

**An Analysis on Speech Communities Function Used by English Teacher's Instruction
At SMPN 14 Seluma**

THESIS

**Presented as A partial Requirements for “Sarjana” Degree (S. Pd)
In English Language Education**



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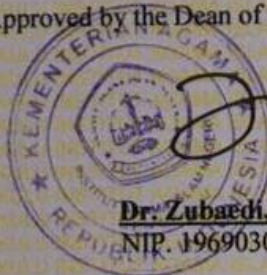
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MOTTO

Take a look at up so that we are always inspired

And look down so we are remaining grateful.

(ElawatiNovriani).

To succeed, we must first believe that we can.

(Michael Korda)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. For my beloved parents, Mr. M. Lahin, and Mrs. Desmawati, love and respect are always for them. Thank you very much for your support, pray, and patience to make my education success.
2. My beloved sister Emelia Gustia Wati. Thank you for motivate, help, and spirit during my education, and also give me support when I am feeling down.
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I hereby sincerely state that the thesis entitled “An Analysis on Speech Communities Function Used by English Teacher’s Instruction at SMPN 14 Seluma” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

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Alhamdulillah all praise be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so that the researcher able to finish Thesis entitled: “An Analysis on Speech Communities Function Used by English Teacher’s Instruction at SMPN 14 Seluma in academic years 2020/2021. Peace in upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to expresses her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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9. All of staff administration of Library IAIN Bengkulu;

Finally, the researcher realized that this research thesis was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, 2021

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ABSTRACT

Elawati Novriani. 2021. *An Analysis on Speech Communities Function Used by English Teacher's Instruction at SMPN 14 Seluma.* A Thesis of Undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies of Bengkulu. 2021.

Supervisor 1: Riswanto, Ph. D; and Supervisor 2. Detti Lismayanti, M. Hum

Based on speech communities function, the use speech function differently because each language function has a different speech community function and also has to adapt to different conditions and situations in the class. Therefore, the purpose of this study was to find out the English teacher of speech communities function at SMPN 14 Seluma, and describe to see the type most used by teaching English teachers at SMPN 14 Seluma. In this study using a qualitative approach with descriptive methods. The research subjects were three teachers with data collection techniques used were observation and interview techniques. Based on the results of research on the analysis of language community functions used by the teaching of English teachers at SMPN 14 Seluma which consists of eight language community functions, namely: expressive, directive, referential, metalinguistic, poetic, phatic, heuristic and commissive. Then, from the three teachers it was observed that finding the total speech was 39 which was classified into eight functions of the language community. The type most widely used by all teachers is the phatic function, there are 9 out of 39 speeches for the phatic function.

Key words: *Analysis, Speech Communities Function, English Teacher Instruction*

ABSTRACT

Elawati Novriani. 2021. *Analisis Fungsi Komunitas Bahasa Yang Digunakan oleh Pengajaran Guru Bahasa Inggris di SMPN 14 Seluma*. Skripsi S1. Pendidikan Bahasa Inggris. Guru Bahasa Inggris dan Pendidikan Fakultas Tarbiyah dan Tadris Lembaga Studi Islam Negeri (IAIN Bengkulu).

Pembimbing I: Riswanto, Ph. D dan Pembimbing II: Detti Lismayanti, M. Hum.

Berdasarkan dari teori fungsi komunitas bahasa, fungsi bahasa digunakan secara berbeda karena setiap fungsi bahasa memiliki fungsi komunitas biacara yang berbeda dan juga harus menyesuaikan dengan kondisi dan situasi yang berbeda dikelas. Oleh karena itu, tujuan penelitian ini adalah untuk mengetahui fungsi komunitas bahasa yang digunakan oleh pengajaran guru bahasa inggris di SMPN 14 Seluma, dan mendeskripsikan untuk melihat jenis yang paling banyak digunakan oleh pengajaran guru bahasa inggris di SMPN 14 Seluma. Dalam penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian adalah tiga orang guru dengan teknik pengumpulan data yang digunakan adalah teknik observasi dan wawancara. Berdasarkan hasil penelitian tentang analisis fungsi komunitas bahasa yang digunakan oleh pengajaran guru bahasa inggris di SMPN 14 Seluma yang terdiri dari delapan fungsi komunitas bahasa, yaitu: ekspresif, direktif, referensial, metalinguistik, puitis, phatic, heuristic dan komisif. Kemudian, dari ketiga guru yang diamati bahwa menemukan total tuturan adalah 39 yang diklasifikasikan menjadi delapan fungsi komunitas bahasa. Jenis yang paling banyak digunakan oleh semua guru adalah fungsi phatic, ada 9 tuturan dari 39 tuturan untuk fungsi phatic.

