speakers' aim and respond appropriately. It could be also used as an analysis in sociolinguistic learning for students' EFL so that it can be implemented in speech or statements. Finally, this research is expected to enrich research in the field of linguistics, especially the term speech function.

5. (Fathonah & Mulatsih, 2018): *Speech Functions Used by Speakers in Allison L. Randall's Short Story "End of the Line"*

Qualitative research methodologies were used in this study. Data that cannot be represented numerically is collected and analyzed using qualitative research method. Descriptive research is used to describe settings and events in a literal sense. According to the findings of this study, all the characters produces ten different types of speech functions (Liza, Frank, Noah Crawford, Postmaster, Zedekiah Smith and Caleb). Eleven statements, eight orders, five offers, seven questions, two confessions, three contradictions, two acceptances, two rejections, two answers, and two rebuttals are among the eleven statements, eight orders, five offers, and seven questions. Because she asked the bank robbers to free her from incarceration, Lizas' 'command' generated

the highest voice function. He delivers the highest speech function, 'question,' because he was the main character. He is a chatty individual who is eager to learn everything there is to know. Because Liza's captor, Zedekiah Smith, was a bank robber who has returned to free her, the highest function of speech he produced was a statement.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is qualitative research. According to (Higgs et al., 2019) 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 (Annelie, 2006) 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.

Qualitative research, according to (Creswell, 2012), has the following characteristics:

- a. Looking into a problem and learning everything there is to know about a specific phenomena.
- b. Having the literature review play only a minor role in the justification of the problem.
- c. State the goal and study questions in a wide and comprehensive manner to avoid jeopardizing the participants' experience.
- d. Gathering data from a small number of people based on their words in order to obtain the participants' perspectives.

- e. Analyze the data for descriptions and themes using text analysis, and evaluate the findings' larger significance.
- f. Creating a report that incorporates the researchers' subjective reflectivity

According to this study, the researcher employed the descriptive method. The descriptive technique (Boog, 2005) describes various ways to build or classify, analyze, and interpret data in order to solve the actual problem. Baden and Major, who believe that the descriptive approach attempts to explain and understand the subject of study as is and that the research does not control or modify variables, support the argument in the meantime. So, the study is not referred to be an experiment. While the primary objective of descriptive research is to correctly describe the fact and characteristics of the object or subject under study. The researcher concluded that the technique is appropriate for this study since it explains how the method-related operation genuinely works.

Finally, this approach is used as a guidance to conduct the research from the beginning until the end of process.

The methodologies used in this study are descriptive qualitative research approaches. The purpose of descriptive research is to describe facts about the current state and situation. The information that would be discussed in this study would be concentrated on the classroom discussions that the English teacher has. The researcher wishes to examine how different speech functions are used in English classrooms, including the most prevalent speech function and the sorts of speech functions that are used.

B. Subject of the Research

The subjects of this study were SMA Pancasila Bengkulu as respondents, this study took ten grade students and EFL teachers at SMA Pancasila Bengkulu. The reason the researcher chose this Bengkulu Pancasila High School as the respondent was because the background of the novice teacher and experienced teacher was thorough, with 3 years of

teaching novice teachers while the experienced teacher for 13 years taught in high school, because English is very important to support education in the future, so the researcher examines the function of the teacher's speech in the teaching and learning process in the classroom. Therefore, researchers made the schools as objects of research.

C. Techniques of Data Collection and Instrument

According to (Sugiyono, 2013) 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) 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.

Typically, a researcher uses a variety of approaches to get the data. Each method has advantages and disadvantages. Combining data collection methods aims to address a

technique's flaw. The triangulation technique is employed by the researcher in this study to get the data. The term "triangulation technique" refers to the process of gathering data by fusing three methods. They consist of audiovisual, observational, and interview materials. Triangulation technique from Sugiyono, 2007 in (Bachri, 2010) can be drawn as follow:

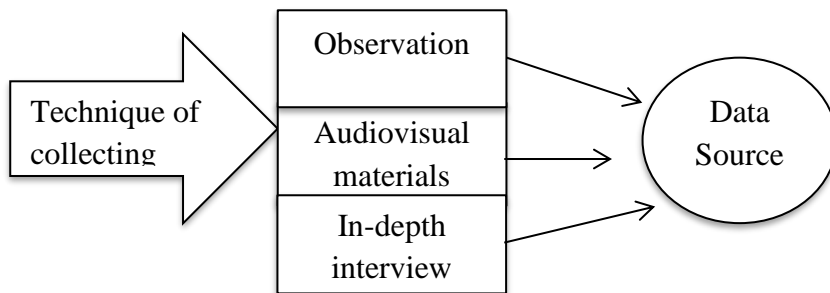


Figure 1. Triangulation technique of collecting data

Based on the picture above, we can infer that the researcher employed video materials, interviews, and observation 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) 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.

b. Audiovisual materials

The second method of data collection was audiovisual material. Audiovisual materials, according to (Creswell, 2012), 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.

c. In-depth interview

Interviews must be conducted as a tool for the researcher in order to get information. By conducting interviews and asking and answering questions, interviews are activities used to collect data from face-to-face data sources. Open and closed interviews are the two different forms of interviews. In-depth interviews are done to give researchers a deeper insight of participants' perspectives on a topic or phenomenon than they would receive through simple observation. The results of this

interview cannot be obtained by observation since the interview is the researcher taking and gathering more detailed information from the participants. Open interviews are ones that are set up in a way that allows for the collection of a lot of data and the obtaining of general responses.

In this procedure, the researcher would interview the teacher face-to-face to obtain information about what types of speech functions the teacher uses when teaching in class. A two-person interview is a process used to gather data through conducting dialogues and questioning in order to conduct interviews. a two-person conversation in which one person is the interviewer and the other is the source of the interview in order to gather information or data for the purpose of achieving specific objectives.

Information is gathered through verbal exchanges between researchers and participants during interviews. in performing exploratory and descriptive research,

which are frequently utilized in interviews, as well as survey interviewing. There are two methods used while conducting interviews: an unstructured approach, in which participants are free to respond to questions, and a structured approach, in which participants are constrained because they must adhere to what was produced.

d. Documentation

Documentation is a collection of written materials that can be used to process qualitative data. This technique, according to (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.

D. Data Analysis Techniques

The analytic procedure began when the researcher gave the issue statement or before going out on the field, according to Baden and Major, and was followed by reporting the study findings. Nonetheless, qualitative

research focused on the investigation process rather than the outcome.

The method of data analysis used in this study was inductive. Inductive analysis is a type of analysis that starts with data facts gathered in the field and then draws conclusions, this demonstrates how the inductive approach departs from the facts that occur in the field, then the researcher analyzes the facts uncovered, poses queries and links them to theories, draws inferences from the relevant laws, and so on (Nugraha, 2014). The next stage is to classify and analyze the data after it has been collected. There will be a description and examples of which can be found in teacher talk while analyzing the data. When preparing the thesis, the researcher also conducts library research. It indicates that the researcher consults books, journals, papers, theses, and the internet for information. The following techniques are used to analyze the data:

1. First the researcher sees and reads the discussion script from a video learning that concentrates on teacher speaks.
2. The researcher then makes a list of the teacher's statements.
3. The researcher assigns codes to the teacher's utterances in order to categorize them by kind of speech function.
4. The researcher examines the classification data.
5. The researcher draws a conclusion and presents it as a percentage.
6. The researcher converts the percentage data into descriptive data.
7. The researcher describes the reason why the English teachers of SMA Pancasila Bengkulu use the most dominant type of speech function and use speech function differently in their classroom.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher provides information on the various speech patterns used by teachers in EFL classrooms in this section, using the data transcription as a guide to illustrate data analysis. The conclusions are derived from the transcribing of two observed teachers'. Each English teacher's data findings will be presented by the researcher.