Kata Kunci: *Analisis, Fungsi Komunitas Bahasa, Pengajaran Guru Bahasa Inggris.*

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language has many functions in conversation or communication with people. It is used to express emotions, inform facts, influence people's mind, talk about language, describe, and chat. The way they to do communication is limited by the situation in various ways. Furthermore, the speech of people can be classified into speech communication function. Because, language it is relationship with sociolinguistic when a study of linguistics which language is influenced by society, although in order side socio also determines language. In addition, related to the concepts of sociolinguistics. In any social life, certain people uses an appropriate language in order to be able communicate, and their goal is to be able to express their feeling to other through language.

According to McKay S.L, language is important in communication, the facts show that people will get some problems when interacting with others. It is described about aspects in the definition of languages, which have various functions, are a way to interact with others. People generally learn the languages in order to carry out their daily activity.¹

Furthermore, it is important to know how the way communicates nicely to other people. People need to consider what the purpose of their speech before they express it. This case includes to the functions of speech communities. In addition,

¹ Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and language teaching* (Cambridge: Cambridge University Press, 2009), p. 26.

in having interaction or communication we need to consider about functions of speech.

According to Hunston,² that any there may be some of the same functions but did not have a form of a between from one to the one who else her.² However, there may be a statistical relation, for example between an interrogative sentence and the function of asking a question. There are some direct relation between the setting of a speech communities and prepositional element in the speech, but there will always be a connection between the topics of the discourse and its prepositional content, even if it is about purely imaginary thing.

In fact, an interaction between teacher and students happen in the classroom, must be interactive, effective and polite. So, classroom interaction can run well, the knowledge of the materials which explained by the teacher received by students well. By applying the functions of speech communities strategy through the teacher's instructions, the teacher will give the examples of the kinds of speech functions at the school activities that give by the teacher. It's as strategic a conflict avoidance, which can be seen in terms of the level of his efforts to put in the avoidance of conflict, situation, and establishment of comity. The avoidance is represented as a conscious effort on part of the person to be polite, functions of speech communities strategies are way to convey the speech acts as polite as possible. To achieve that, there are some strategies that can be applied in specific context used by an individual in certain society. Then, about

² Susan Hunston and David Oakey, *Introducing applied linguistics; concepts and skills* (New York: Routledge, 2010), p. 38.

speech communities function in English teacher's instruction to focus on speakers, varieties or grammars, the problem of relating a linguistics system to its speakers is not trivial.

Research on November 20th, 2019 at SMPN 14 Seluma that the spoken language of the classroom has some interesting and distinctive discourse features. If in the classroom an interaction runs well by applying the function of speech communities strategy through the teacher interactions, the teacher then gave examples of the kinds of speech functions at the school through classroom activities that gave by the teacher. But, for gave examples of the kinds speech communities function is intersecting communities, network and repertoires. But for examples of the kinds speech communities can't be used at the school because can only used as theories.

Therefore only can be used at the school for speech function used the teacher instruction in English teaching learning. There is a function of spoken language that can be practiced in the classroom. Because, language skill is important to remember that any utterance may in fact express more than one function, and any function may be expressed. Language is medium of education of the participant in learning process expected to be able to read, to write and to speak in diverse ways, in order to expand their knowledge base and thinking skill. In addition, teacher is as the model in the class and the students will imitate the way the teacher teaches them.

Based on preliminary observation conducted by research on November 20th, 2019 at SMPN 14 Seluma.³ Researcher found that in the most problem is the students did not pay attention to the teacher instruction in English teaching learning process.

Because, it is must be effective, if in the classroom an interaction runs well the function of speech communities strategy through the teacher interactions,

the teacher then gave examples of the kinds of speech communities functions at the school through classroom activities that gave by the teacher. The types of speech communities function meaning which may be found in English teachers' instruction are: Expressive, Directive, Referential, Metalinguistics, Poetic, Phatic, Heuristic, and Commisives. Basically, the important function of speech communities is the main tool to control the classroom. Additionally, this research focuses on the nature of classroom interaction an analysis of speech communities function used in teacher instructional language. Do to the background above, the research conduct a research which entitled:

An Analysis on Speech Communities Function used by English Teacher's Instruction at SMPN 14 Seluma.

B. Identification of Problem

Based on the description of the background above, the problem can be clarified that is speech communities function it's very important to know how the way communication nicely to other people. Because, people need to consider what the purpose of their speech before they express it. In addition, in having interaction or communication us need to consider about functions of speech.

³ Preliminary observation at SMPN 14 Seluma on November 20th 2019

Then, analyzed of identified about speech communities function in English teacher's instruction to focus on speakers, varieties or grammars. If classroom an interaction must be applying the function of speech communities when must be teacher instruction in English teaching learning process.

C. Limitations of Problem

This is describing the speech communities function that analysis focuses on the micro level. The researcher is intended to analyze the use of language and functions in English teacher's instruction. Therefore the range of problems would be limited by the researcher to the following study order to prevent misinterpretation of the problems of the research. The researched is analyzed the speech functions that found frequently in teacher's instruction, especially to English teachers. The utterance that interpreted concern with all of instructional language that will using by English teachers, there are include English and Indonesia. Moreover, it can be represented by other utterances that have similarity for the meaning or context. The types of speech communities functions meaning which may be found in English teachers' instruction are: expressive, directive, referential, metalinguistic, poetic, phatic, heuristic, and commissives.

D. Research Questions

Based on the background of the study, the research questions in this research are proposed as follow:

1. What is the function of the speech community used by English teachers at SMPN 14 Seluma?

2. How are the function of the speech communities used by English teachers at SMPN 14 Seluma?

E. Research Objectives

This research objective aimed to give little but description toward English academic workers and other persons who need it. Found the background of the study and statement of the problems, the objectives of this research are:

1. This research is aimed to know the speech communities used by English teacher at SMPN 14 Seluma.
2. This research to aim and understand the speech function of English teachers' instruction at SMPN 14 Seluma.

F. Significance of the Research

1. Theoretically/method

The research is expected to be new information that delivers the contribution for English academic workers of lecturers, especially for linguistic lecturers in developing the material related to sociolinguistic and other linguistic fields. Otherwise, as the useful reference for students who is doing the graduating paper preparation about sociolinguistics.

The researcher and further students are able to use this research as an additional source to widen the knowledge about sociolinguistic study, particularly in speech communities function. Moreover, the readers are allowed to recognize the definition of each type of speech communities function theory and to understand the application as well as the function.

2. Practically

The result of the study having a goal for the students of other researchers to had the knowledge about the linguistics, especially relevant with sociolinguistics. Thus, the paper can be benefits for teacher, students and everyone who use the result of research to help in their academic carrier. Furthermore they are able to understand the function of language that used within their conversation; practically hearer can analyze speaker's utterance based on the context and situation.

G. Definition of Key Terms

The title of this research is “An Analysis on Speech Communities Function Used by English Teacher's Instruction at SMPN 14 Seluma”. There are several key terms that need to be explained:

1. Speech Communities Function is a study of people life especially interaction with others, it concerns about the stuff of everyday life. It can be seen as how people talk to their family, friends, and teachers as well strangers.
2. English Teacher's Instruction is all of utterance that announced by the teacher of the class. It concerns instruction, commendation, information or declaration, and others. In addition, can be concluded that teaching people to speak and understand a foreign language.

CHAPTER II

REVIEW of LITERATURE

A. Concept of Speech Communities in Sociolinguistics

1. Definition of Sociolinguistics

McKay S.L and Hornberger N.H (2010) states that language is learned and shared by human being in the same speech community. It will explore and develop rapidly from time to time. Moreover, the studying of language from is function perspective is interested by sociologist, psychologists, and sociolinguists. Therefore sociolinguistics is the science that handled by sociolinguists.⁴

According to Wardraugh, R., and Fuller, J. M., Sociolinguistic is a study of linguistics which language is influenced by society, although in other side socio also determines language. Essentially it does not discuss about structure of language, but it focuses on how language is used in the rules of speaking way in different communities that clearly quite distinctive in a range of areas. It is the study of our everyday lives, how language works in our casual conversation and the media we are exposed to and the presence of societal norms, policies, and laws which address language.⁵

Based on the explanations above, the researcher believes that sociolinguistic is a study of linguistics which language is influenced by society,

⁴McKay and Hornberger, *Sociolinguistics and.....*, p.1.

⁵R. Wardhaugh and Fuller, J. M., *Sociolinguistics and.....*, p.1.

although in other side socio also determines language. Essentially it does not discuss about structure of language, but it focuses on how language is used in the rules of speaking way in different communities that clearly quite distinctive in a range of areas. Afterward, the role of sociolinguistic is managing a language as its functions in society.