1. Novice Teacher (I)

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

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

The first teacher who has been observed by the researcher is miss Putri Dwi Gustiana S. Pd. By performing observation and recording in her classroom, the researcher collected data. The data is then categorized by types of speech function by the researcher. To make data analysis simple, the researcher additionally adds code to the data. For each category of speech function, the research provides a code. The researcher assigns the codes (A), (B) for directive, (C) for referential, (D) for metalinguistic, (E) for poetic, and (F) for phatic to the expressive function.

35 utterances are discovered by the researcher, which are displayed in the table above. The researcher divides 35 utterances into six categories based on speech function. They are phatic, poetic, metalinguistic, referential, expressive, and directed. The table above details teacher I utterances and their percentage.

2. Experienced Teacher (II)

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

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

The researcher observes the other English teacher of SMA Pancasila Bengkulu. The second teacher is sir Joni Pasman, S. Pd. Similar to first teacher, the researcher observes and records in order to get information about the teachers' talks. The information

below was derived from data transcription. The data is coded and categorized by the researcher according to the different speech functions. The researcher classifies in the same code because there are numerous utterances with the same structure and function. For each category of speech function, the research provides a code. The researcher assigns the expressive codes (A), (B) for directive, (C) for referential, (D) for metalinguistic, (E) for poetic, and (F) for phatic to the expressive function.

45 of the teacher's II words are found by the researcher. The utterances are grouped according to the kind of function. The table above shows the number of utterances and the proportion of each function.

3. Speech function of novice versus experienced teachers' talks

Table III. The Use of Speech Function of teachers' I and II at SMA Pancasila

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

To know the percentage of the type speech function of two 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.

B. Discussion

In this part, the researcher will interpret the type of speech function from the data findings. That is the utterances which have been classified based on Holmes theory. The researcher takes the data from the two English teachers of SMA Pancasila Bengkulu which is each teacher has different amount of utterances they make.

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

The utterances are recognized and categorized by the researcher into various categories of speech function. They are the following: poetic function, phatic function, referential function, expressive function, directive function, and metalinguistic function.

a. Novice Teacher (I)

1) Expressive Function (A)

The expressive function has to do with emotions.

It is claimed that expressive function tends to reflect

some emotion in the addresser, which may be real or feigned (Jakobson, 1980: 82 in (Annelie, 2006) So the expressive function is the emotional feeling of the speaker that expresses the speaker's feeling. From Table 1, it can be inferred that Teacher 1 has 4 teacher talk utterances, with an 11,43 percent rate.

The utterances are:

- a) (A1) *"Good morning my students"*

The utterances belong to expressive function because it expresses the teacher's feeling, that teacher feels spirited because of the students answer.

- b) (A2) *"So that's good"*

The teacher expresses his pleasure after giving advice to students. She feels that what she gives to students is good.

- c) (A3) *"I'll asked you to discuss ya, not to gossip!"*

The teacher expresses feelings of being a little annoyed, because students talk to each other rather loudly instead of quickly doing the task that is being given.

- d) (A4) " *so, if you don't bring the book , what will you do ?* "

The sentence is used by the teacher to ask the students about the book and to show her anger . Why the researcher believes that , because her face is show as annoyance . It is directed to the students who did not bring the book that needed to discussion at the time , and then it can be seen in the question " what will you do ? "

Moving forward , from the explanation above the researcher concludes that obviously the utterance of expressive function in this research is similarity . There are utterance of (A1) and (A2) are show the happiness felling basically ,

afterward utterance of (A3) and (A4) are perform indignation feeling .

2) Directive Function (B)

Holmes (2013: 275) describes directive functions as utterances attempt to get someone to do something. It concerned with getting people to do things. Essentially, there are many of ways for expressing directives. Based on the table 1, the utterances that express directive function are 12 utterances where the percentage is 34,28%. The utterances are:

- a) (B1) *“Ok now, analyzes with your friend to find generic structures, language features, adverb of time and conjunction in this narrative texts”*

The utterance gives orders to students to analyze the task of narrative text, this form of sentence is included in the directive

- b) (B2) *“Let you do it and write it with a piece of papper”*

The statement above contains asti in the directive sentence so that students do their assignments on a piece of paper to be collected by the teacher

- c) (B3) *“ Do with your friend , But you must to write on your own book ” .*

There are each of the students discuss together with their partner . However , the teacher instructed the students to write the task on their own book , subsequently the students as listener replay *“ Yes , Miss ”* . I understand that " then to do the ordering .

- d) (B4) *“Number 1, Kiki !”*

“The next, Oliv”

“Arif, the next”

“Ya the next Pandu”

“Next, Pipin”

“Ok then Nurasih”

The utterances of B4 have similar meaning; the meaning is that the teacher asks some students to do the next exercise. As stated in previous chapter, the teacher can give very direct expression because her status is higher than the students. The teacher can use minimally explicit form such as calling the name of the student only. The utterances above belong to declarative.

- e) (B5) " *You give underline in the sentence , so when I ask you to make this you are known* "

This sentence refers to the students who commanded by teacher to give a sign in the important sentences , so that easy to remember the word . The reason is she wants all of the students to pay attention with the class .

- f) (B6) "*Find out the words you don't know in the English dictionary*"

So that students know the meaning of English sentences in narrative text, the teacher asks students to look up the meaning of English words in the dictionary.

g) (B7) "*Keep silent , please !* "

When the teacher discusses ordering the class to complete an activity from the book, it is specified that the class should stay quiet. Additionally, according to the results of this study, the teacher regularly uses this phrase to calm down the class.

h) (B8) "*Perhatikan!*" (*Pay attention please!*)

Before students collect the assignments that have been given, the teacher gives a warning about the end of time.

i) (B9) "*Ok, I think time was over ya, you can submitted your task to me*"

Based on the sentence above, the teacher directs students to collect their assignments because time

has run out and this situation is a form of command from the teacher.

- j) (B10) *“Ayo laki laki gantian!”* (This turn for the boys!)

The teacher asks the students especially for the boys to answer the question.

- k) (B11) *“Oke selanjutnya”* (Next!)

The teacher asks the students to do the next number. She uses very direct expression

- l) (B12) *“Yang belum tau tanya yang sudah maju!”* (If you do not know, please ask to your friends!)

The teacher asks the student who has not really understand to ask to their friends.