2. Intersecting Communities

Speech community is the kind of group that sociolinguists have generally attempted to study. For purely theoretical purposes, some linguists have hypothesized the existence of an ideal speech community. Furthermore, if speech communities are defined solely by their linguistic characteristics, we must acknowledge the inherent circularity of any such definition in that language itself is a communal possession. The speech community is not defined by any marked agreement in the use of language elements, so much as by participation in a set of shared norms, these norms may be observed in overt types of evaluative behavior, and by the uniformity of abstract patterns of variation which are in variant in respect to particular levels of usage.

Furthermore, the speech varieties employed within a speech community form a system because they are related to a shared set of social norms such norms however may overlap what we must regard as clear language boundaries. For example in eastern Europe many speakers of Czech, Austrian German, and Hungarian share rules about the proper forms of greetings suitable topics for conversation and how to pursue these, but no common language.

‘Speech area’ not quite a ‘speech community’, but still a community defined in some way by speech.

3. Networks and Repertoires

R. Wardaugh, (2006) states that another way of viewing how an individual relates to other individuals in society is to ask what *networks* he or she participates. In that is, how and on what occasions does a specific individual. It is quite apparent that no two individuals are exactly alike in their linguistic capabilities, just as no two social situations are exactly alike. People are separated from one another by fine gradations of social class, regional origin, and occupation; by factors such as religion, sex, nationality, and ethnicity; by psychological differences such as particular kinds of linguistic skills, e.g. Viability or literacy, and by characteristics of personality. These are but some of the more obvious differences that affect individual variation in speech.⁶

B. Implications

1. Concept of Speech Communities Functions

Sociolinguistic is the study of language use within or among groups of speakers. Group is a difficult concept to define. Sometimes, group must have at least two members but there is really no upper limit to group membership. People can group together for one or more reasons: social, religious, political, cultural, familial, vocational, a vocational, etc. Based on the explanation above speech community is a regionally or socially defined social group the members of which share a language variety (spoken or signed)

⁶ R. Wardaugh, *An introduction to sociolinguistics* (USA: Blackwell Publishing, 2006), p. 125-129.

furthermore speech community is a group of speakers who share a language and patterns of language use. Members of the community speak more often with each other than they do with members outside the community.

A speech community comes to share a specific set of norms for language use through living and interacting together, and speech communities may therefore emerge among all groups that interact frequently and share certain norms and ideologies. In addition, online and other mediated communities, such as many internet forums, often constitute speech communities. Members of speech communities will often develop slang or jargon to serve the group's special purposes and priorities. Members of the same speech community should share linguistic norms. That is, they share understanding, values and attitudes about language varieties present in their community.⁷

2. Notion of Speech Communities Function

McKay and Hornberger mention that typical everyday interactions serve both a social and referential function which in this case establishing contact between two participants, for social function like as greetings or comments about whether.⁸ Moreover, that utterance of communicate with other people is called speech function. It due to the addresser tries to deliver something with their language, such as inviting, offending someone, or praising. For others, to find out what speakers exactly are doing with language when speaking is presented by speech function too, where on the speech

⁷ R. Wardhaugh, *An introduction to sociolinguistics* (USA: Blackwell Publishing, 2006), p. 119.

⁸ McKay and Hornberger, *Sociolinguistics and.....*, p.25.

function usually involves question and answer work. Regarding to Hunston.S and Oakey.D (2010) states that notion of speech communities function is a study of people life especially interaction with others, it concerns about the stuff of everyday life. It can be seen as how people talk to their family, friends, and teachers as well as strangers.⁹

In addition, related to the concepts of sociolinguistics, Wardhaugh.R (2006) states that sociolinguistic is study between language and society which is, in fact, very closely related. In any social life, certain people use an appropriate language in order to carry out their daily activity.¹⁰

Furthermore, sociolinguistic also concerns the various context of language. There are the subjects of addressers and addressees, the kind of social groups, the type of social distance or the participants who involve speech communities events, and so on. In addition, it has been particularly concerned about the use of language to maintain social relationships.

Therefore, the study of language that is used in a society has great importance in sociolinguistics. Besides that, the differences of language variety and group separated by certain social variables can be studied by sociolinguistic too, for instance ethnicity, religion, status, gender, education, level, age, etc, and how creation and adherence to these rules have purpose to categorize individuals in social or socioeconomic classes. The applications of language variation from place to place, and then among social classes are learned to sociolinguistics studies.

⁹Hunston and Oakey, *Introducing applied.....*, p.3.