3) Referential Function (C)

Holmes (2013: 275) defines referential function as utterances provide information and claims that referential is the primary function of many messages, and therefore attentive linguistics must

take into account the auxiliary participation of other functions, such as messages. There are 13 utterances of teacher 1 that express referential function. The percentage is 37,15%. The utterances are:

a) (C1) *"Who's absent today?"*

The referential function is not only statement which provides information but also the question which provides information. The question above provides information. The information will get after the students answer. The information is about the students who absent of the day.

b) (C2) *"Romadan and?"*

The teacher asks information to the students about the other students who absent besides Romadon.

c) (C3) *"Ya, we are going to study narrative text, chapter 5 ya, di dalam narrative menceritakan"*

tentang malin kundang, tangkuban perahu, kancil dan buaya and each."

In the beginning, the teacher informs student about the material they will discuss for that day. They will study chapter 5 about narrative text and example

d) (C4) *"Do you know what we will study?"*

"Are you know?"

"What is the meaning of narrative text?"

"Have you ever hear that?"

"One type of narrative text is a legend"

The information of all utterances above is about the understanding of students about narrative text.

e) (C5) *"Narrative text is imaginative story to entertain people and the chronological in the past. tujuannya adalah menghibur orang drngan*

rangkaian peristiwa yang terhubung dengan baik”

The teacher gives information about the narrative meaning to the students. The utterances above belong to referential function because teacher uses words to indicate a fact

- f) (C6) *“There are four kind generic structure of narrative text, that is orientation, complication, resolution, and the last coda or re-orientation.”*

“Orientation the opening, when the character in the story is introduce on the paragraf “

“Complication is the problem of the story, what's the problem of the story ?”

“Resolution is when the problem hampir terselesaikan”

“And the last step coda or re orientation is advice/pesan moral from the story”

The teacher explains about the parts of the narrative text, so that students understand the material first before they start analyzing the task that will be given as an exercise.

- g) (C7) *“Action verb biasanya berkaitan dengan past tense(V2), semisal go to be went in verb 2, and love to loved ya”*

Miss Putri explained that when there is an action verb in a narrative sentence, the words are also in the past tense and the tenses used are verb 2 or the past tense.

- h) (C8) *“It is the first group”*

The teacher stated that this was to announce the first group to the rest of the class as well as the start of division discussion groups. The situation is continued by splitting the following group based on how close the seats are to one another. Additionally, the student who joined the group

gathered and participated in the conversation. Thus, the speaker's information is taken at face value.

- i) (C9) " *The type of this matter sure on the questions of test* "

In this sentence , the teacher gave the suggestion to the students . She considers the type of exercise that were discussing would show up in the examination next week . The utterance is stated after to compete all of exercise on the LKS . In directly it is useful to the students , they are able to imagine the question and then easy to choose the matter that would be learned .

- j) (C10) " *Number 2 is complication*"
"menjelaskan"

The teacher gives information about the material of each number

- k) (C11) " *No, it is not a conjunction.* "

The teacher give respond and tells the student answer that what the student answer is not correct, it is not a conjunction.

l) (C12) “*Jadi perkataan*” (*Saying*)

The teacher informs to students the word “saying” means “perkataan “not “mengatakan

m) (C13) “Only there”

The teacher informs that the answer is only there.

4) Metalinguistic Function (D)

Metalinguistic expressions are those that make comments on language itself, such as "hegemony," which is not a frequent word, according to McKay Hansberger (2009: 259). From table 1, it can be said that there is nothing to say about the metalingustics of English teacher talks for novice teacher because the heuristic function is rarely used.

5) Poetic Function (E)

According to McKay Hansberger (2009: 259), poetry is not the only verbal activity, though it does play a supporting, auxiliary role in all other verbal activities. From the table 1, it can be concluded that there are only one utterances of 35 utterances and the percentage is 2,85% English teachers' talks of teacher 1. The utterances is:

a) (E1) *"Talk more do less."*

The teacher says "Talk more do less" that refer to people who talk too much but no action.

6) Phatic Function (F)

The focus of phatic function, according to McKay Hansberger (2009: 259), is on participant contact that fosters feelings of goodwill and camaraderie or rituals like leave-taking, greetings, and comments about the family's health. The total utterances of this

function are 5 utterances of 35 utterances. The percentage is 14,29%. The utterances are:

- a) (F1) *“Assalamu’alaikum wr. wb, Good morning my students”*

The teacher expresses the solidarity and empathy to the students by saying “Assalamu’alaikum wr.wb and said good morning” so feels happy before start the study in EFL classroom.

- b) (F2) *“Aidil, Why? Alpha?”*

“What happen to Tio?”

The question above belongs to phatic function because it expresses empathy of a teacher to student by asking the condition and reason why the student did not attend to the class.

- c) (F3) *“Get ready?”*

“Finish?”

Before reading question to the students, the teacher expresses his solidarity by asking the condition of students whether they are ready to listen the question or not. The teacher also asks the students whether they have finished doing exercise or not. It shows a care of teacher to the students.

- d) (F4) *“I hope you get good grades, don’t forget to study hard ya”*

The words above are a form of the teacher's affection and encouragement to his students who want to face the end of semester exams.

- e) (F5) *“See you next week.”*

Before leaving the class, the teacher expresses solidarity and empathy to students by saying *“see you next week”*.

b. Experienced Teacher (II)

1) Expressive Function (A)

According to Holmes (2013: 275), expressive utterances express the speaker's feeling. From 45 utterances of teacher II, there are only 5 utterances that express expressive function and the percentage is 11,12%. The utterances are:

a) (A1) *"Ya, you are right"*

"Yes, that's it"

The statements fall under the category of expressive function since they convey the teacher's happiness at the student's response.

b) (A2) *"Number 2 job announcement, Good!",*
"Ya, excellent !"

The teacher's happiness and satisfaction are expressed in the utterances above, which is why he uses the word "great" to recognize the student.

It is a teacher's response to a student's answer that falls under the category of expressive function.

c) (A3) *"Okay good, right"*

"Okay, right"

"Okay, good"

The three utterances above have same code because they have same function. The teacher expresses his happiness when some students can answer or do the exercise. So the teacher feels happy and appreciates them.

d) (A4) *"Thank you"*

In order to show his gratitude and satisfaction for the pupils' attendance in class, the teacher says "thank you" before leaving the classroom.

e) (A5) *"You are the high school students ok, oh my god!"*(*kalian itu pelajar SMA sekarang ya, itu artinya*)

The utterance above expresses the feeling of teacher. The teacher feels disappointed to students.

2) Directive Function (B)

Holmes (2013: 275) describes directive functions as utterances attempt to get someone to do something. It concerned with getting people to do things. From 45 utterances, there are 14 utterances which express directive function, while the percentage is 31,11%. The directive utterances are:

b) (B1) *"Next page"*

"Next"

"Next number"

The teacher uses very direct expression in commanding students because he has higher level in social class.

c) (B2) *"Sekarang, translated the announcement text from English to Indonesia"*

The teacher gives directions to students in class to translate a text into Indonesian

- d) (B3) *"Please, listen carefully!" "berharap anak-anak memperhatikan pada saat sedang belajar"*

The teacher wants the students to pay close attention when completing teacher-provided material, hence the aforementioned statements fall within the directive role.

- e) (B4) *"What the announcement means?"*

The teacher asks questions so that students re-examine the notes they have studied before

- f) (B5) *"In the announcement we have generic structures in there, what are the generic structures in the text announcement? Ayo rija answer or another"*

The teacher asks students to mention what the structure is in the text announcement

- g) (B6) *"Ok you can get the meaning by yourself."*

The teacher asks the students to find or get the meaning of an announcement.

h) (B7) *“Okay, let’s go on!”*

The teacher asks the students to continue the learning.

i) (B8) *“Let’s discuss!”*

After finishing the exercises, the teacher invites the students to discuss the exercises together.

j) (B9) *“Please read!”*

In discussing the exercise, the teacher chooses a student to answer the exercise and he asks the students to read the question first.

k) (B10) *“Come on!”*

When some students are passive in the classroom, the teacher asks the student to answer the question.

l) (B11) *“Oke, the last, Nurul!”*

The teacher asks a student who named Panji to do the last number of question

- m) (B12) *“Dikerjakan di rumah ini ya!” (Do at your home!)*

Teacher asks the student to continue doing exercise at home.

- n) (B13) *“Ayo siapa yang mau coba? Salah tidak apa apa. Kita belajar dari kesalahan.” (Come on, who will try? Don’t worry of making mistakes.)*

The teacher asks the students to try answer the question

- o) (B14) *“Change the following sentences into English!”*

The utterance above belongs to directive in imperative form because the teacher asks the students to do something that is to change the sentences into English.

3) Referential Function (C)

Holmes (2013: 275) defines referential function as utterances provide information. The utterances of teacher II which belongs to referential function are 15 utterances of 45 utterances while the percentage 33,33%. The analyses of the utterances are as follows:

a) (C1) *"Ok, The Lesson is Finish"*

To close the lesson, the teacher gives information about the topic will they discuss for next meeting.

b) (C2) *"It has Not Completed"*

To open the lesson, the teacher gives information about the topic will they discuss for that day. When the study start learning there is still not completed in material.

c) (C3) *"Kemarin ada PR kan?" (I gave you homework yesterday, right?)*

The teacher asks information to students whether there is homework or not. The information will be gotten by the teacher after the students answer it.

- d) (C4) *“Kemarin kan ada contoh teks announcement yang mempunyai jenis-jenis yang berbeda, there are public service announcement and job announcement” (Yesterday there was an example of an announcement text that has different types, there are public service announcements and job announcements)”*

The teacher gives information and explains the examples of announcements.

- e) (C5) *“Announcements means pengumuman ya”*

The teacher gives the meaning of the announcement to the students, because they do not know the meaning of the sentence in English.

- f) (C6) *“Opening merupakan bagian pembuka dari suatu text announcements”*

The utterance is included in the referential which provides information on the opening sentence in the announcement text

- g) (C7) *“Kemudian juga ada spesialisasi. (There is specialization)”*

The teacher tells that there is specialization of language.

- h) (C8) *“Kalimat pernyataan” (Statement)*

The teacher informs if he deletes the question mark, it becomes statement not interrogative sentence.

- i) (C9) *“Kalau ditambahi when berarti yang ditanyakan kapan.” (If you add the word “when”, so it asks about time)*

The teacher informs the students that “when” is for asking a time.

- j) (C10) *“Supaya tidak lupa kita harus membiasakan.” (We have to make accustom in order to always remember it)*

The teacher gives information about how to always remember something. He says that we have to make accustom.

- k) (C11) *“No, it is a contents not opening”*

The teacher informs the students that the announcements on the whiteboard is not opening in example of announcements.

- l) (C12) *“Who can answer number 3?”*

The teacher asks the students who can answer number 3. The question belongs to referential because it provides information.

- m) (C13) *“Do you agree with him?”*

The teacher asks the students whether they agree with the answer of their friend. The information

will be gotten when the students answer the question.

n) (C14) *“So the best answer is C”*,

“Ya, it’s B”

“Number 5 is closing”

“ Ya, it’s a contens”

The utterances of C14 give information about the answer of question.

o) (C15) *“Any questions about our topic?”*

Teacher asks questions so that students know their level of understanding about the material that has been discussed

4) Metalinguistic Function (D)

According to (Legère et al., 1994), the purpose of metalinguistics is to remark on language. The utterances of teacher II which belongs to metalinguistic function are 1 of 45 utterances. The percentage is 2,22%. The utterances are

a) (D1) “ *The meaning of alap is beautiful*”

The speech above is the teacher explaining the meaning of other languages from beautiful words.

5) Poetic Function (E)

Poetic utterances, according to Holmes (2013: 275), concentrate on the esthetic aspects of language. It appears in a rhyme, a poem, and a catchy phrase. Due to its sole focus on linguistic aesthetics, this function is rarely used. The researcher finds 3 utterances of 45 utterances and the percentage is 6,67%. The utterances are:

a) (E1) “*Never judge a book by its cover.*”

The utterance above belongs to poetic function.

It has meaning that we cannot judge people by their appearance.

b) (E2) “*Clothes don’t make the gentleman.*”

The utterance above belongs to poetic function.

The meaning of the utterance is we cannot judge person because of the appearance.

c) (E3) “*Hemat pangkal kaya*”

The teacher pronounces a motto in Indonesia. It pronounced when the teacher distributes a paper to the students. He gives advice to students to always be economic.

6) Phatic Function (F)

Holmes (2013: 275) describes phatic utterances express solidarity and empathy with others. The total utterances of this function are 7 utterances of 45 utterances. The percentage is 15,56%. The utterances are:

a) (F1) ” *Thank You, See You*”. “*menutup pembelajaran*”

The teacher ends the lesson by saying "thank you" and takes a leave of absence. The

aforementioned phrase serves only to set the tone for the speaker and listener and is not intended to elicit information from the audience.

- b) (F2) *"Good Morning Everybody, How are You Today?"*. *"membuka pembelajaran"*

After greeting the students, the teacher demonstrates concern for them by inquiring about their health. This statement demonstrates the teacher's motivation and expression of empathy toward the students.

- c) (F3) *"Have you breakfast this morning?"*

Form of empathy asking whether students have had breakfast or not

- d) (F4) *"Apa masih bingung?" (Do you still confused?)*

The teacher expresses his empathy to students by asking the condition of them

- e) (F5) *"One hundred for you Ramon"*

This sentence express about compliment with happiness from the teachers to their students.

f) (F6) *“Where is Sania?”*

The teacher expresses his empathy to student by asking where she is. And teacher expresses his empathy and solidarity to his students.

g) (F7) *“Wassalamu”alaikum wr. wb”*. *“menutup pelajaran”*

The teacher expresses the solidarity and empathy to the students by saying *“Wassalamualaikum wr wb”* before leaving the class and to strengthen the value of religion.

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

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.

3. The Reason Why the Teachers Use Speech Function Differently in EFL Classroom

Table IV. The Reason Why the Teachers Use Type of Speech Function Differently in the Classroom

Type of Speech Function	Reason	
	Teacher I	Teacher II
Expressive	Used to convey sadness, criticism, love, and happiness	To convey the speaker's enthusiasm, spirit, and happiness
Directive	To make interaction	To give procedure and instruction
Referential	In use to sentence the explain or give information to students	To provide information about the learning materials that have been given
Metalinguistic		To explain about language feature and component of language.
Poetic	To tease or insinuate students	To motivate the students and to raise the students' courage
Phatic	To express care	To greet students

Based on table IV, it is clear that each teacher has different reason of why they use type speech function differently in the classroom. 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. She used to convey sadness, criticism, love, and 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 uses the directive function in the classroom for a reason. She claimed that teachers instruct students, whereas teachers II employ directive functions to provide directions and

instructions and monitor student focus in class. It is important for teacher to always give instruction to students.

c. Referential function

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.

d. 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.

e. Poetic function

Teacher I is to tease or insinuate the students and give motivate too while teacher II also said that poetic utterance is to raise students' encourage

f. 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.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

B. 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 Vesus 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 two 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 not all teachers use all type of speech function in their classroom although in different amount and percentage. The teacher I not 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 “Pay attention please !”.