¹⁰ R. Wardhaugh, *An introduction to sociolinguistics* (USA: Blackwell Publishing, 2006), p. 12.

However, Gee. J.P (2008) states that describe aspect within the definition of attention to the way language is played out in societies in its full range of functions. Language is not just denotation, a term which refers to the process of conveying meaning, referring to ideas, events to entities that exist outside language.¹¹

1. Types of Speech Function

According to McKay and Hansberger, there are eight categories of speech function. The following lists have proved a useful one in sociolinguistics research.¹²

a. Expressive function

Jacobson clarifies expressive function focus on the addressers, the aims of direct expression of the speakers' attitudes toward what they produce an impression of a certain emotion. Therefore, the term "emotive" has proved to be preferable to emotional.¹³ In addition, Jacobson also determines the expressive that alternatively called "emotive" or "affective" function is relates with the addressers and it is the best exemplified by interjections and other sound changes that do not alter the denotative meaning of an utterance but to do add information state, like "wow, what a view!".

The following are the form of utterances that serve expressive function:

¹¹ J. P. Gee, *Social linguistics and literacies; ideology in discourse* (New York: Routledge, 2008), p. 5.

¹² McKay and Hornberger, *Sociolinguistics and.....*, p.259.

¹³ R. Jakobson, *Verbal art, verbal sign, verbal time* (Minneapolis: University of Minnesota Press, 1985), P. 26.

“ Good morning, mom”

“ Very lovely day “

“ Thank you very much”

“ Come here again, Sometime ”

“ it is nice to have a rest in this silent place “

“ No problem, it is very nice “

All the utterances above could be categorized as expressive function, though the first usually can be put into phatic function slot. People usually express their feeling like sentence (4) when a guest is asking for permission. This expressive utterance is used to show that the host/hostess is happy with the guest and he/she wants the guest to come again next time. Sentence (6) serves both expressive and informative functions.

b. Directive functions

Hunston and Oakey assume that the social act is has establishing and maintaining contact while the act exercising right and powers are related to the directive function of language.¹⁴ Whereas directive function is explained too by him that the function of directive controls the behavior of participants, not only yet to do, to act or to speak certain idea, but also to behave in general according to some plan or system to the speaker likes. This may be done by command, request or warning or by some general admonitory statements, like people generally do or don't this or that, another mustn't do this or that by invoking the legal, moral or customary sanctions of society.

¹⁴Susan Hunston and David Oakey, *Introducing applied linguistics; concepts and skills* (New York: Routledge, 2010), p. 65.

Furthermore, McKay and Hornberger clarified that is utterance of attempts to get someone to do something, for example clear the table. Essentially, there are many ways of expressing directive orders and commands of speech act which are generally expressed in imperative form (e. g, : sit down). Polite attempts to get people to do something tend to use interrogative (could you sit down?) or declarative (I want you to sit down).¹⁵

The following are the instances of directive utterances:

“Go away! Leave me alone!”

“ Bring this bag “

“Siti, please bring this bag, “

“ Please have a seat “

“Could you sit down ?”

The sentences above indicate directive speech functions in the form of imperatives. Sentence (1) and (2) are considered to a inform because these sentences depict, direct order. These utterances are usually used by an older person to a younger one. Those are also commonly used by two persons that have different social status, the superiors to those of subordinate status. While sentences (3), (4) and (5) show more delicate sense that are normally used by someone to order others in a more polite way.

c. Referential Function

Jacobson stated that referential is the leading task of numerous messages the accessory participation of the other functions, such as messages must be

¹⁵Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and language teaching* (Cambridge: Cambridge University Press, 2009), p. 261.

taken into account by the observant linguistics. He also comments that the point of carefully distinguishing the referential function aspect of the speech function with the others is corresponded by factor of context and description of situation, object or mental state. The descriptive statements of the referential; function can consist of both definite descriptions and deictic words, e.g. “The autumn leaves have all fallen now “. ¹⁶

In order word, Hunston and Oakey also clarifies that referential function is a topic oriented function of speech which looms largest in most people’s mind, and this fun notion that language has a role to communicate based on the addressers’ thought, for example for the speaker perceives the way things in the world. ¹⁷ Moreover, McKay and Hornberger mention it is the utterance that provides information, like as in the sentence: “At the third stroke it will be three o’clock precisely “. ¹⁸

The following utterances are instances for the referential function:

“ We will leave for Jakarta tomorrow at 9 a.m. “

“ Ahmad always wakes up at 3 a.m. “

“ No problem “

“ The capital city of Indonesia is Jakarta “

Sentence (3) serves both referential function. Had it occurred without the utterance which precedes it, it could have served as referential in function,

¹⁶R. Jakobson, *Verbal art, verbal sign, verbal time* (Minneapolis: University of Minnesota Press, 1985), p. 66.