The teacher I uses declarative 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%. Along with engaging in conversation with the pupils, teachers also provide a wealth of knowledge, including lesson materials. The analysis does not use the other function,

which is metalinguistic. The instructor discusses some linguistic concepts, such as how to translate words into another language. Poetic function is the fifth 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 14,29%.

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 11,11%. Similar to the first instructor, the second teacher makes similar sounds when providing feedback on the student's response. Saying "excellent" when the answer is correct is one example 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 not 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

The researcher counts all utterances in percentage form after categorizing the data into several speech function categories to determine the percentage of each 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 28 of 80 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

To address this claim, the researcher conducts interviews. The researcher gathers information about why teachers use speech function differently in the classroom through interviews. As was said in the chapter before, the researcher categorizes each teacher's reason in a table.

Every speech function is used for a different set of purposes. The purposes of employing the expressive function are to compliment and convey feelings. Interacting, commanding, requesting, and providing instructions and procedures are all considered to be directive functions. The referential function serves to inform, to prepare for seeing phenomena, and to inform, particularly in language learning. The purpose of metalinguistics is to teach and understand vocabulary,

linguistic components, and challenging terms. Students are encouraged and teased by poetry. 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. The difference between novice teachers and experienced teachers teaching using the speech function, experienced teachers are more dominant when teaching so that words are easy

to understand because of the teacher's teaching skills while the teacher teaches during the guide and also the adjustment stage of teaching in the classroom

C. Suggestions

The researcher will offer three recommendations to back up the researcher's anticipation based on the study's finding above:

1. The English teachers

In the classroom, the teachers serves as a conduit through which the students can more easily convey information, which they do through speech. Because it is the primary source of information, teacher speak plays a significant part in the learning process. Additionally, the instructor should pick the right words to use when communicating with the pupils in the classroom. In order to ensure that the learning process proceeds smoothly and that what the teacher teaches can be understood by the pupils, the teacher should also take into account what

function they must employ in specific conditions and situations.

2. The students

Because the key to a successful learning process depends on both the teacher and the students, it is important for the students to learn about speech function. Understanding is determined by how the students react to the teacher's talk.

3. The future researcher

Future researchers that decide to focus on speech function can utilize this study as a guide. Future researchers can examine the same research topic using new theories, goals, and methodologies.

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DOCUMENTATION

1.1 The English Teacher's Activities in Boarding Learning Center X IPS at SMA Pancasila



1.2 The English Teacher's Activities in EFL Classroom X IPS at SMA Pancasila



1.3 The Experienced Teacher's Activities in the Class X IPA at SMA Pancasila



1.4 The Experienced Teacher's Activities in EFL Classroom X IPA at SMA Pancasila



**1.5 Documentation with Novice Teacher's in EFL Classroom
X IPS at SMA Pancasila**



**1.6 Documentation with Experienced Teacher's in EFL
Classroom X IPA at SMA Pancasila**



**1.7 Documentation in-depth Interview with Novice Teacher's
via *whatsapp***



**1.8 Documentation in-depth Interview with Experienced
Teacher's via *whatsapp***



Types of speech function of Teacher I

No	Types of Speech Function	Data	Code
1	Expressive	Good morning my students	A1
		So that's good	A2
		I'll asked you to discuss ya, not to gossip!	A3
		So, if you don't bring the book , what will you do ?	A3
2	Directive	Ok now, analyzes with your friend to find generic structures, language features, adverb of time and conjunction in this narrative text	B1
		Let you do it and write it with a piece of papper	B2
		Do with your friend, but you must to write on your own book	B3
		“Number 1, Kiki !” “The next, Oliv” “Arif, the next” “Ya the next Pandu” “Next, Pipin” “Ok then Nurasih”	B4
		You give underline in the sentence , so when I ask you to make this you are known	B5
		Find out the words you don't know in the English dictionary	B6

		Keep silent , please !	B7
		Perhatikan! (Pay attention please!)	B8
		Ok, I think time was over ya, you can submitted your task to me	B9
		“Ayo laki laki gantian!” (This turn for the boys!)	B10
		Oke selanjutnya (Next!)	B11
		Yang belum tau tanya yang sudah maju! (If you do not know, please ask to your friends!)	B12
3	Referential	Who’s absent today?	C1
		Romadan and?	C2
		Ya, we are going to study narrative text, chapter 5 ya, di dalam narrative menceritakan tentang malin kundang, tangkuban perahu, kancil dan buaya and each.	C3
		“Do you kow what we will study?” “Are you know?” “What is the meaning of narrative text?” “Have you ever hear that?” “One type of narrative text is a legend”	C4
		Narartive text is imaginative story to entertain people and the chronological in the past. tujuannya adalah menghibur orang drngan rangkaian peristiwa yang terhubung	C5

		dengan baik	
		<p>“There are four kind generic structure of narrative text, that is orientation, complication, resolution, and the last coda or re-orientation.”</p> <p>“Orientation the opening, when the character in the story is introduce on the paragraf “</p> <p>“Complication is the problem of the story, what's the problem of the story ?”</p> <p>“Resolution is when the problem hampir terselesaikan”</p> <p>“And the last step coda or re orientation is advice/pesan moral from the story”</p>	C6
		Action verb biasanya berkaitan dengan past tense(V2), semisal go to be went in verb 2, and love to loved ya	C7
		It is the first group	C8
		The type of this matter sure on the questions of test	C9
		Number 2 is complication “Menjelaskan”	C10
		No, it is not a conjunction	C11
		Jadi perkataan (Saying)	C12
		Only there	C13
4	Metalinguistic		

5	Poetic	Talk more do less	E1
6	Phatic	Assalamu'alaikum wr. wb, Good morning my students	F1
		"Aidil, Why? Alpha?" "What happen to Tio?"	F2
		"Get ready?" "Finish?"	F3
		I hope you get good grades, don't forget to study hard ya	F4
		See you next week.	F5

Types of speech function of Teacher II

No	Types of Speech Function	Data	Code
1	Expressive	“Ya, you are right” “Yes, that’s it”	A1
		Number 2 job announcement, Good!, “Ya, excellent !”	A2
		“Okay good, right” “Okay, right” “Okay, good”	A3
		Thank you	A4
		You are the high school students ok, oh my god! (kalian itu pelajar SMA sekarang ya, itu artinya)	A5
2	Directive	“Next page” “Next” “Next number”	B1
		Sekarang, translated the announcement text from English to Indonesia	B2
		Please, listen carefully! “berharap anak-anak memperhatikan pada saat sedang belajar”	B3
		What the announcement means?	B4
		In the announcement we have generic structures in there, what are the generic structures in the text announcement? Ayo rija answer or another	B5
		Ok you can get the meaning	B76

		by yourself	
		Okay, let's go on!	B7
		Let's discuss!	B8
		Please read!	B9
		Come on!	B10
		Oke, the last, Nurul!	B11
		Dikerjakan di rumah ini ya! (Do at your home!)	B12
		Ayo siapa yang mau coba? Salah tidak apa apa. Kita belajar dari kesalahan." (Come on, who will try? Don't worry of making mistakes.)	B13
		Change the following sentences into English!	B14
3	Referential	Ok, The Lesson is Finish	C1
		It has Not Completed	C2
		Kemarin ada PR kan?(I gave you homework yesterday, right?)	C3
		Kemarin kan ada contoh teks announcement yang mempunyai jenis-jenis yang berbeda, there are public service announcement and job announcement" (Yesterday there was an example of an announcement text that has different types, there are public service announcements and job announcements)	C4
		Announcements means pengumuman ya	C5

		Opening merupakan bagian pembuka dari suatu text announcements	C6
		Kemudian juga ada spesialisasi. (There is specialization)	C7
		Kalimat pernyataan (Statement)	C8
		Kalau ditambah when berarti yang ditanyakan kapan. (If you add the word "when", so it asks about time)	C9
		Supaya tidak lupa kita harus membiasakan." (We have to make accustom in order to always remember it)	C10
		No, it is a contents not opening	C11
		Who can answer number 3?	C12
		Do you agree with him?	C13
		"So the best answer is C" "Ya, it's B" "Number 5 is closing" " Ya, it's a contents	C14
		Any questions about our topic?	C15
4	Metalinguistic	The meaning of alap is beautiful	D1
5	Poetic	Never judge a book by its	E1

		cover	
		Clothes don't make the gentleman	E2
		Hemat pangkal kaya	E3
	Phatic	Thank You, See You. "Menutup pembelajaran"	F1
		Good Morning Everybody, How are You Today. "Membuka pembelajaran"	F2
		Have you breakfast this morning?	F3
		Apa masih bingung? (Do you still confused?)	F4
		One hundred for you Ramon	F5
		Where is Sania?	F6
		Wassalamu'alaikum wr. wb. "Menutup pelajaran"	F7

Questions in Interview

1. Do you use the expressive function in your classroom?
why?
2. Do you use the directive function in your classroom?
3. Do you use the referential function in your classroom?
4. Do you use the metalinguistic function in your classroom?
5. Do you use the poetic function in your classroom?
6. Do you use the phatic function in your classroom?
7. Do you use all of them in your classroom?
8. What is the reason of using the types of speech function differently?
9. What is the most dominant function you used in your classroom?
10. What is the reason of using it?

INTERVIEW TRANSCRIPT OF TEACHER I

A : Assalamu'alaikum wr wb, langsung saja ya miss, di sini anggun meneliti tentang speech function menggunakan teori james holmes, nah dari pertanyaan pertama, miss menggunakan tidak materi speech function expressive di dalam kelas?

T1 : Tentang Speech function, saya rasa semua menggunakan ya di dalam kelas, khususnya untuk seperti expressive, directive sama phatic. Karena itu membantu murid untuk secara otomatis menstimulasi mereka berbicara di dalam kelas.

A : Apa saja contoh yang miss berikan di dalam kelas menggunakan expressive function ?

T1 : Untuk tipe ini kita memberikan pujian atau compliment ya agar siswa senang dan mau belajar di dalam kelas, semisal good job

A : Nah untuk yang ke dua yaitu directive function is the directive attempt someone to do something ya , apakah miss menggunakan dan alasannya?

T1 : Almost always ya, sangat penting ya ketika opening atau closing, in the learning too, for example open your book when I teach in the classroom

A : Selanjutnya referential, what do you mean miss?

T1 : Bisa juga di lakukan di opening class ya, atau konfirmasi tentang kondisi kelas seperti is this a sunny day ?

A : Kita ke fungsi metalinguistic, menjelaskan kata ke bahasa lain apakah miss menggunakan di dalam kelas?

T1 : Karena kelas bahasa sangat perlu ya menggunakan metalinguistic, apalagi bahasa inggris sebagai second language ya, pasti nggak semua vocabulary yang mereka paham dan seperti jenis teks seperti recount text dan lain-lain

A : Selanjutnya poetic yaitu bentuk speech katakata puitis, lebihnke aestetik features, apa kah miss menggunakan miss

T1 : Di gunakan ya Cuma tidak terlalu sering, tidak terlalu poetis seperti do your best

A1 : Dan yang terakhir phatic function, lebih mengungkapkan solidaritas atau empati kepada orang lain, apakah miss menggunakan?

T1 : Itu pasti ya khusus lagi ke opening dan closing, untuk checking my students conditions, maybe ask a questions are you ok? Like a ask my students good conditions

A : Do you use all of them in your classroom miss?

T1 : Iya menggunakan semua cuma tidak semuanya dominan atau sering di gunakan ketika mengajar

A : What is the reason of using the types of speech function differently?

T1 : Karena fungsinya berbeda beda ya jadi setiap speech function ada ciri khas tersendiri ketika mengajar di dalam kelas

A : What is the most dominant function you used in your classroom?

T1 : The most dominant more then 1 ya, they are phatic, expressive dan directive

INTERVIEW TRANSCRIPT OF TEACHER II

A : Assalamu'alaikum wr wb, langsung saja ya sir, menindak lanjuti tentang observasi kemaren tentang speech function yang saya peroleh ketika sir mengajar di dalam kelas, ada 6 tipe speech function, pertam materi expressive function sir menggunakan tidak materi speech function di dalam kelas?

T2 : Jadi masalah expressive function itu selalu menggunakan ketika melakukan proses belajar mengajar di dalam kelas, untuk mengetahui tingkat emosional ketika belajar, for example ketika melihat pakaian mereka rapi, I'm ok for this morning, I'm happy like that

A : Directive itu kan berupa arahan, kira-kira sir menggunakan tidak di dalam kelas?

T2 : Secara spontanitas hampir selalu di gunakan, tujuannya sebagai melihat konsentrasi siswa dalam mendengarkan arahan kita di dalam kelas, seperti open your book

A : Referential ini give information for your student, did you use it sir in your class?

T2 : Can you repeat more?

A : Do you use referential function in you class sir?

T2 : About the situation for that time, always give describing to the students, for example the sun rise in east, and the sunset in the west

A : The next questions metalingistic sir, did you use it?

T2 : I think when I use english I also to translate to Indonesia when teaching the students in EFL classroom

A : Did you use poetic kata-kata aesthetic in your class? Like poem, motto or rhyme

T2 : Agak jarang digunakan, hanya memberi motivasi kepada siswa like be your self

A : The last questions is phatic about solidaritas, apakah sir menggunakan?

T2 : termasuk coming and going, how are you doing, good morning, see you later for the example?

A : Do you use all of them in your classroom?

T2 : Yes I do, but ada beberapa yang sering dan jarang digunakan

A : Yang paling dominan digunakan sir?