¹⁷Susan Hunston and David Oakey, *Introducing applied linguistics; concepts and skills* (New York: Routledge, 2010), p. 66.

¹⁸Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and language teaching* (Cambridge: Cambridge University Press, 2009), p. 261.

depicting information that the task could be finished in the time. It serves expressive when it is intended as reassurance.

d. Metalinguistic Function

McKay and Hornberger suppose metalinguistic is utterances which comments on language itself, such as “hegemony”, is not a common word. In other word, the language is used to explain itself. It is observed, in the word “ion” of then singular consist of he, she, and it.¹⁹ According to Jacobson, the term of metalingual that alternatively called “metalinguistic” or “reflexive” function is the use of language what Jacobson calls “code” to discuss or describe itself.²⁰

In Indonesian communication, we often find metalinguistic function of speech in scientific discussion.

“poetic art is the art of writing a literary work”

“stylistics is science about language style a literary work”

e. Poetic function

As well as talk about poetic function, Jacobson describes that is not the sole whereas in all other verbal activities, even though act as a subsidiary, accessory constituent. Moreover, he also argues that poetic is largely concerned with the question. What makes any verbal message a work of art? In addition poetic discourse is distinguished by great emphasis on figurative language.²¹

¹⁹Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and language teaching* (Cambridge: Cambridge University Press, 2009), p. 259.

²⁰R. Jakobson, *Verbal art, verbal sign, verbal time* (Minneapolis: University of Minnesota Press, 1985), p. 66.

²¹R. Jakobson, *Verbal art, verbal sign, verbal time* (Minneapolis: University of Minnesota Press, 1985), p. 4.

Considered to McKay and Hornberger described it is the utterance of language that focuses on anesthetic features and include type of poetic function. The examples of them are poems, an ear-catching motto, and a rhyme, “Peter piper picked a peek of picked peppers”.²²

The following is the utterances of the poetic function:

“Palm tree is struck lightning “

“It falls over kedondong tree “

“Don’t think of losing or winning “

“The important thing is the performance “

Poetic utterances may be found in daily conversation, but it seldom happens in Javanese community. When it happens, the purpose is to raise a humorous effect between people, who are close friends.

f. Phatic function

Hunston and Oakey explain the phatic functions is focus on the participants contact that has and promotes feelings of goodwill and fellowship, or ritual like as leave takings, greetings, remarks about the health of the family. It is also performed by gesture, physical contact, and facial expression, such as waves, shaking hands or smile.²³

Meanwhile, McKay and Hornberger determine that phatic function is utterance that expresses solidarity and empathy with others, for example: “Hi, how are you, lovely day, isn’t! “It is equally important from sociolinguistic

²²Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and language teaching* (Cambridge: Cambridge University Press, 2009), p. 259.

²³Susan Hunston and David Oakey, *Introducing applied linguistics; concepts and skills* (New York: Routledge, 2010), p. 45.

perspective which phatic communication conveys an effective or social message rather than a referential one. One of the insights provided by sociolinguistic has been precisely that language is not simply use to convey referential information, but also expresses information about social relationship.²⁴

Phatic utterances express solidarity and empathy with other. These speech functions always exist in all community, but the form is different. In other words, this expression is culturally linked.

“Where are you going? “

“Please drop in “

Utterance (1) is Indonesian distinctive expression that often makes western people offended. For English community “Where are you going? “is such a sensitive greeting. This is too private question that someone who is greeted that way will be feeling spied and unsecured. That is why the possible answer to this question may be “it is none of your business “. On the other hand, in Indonesian daily social interaction, “where are you going “is a part of communicative strategy for breaking the ice. This expression is commonly used to start a conversation or to show one’s care of others. This greeting may become a “lip-service’ that is to show “I am your friend and I care of you “. This is apparently a form of phatic expression in Indonesian vernacular.

g. Heuristic function

McKay and Hornberger argue that a function of language concerned with learning which labeled heuristic. Those have proved that heuristic

²⁴Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and language teaching* (Cambridge: Cambridge University Press, 2009), p. 259.