T2 : Seperti ungkapan expressive tentang ungkapan pernyataan, directive untuk menciptakan feedback antara siswa dan guru, dan referential the last phatic, yang lebih cenderung expressive dan phatic



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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0175 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr.H Ali. Akbarjono, M.Pd 197509252001121004	P I	Anggun Kurniati 1811230044	TBI	Investigating the Speech Functions of Teacher Instructions in an English Classroom at SMA Pancasila Bengkulu (A Descriptive Qualitative Study at First Grade Students of SMA Pesantren Pancasila Kota Bengkulu in Academic Year 2021/2022
2	Feny Martina, M.Pd 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 01 Januari 2022

Dekan,



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan
Tadris Bahasa Inggris
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Anggun Kurniati
NIM : 1811230044
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **Investigating the Speech Function of Teacher Instruction in an English Classroom at SMA Pancasila Bengkulu Menjadi : Investigating the Speech Function of Novice versus Experienced Teachers' Talks In EFL Classroom of SMA Pancasila Bengkulu**


Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 14 April 2022
Disetujui oleh,

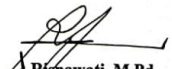
Pembimbing I


Dr. H. Akbarjono, M.Pd
NIP.197509252001121004

Pembimbing II


Feny Martina, M.Pd
NIP.198703242015032002

Diketahui oleh,
Ketua Jurusan Bahasa


Riznawati, M.Pd
NIP/197405231999032002



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PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Anggun Kurniati, NIM : 1811230044 yang berjudul "INVESTIGATING THE SPEECH FUNCTION OF NOVICE VERSUS EXPERIENCED TEACHERS' TALKS IN EFL CLASSROOM OF SMA PANCASILA BENGKULU". Telah diseminarkan oleh tim penyeminan pada:

Hari/Tanggal : Senin, 23 Mei 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminan dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 2022

Penyeminan I

Fera Zasrianita, M.Pd
NIP. 197902172009122003

Penyeminan II

Reko Serasi, M.A
NIP. 19871109201801002



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SURAT PERMOHONAN

Perihal : Permohonan Penelitian di SMA Pancasila Kota Bengkulu

Kepada Yth Kepala Sekolah SMA Pancasila Bengkulu

Dengan hormat,

Saya yang bertanda tangan dibawah ini:

Nama : Anggun Kurniati

Program Studi : Tadris Bahasa Inggris

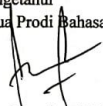
Fakultas : Tarbiyah dan Tadris

Judul : Investigating the Speech Function of Novice Versus Experienced Teachers' Talks in EFL Classroom at SMA Pancasila Bengkulu


Dengan surat ini saya memohon izin kepada Bapak Kepala Sekolah untuk melaksanakan penelitian di SMA Pancasila Bengkulu sehubungan dengan pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Bapak saya ucapkan terima kasih.

Mengetahui
Ketua Prodi Bahasa Inggris


Feny Martina, M.Pd
NIP.198703242015032002

Bengkulu, 2022
Pemohon


Anggun Kurniati
NIM. 1811230044



YAYASAN SEMARAK BENGKULU
PONDOK PESANTREN PANCASILA BENGKULU
SEKOLAH MENENGAH ATAS (SMA) PESANTREN PANCASILA
STATUS TERAKREDITASI A (SK NO.1347/BAN-SM/SK/2021)
Jalan Rinjani Jembatan Kecil Kota Bengkulu Tlp. (0736) 20262
NDS : 3026040007 NSS : 302266001031 NPSN : 10702438
E-mail : sma.pancasila89@gmail.com

SURAT KETERANGAN

No. 040/SMAP/SIS/K/22

Yang bertanda tangan di bawah ini, Kepala sekolah SMA Pesantren Pancasila kota Bengkulu, memberi kan izin penelitian kepada mahasiswa program study Bahasa Inggris Universitas Islam Negeri Fatmawati sukarno (UIN FAS) Bengkulu di bawah ini:

NAMA : Anggun Kurniati
NIM : 1811230044
JUDUL : **Investigating the Speech Function of Novice Versus Experienced Teachers' Talks in EFL Classroom at SMA Pancasila Bengkulu**

Untuk melakukan Penelitian di SMA Pesantren Pancasila Bengkulu, dalam rangka penyelesaian study di Universitas Islam Negeri Fatmawati sukarno (UIN FAS) Bengkulu.

Demikian surat keterangan ini kami Buat dengan sebenarnya, agar dapat di gunakan sebagaimana mestinya.





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Website: www.uinfasbengkulu.ac.id

Nomor : 2512 / Un.23/F.II/TL.00/05/2022

51 Mei 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMA PANCASILA Bengkulu
Di -
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*INVESTIGATING THE SPEECH FUNCTION OF NOVICE VERSUS EXPERIENCED TEACHERS' TALKS IN EFL CLASSROOM AT SMA PANCASILA BENGKULU*".

Nama : Anggun Kurnia
NIM : 1811230044
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMA PANCASILA Bengkulu
Waktu Penelitian : 2 Juni s/d 15 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.





YAYASAN SEMARAK BENGKULU
PONDOK PESANTREN PANCASILA BENGKULU
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SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 041/SMAP/SUR/K/22

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Pancasila Bengkulu, menerangkan bahwa :

Nama : Anggun Kurniati
NIM : 1811230044
Prodi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Tadris

Nama di atas telah selesai melakukan penelitian dengan judul: " **INVESTIGATING THE SPEECH FUNCTION OF NOVICE VERSUS EXPERIENCED TEACHERS' TALKS IN EFL CLASSROOM AT SMA PANCASILA BENGKULU**". Dari tanggal 02 juni s/d 15 Juli 2022

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, Juli 2022





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SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU

Nomor : 1734 /Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Anggun Kurniati
NIM : 1811230044

Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Mus Mulyadi, M.Pd	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2	Andriadi, M A	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Endang Haryanto, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :
Yth, Wakil Rektor 1





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Nomor : 125 /Un.23/F.II/PP.00.9/05/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.
1.Fera Zasrianita, M.Pd Penyeminar I)
2 Reko Serasi, M.A (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 23 Mei 2022

Tempat : Ruang Munaqasah Jurusan Pendidikan Bahasa Lantai 3 Dekan

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Rulita Hasanah (1811230103)	08.00-08.50 WIB	The Correlation Between Students' Reading Habits And Critical Thinking Skills (A Correlational Study Conducted At The Eleventh Grade Students of SMA Negeri 12 Rejang Lebong In The Academic Year of 2021/2022)
2.	Febri Aini Adalta (1811230162)	08.50-09.40 WIB	Students' Attitude And Anxiety on Listening Class (A Descriptive Quantitative Study of English Education Students' of State Islamic University Fatmawati Sukarno of Bengkulu)
3.	Anggun Kurniati (1811230044)	09.40-10.30 WIB	Investigating The Speech Function of Novice Versus Experienced Teacher's Talks In EFL Classroom At SMA Pancasila Bengkulu
4	Zetry Agustin (1811230026)	10.30-11.20 WIB	The Influence of English Subtitled Cartoon Videos In Teaching Listening Ability (A Quasi Experimental At Eight Grade of SMPN 05 Bengkulu In Academic Year 2021/2022)
5	Melu Sudarmi Putri (1811230058)	11.20-12.00 WIB	Online Learning Readiness At Tenth Grade Students Of SMAN 7 Kota Bengkulu In Academic Year 2022/2023

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, Mei 2022

Dekan,

Mulyadi





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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Anggun Kurniati Pembimbing I : Dr. H. Ali Akbar Jono, M.Pd
NIM : 1811230044 Judul Skripsi : Investigating the Speech
Jurusan : Bahasa Function of Novice vs experienced teachers
Program Studi : Bahasa Inggris talks in EFL Classroom at SMA
Pancasila Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
2.	Senin 21/03/2022	Proposal	• Variabel y : Speech Function x : Teacher talks in EFL Classroom • Indikator & sintesa	✓ ↑
3	Kamis 24/03/2022	Proposal	• Cari Fenomena di bab 1 • baru disambung- kan di identifikasi serta buat indika- tor & sintesa based on your opinion	✓ ✓
4	Selasa 19/04/2022	Proposal	• sintesa & indikator	✓
5	Rabu 13/04/2022	Proposal	• sintesa Speech Function	✓
6	Kamis 14/04/2022	Proposal	• Cara wawancara • Cara pengumpulan data	✓

Mengetahui,



Dr. H. Ali Akbar Jono, M.Pd
NIP. 197509252001121004

Bengkulu, 14 April 2022
Dr. H. Ali Akbar Jono, M.Pd
Pembimbing I

Dr. H. Ali Akbar Jono, M.Pd
NIP. 197509252001121004



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Nama Mahasiswa : Anggun Kurniati Pembimbing I/II : Feny Martina, M.Pd
NIM : 1811230044 Judul Skripsi : Investigating the
Jurusan : Bahasa Speech Function of Novice versus Experienced
Program Studi : Tadris Bahasa Inggris Teachers' Talks in EFL Classroom at SMA Pancasila
Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Rabu 09/02/2022	BAB II	- Speech function about teacher instruction - Summary in Preview Study	
2.	Jum'at 29/02/2022	chapter II	- Cari Jurnal	
3.	Rabu 07/03/2022	chapter II	- Tambah teori ^{Novice vs experienced} - Tambah matriks analysis	
4	Selasa 08/03/2022	chapter II	- Tambah teori - matriks analysis teacher - Talks - In-dept interview	
5	Jum'at 11/03/2022	chapter III		
		Ace Gempus	Ace Gempus	

Mengetahui,
Dekan



Bengkulu, 11 Maret 2022

Pembimbing I/II

Feny Martina, M.Pd
NIP. 198703242015032002



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Nama Mahasiswa : Anggun Kurniati Pembimbing I : Dr. H. Ali Akbarjono, M. Pd
NIM : 1811230044 Judul Skripsi : *investigating the speech function
OF NOVICE VERSUS EXPERIENCED
teacher's talks in EFL classroom
at SMA Pancasila Bengkulu*
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	19/07 2022	Skripsi Bab IV	1. membuat sub Judul ke 2 PROFRO teachers OF SMA PANCASILA 2. The most utterances From prof Speech function 3. COVER	<i>h</i>
2	20/07 2022	skripsi	Abstrak lampiran	
3	21/07 2022	Skripsi	<i>Abstrak dalam skripsi tidak boleh sangat panjang ada ada</i>	<i>h</i> <i>h</i>



Ace
Bengkulu, 21-07-2022
Pembimbing I

h
Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004



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Nama Mahasiswa : Anggun Kurniati
NIM : 1811230044
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II: Feny martina, M.Pd
Judul Skripsi: Investigating the speech Function
of novice versus experienced teachers'
talks in EFL classroom at SMA Pancasila
Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	14/07 2022	Konsultasi Skripsi	- Perbaiki Penyusunan Penulisan	
2	15/07 2022	SKRIPSI BAB IV	- Tambahkan teori dan contoh hasil	
3	18/07 2022	BAB IV SKRIPSI	- Jelaskan lebih detail bagian Finding & discussion	
4	19/07 2022	Bab IV	- Perbaiki discussion serta grammar	
5	20/07 2022	SKRIPSI BAB V	- Tambahkan kesimpulan - lampiran abstrak	
6	20/07 2022	BAB V	- Buat Jurnal	

Ace Murzyandi

Ace Murzyandi

Bengkulu, 20 - 07 2022

Pembimbing II

Feny Martina, M, Pd
NIP. 198703242015032002



Dr. Muslihyadi, M.Pd
NIP. 197005142000031004



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Bengkulu, 26 Juli 2022

Nomor : 5179/Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Nurlaili, M.Pd.I (Ketua)
2. Heny Priantary, M.Pd (Sekretaris)
3. Dr.Syamsul Rizal, M.Pd (Penguji Utama)
4. Zelvya Liska Afriani, M.Pd (Penguji II)

di -

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Rabu, 27 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat FIT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Lesi Meji Lestari 1811230109	08.00-08.50 WIB	The Effectiveness of Using Silent Way Method on Students' Vocabulary Achievement (Quasi -Experimental Research At The Second Grade Of SMPN 29 Bengkulu Tengah)
2	Yosi Okta Romania 1811230147	08.50-09.40 WIB	A Content Analysis on Listening Materials In English Textbook Based on 2013 Curriculum For The Tenth Grade Students At Senior High School 04 Bengkulu City
3	Anggun Kurniati 1811230044	09.40-10.30 WIB	Investigating The Speech Function of Novice Versus Experienced Teacher's Talks In EFL Classroom At SMA Pancasila Bengkulu
4	Reza Eka Saputri (1811230117)	10.30-11.20 WIB	EFL Students' Learning Behavior In Blended Learning Environment (A Qualitative Study At SMPN 29 Bengkulu Tengah)
5	Zetry Agustin (1811230026)	11.20-12.00 WIB	The Influence of English Subtitled Cartoon Videos In Teaching Listening Ability (A Quasi-Experimental At Eight Grade of SMPN 05 Bengkulu In Academic Year 2021/2022)

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Dekan,

Mulyadi





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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : *Anggun Kumiat*
 NOMOR INDIK MAHASISWA : *1611230044*
 PRODI : *TADRIS BAHASA INGGRIS*

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Pengajii
1	Selasa 9 Maret 2021	08.00- selesai	Medo Novian Putra	1711230037	The influence of Speed reading technique on reading skill at the sek N 5 Selima	<i>[Signature]</i>
2	Selasa 9 Maret 2021	08.00- selesai	Tatany Kusuma	1711230036	The Effect of GPO strategy to students writing ability in Descriptive text	<i>[Signature]</i>
3	Selasa 9 Maret 2021	08.00- selesai	Stakir Fakhri	1711230060	The English Teacher's Problems in Designing lesson plan of Islamic bonding stage of al-Quran in Islamiatum Bengkulu	<i>[Signature]</i>
4	Selasa 9 Maret 2021	08.00- selesai	Ti Ningsi Puspitas	1711230059	An-Analysis of English Students' motivation in speaking class During New Normal	<i>[Signature]</i>
5	Selasa 9 Maret 2021	08.00- selesai	Zola Fithi Ariyanala	1611230073	The used of Guided questions method to improve students' writing skill of descriptive text in the academic year 2020/2021	<i>[Signature]</i>
6						

20/2022
07
Hamza febrina

Cek turnitin Anggun_TBI

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