have a function to help studying of the acquisition of language. From the simple description above, the researcher is able to believe that it is useful to children who begin to know the word especially. It is due they did not yet to produce cavity of sound that complex, hence the parent may be introduce other word that nearly with target utterance.²⁵ For example, word “makan” in Indonesian which is changed by parent to be “maem” the purpose, is the child will be easy to say it.

h. Commissives

In commissives function, and Hornberger regards that it is category to deal with promise threats, and with marriage views, bets, and also threat. For further the truth of utterance in commissives is known by addresser as speakers who say that and will do it.²⁶

The following is the utterances of the commissives function:

“I promise to pay you the money “

“I promise that I will see it “

“I pledge allegiance to the flag “

“I vow to get revenge “

1. The Function of Teachers’ Speech Function

As the researcher puts above, the classroom speech functions can be analyzed under four categories: instruction, motivation, evaluation, and classroom management.

²⁵Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and language teaching* (Cambridge: Cambridge University Press, 2009), p. 260.

²⁶Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and language teaching* (Cambridge: Cambridge University Press, 2009), p. 260.

a. Academic Instructions

This refers to the teachers' academic presentation, answering students' academic questions, and supportive and corrective feedback. Look at the following sentences:

"Let's begin today's class".

"We will learn a moving story today, it's about a widow".

"I'd like you to read the new words, after me, please".

"So much for the new words, stop here, please".

"Please find a word which means 'satisfactory'".

"Please tell me what the author tell us in paragraph two".

"Shall we go on?".

"Who would like to come to the blackboard?".

"Can you show me the difference between the two words?"²⁷

b. Motivation

Motivation refers to various acts aimed at activating students such as their participation, academic questions, and initiative feedback. The following are the examples:

"Hey, Guys, What are you doing?".

"Why are you so sleepy?".

"Arga, you give us a presentation, Ok?".

"Sari, tell us the story 'The yellow ribbon around the old oak tree', all right".

"Just say it your own words, I know you can, have a try, will you?".

²⁷R. Wardhaugh, *An introduction to sociolinguistics* (USA: Blackwell Publishing, 2006), p. 134.

“It’s quite necessary to request English learners to speak English. Don’t keep silent! “.

“It’s not a good habit to memorize the new words from the word list.

Get help from the text! “²⁸

c. Evaluation

Evaluation is indispensable in English class. It refers to teacher’s positive and negative feedback which is very important to students. It can encourage as well as discourage the students. The example is:

“Good you are right!”

“Exactly “

“Well done “

“Perfect! Sit down please! “

“Maybe first you should read the directions carefully. “

“I am sorry, I mean translate this sentence into Indonesian. “

“Maybe it’s my fault; I didn’t emphasize that in the previous class. “²⁹

d. Classroom Management

This refers to discipline instructions, discipline directives (orders, request, questions, and calls), procedural instructions, and procedural directives examples:

“Be quite, please!”

“Stop talking, please!”

“Now talk with your partner about this problem.”

²⁸R. Wardhaugh, *An introduction to sociolinguistics* (USA: Blackwell Publishing, 2006), p. 135-136.

²⁹R. Wardhaugh, *An introduction to sociolinguistics* (USA: Blackwell Publishing, 2006), p. 136.

“Divide into groups, please.”

“Why don’t you sit closer? “

“Be quick, you have only five minutes.”

“Please stop here; we don’t have enough time for you to remember all these new words in class.”³⁰

These roles of classroom teacher’s speech investigated in a line with the politeness strategies used by the teacher in classroom interaction. In addition, teacher is as the model in the class and the students will imitate the way the teacher teaches them. Therefore, in creating good interaction in the classroom, teachers and students should make the good interaction.

B. Concept of Instructional Language Teaching

1. Background of Instructional Language

Classroom communication is one of the most important communication forms occurring in society. The oral interaction which occurs in the classroom has effects to personality, intellectual, and social development of students and teacher alike, point of view by Jackson on 1965, that the teacher is frequently the originator of the message which teachers’ verbal behavior was investigation. Furthermore, it is dependent on the degree of teacher dominance, teacher initiated about 55,2 % until 80,7 % all message in the classroom.

³⁰Wardhaugh, *An introduction.....*, p. 137.

Whereas, Shuy on 1998 also finds that the teacher focuses on the management rather than the content of lesson. There are several of teachers repeatedly asked the same type of question. For instance, five straight “How?” question or seven consecutive “yes-no” question were asked rather than an open ended “why” question are followed by probing questions. In addition, Wilen on 1988 recommends that teacher needs a full repertoire of questioning skills in order to encourage the students’ ability and responsibility.

Nevertheless, O’Keeffe, et.al has argued that teachers are sometimes not only accused of asking too many questions. But also seen as behaving oddly because it is clear for the great majority of questions, they ask the students already to know the answers. This is seems on the first consideration to be a rather peculiar kind of language behavior. From the simple description above, the researcher wants to share point of view teacher deliverer to discuss about instructional language.³¹

2. Nation of Instructional Language

Instructional is a message which describes how something is to be done. Moreover, it is usually having a form directive sentence or ordering sentence. Furthermore, language teaching is teaching people to speak and understand a foreign language. In addition, can be

³¹ A. O’Keeffe, et.al, *from corpus to classroom: language use and language teaching* (Cambridge: Cambridge University Press, 2007), p.233.

concluded that teacher instructional language is all of utterance have announced by the teacher of the class. It concerns instruction, commendation, information or declaration, and others.

Meanwhile, Allen offers the question that teacher may ask their students to give different instruction, afterward the type knowledge of word and the answer are help teacher to determine words which requires to pre-teaching and prior knowledge, it can be taught on the spot, and defined from the text.³²

Based on O'Keeffe, the term of "classroom language" is usually taken to mean the language that used by teachers and children who doing educational activities in schools. It is rarely used with reference to adult education and refers to the spoken language of the classroom rather to what is read or written.³³

All Wright and Bailey states that talk is one of the major ways that teachers convey information to learners, and it is also one of the primaries of controlling the learner behavior. In other if they do so much talking, it will be useful to ask their talk is like.³⁴ Based on what Saville-Troike concludes, interpersonal communication may occur in any face to face encounter and it is important medium of instruction in the classroom. There are three forms of interpersonal communication in the classroom are teacher to student (T-SI), student

³² J. Allen, *Words, words; teaching vocabulary in grades 4-12* (Maine: Stenhouse Publisher, 2006), p.35.

³³ O'Keeffe, *From corpus.....*, p. 260.

³⁴ D. Allwright and K. M. Bailey, *Focus on the language classroom; an introduction to classroom research for language teacher* (New York: Cambridge University Press, 2007), p. 139.

to teacher (SI-T), and student to student (S1-S2). At this level of communication the message is transmitted to a single student by teacher, to the teacher by a particular student, or from one student to another student. However the researcher just focuses for teacher to student.³⁵ Individual student and teacher-student discussion of seatwork as the teacher moves from desk to desk.

Considering to All Wright and Bailey talks that school has constrained the students, there are extremely eroded environments in which compulsory the attendance. They also comment a crucial difference between classroom talk and ordinary informal conversation is that teachers react to what students say by rating that passively or negatively. For further comprehension about distinguish of them as what mention above. Let see the following example from All Wright and Bailey:³⁶

Table 2. 1

Table of Classroom Talk

Conversation	Classroom Talk
What time is it?	What time is it, Sinta ?
Half past two	Half past two
Thanks	Right

³⁵Muriel Saville-Troike, *The ethnography of communication; an introduction*. (Oxford: Blackwell Publishing Ltd, 2003), p. 26.

³⁶Allwright and Bailey, *Focus on.....*, p. 146-147.

The illustrations above describe the utterance. There are appropriate that in the informal conversation addresser uses “thanks” to respond to the addressee’s answer. On the other hand, the column of classroom talk is utilized “right”. It means that the role of language on the classroom conversation is not only as media to communicate but also to teach social function and good attitude through language.

3. Previous Related Studies

In this part, the research stated the closely-related study which is relevance with this study in some cases:

The first relevant study is Heni Haryani, et.al: Speech Communities Function in Television Channels Slogan; A Comparison of subscribe and Unsubscribe Television Channels. On 2014, Haryani, et.al conducts a research to compare the speech function in slogan of subscribe and unsubscribe TV channels. This research applies descriptive qualitative research since it attempts to describe the speech functions in 19 channels with 39 slogans from Cable TV and 19 channels with 39 slogans from terrestrial TV. The result shows that representative speech communities act is more used by both of terrestrial TV channel and cable TV channel.

Then, a directive speech communities act is more used by cable TV than terrestrial TV. And the last, expressive speech communities act is more used by terrestrial TV than cable TV. However, combusive and declarative speech act are not found in this result of study. The

similarities of this research have to be the recent research is speech communities function and using descriptive qualitative research design. In other hand, the difference is the research is taken the data from the slogans in television programs, whereas the recent research takes it from the English teacher's instruction in the classroom.

Second relevant study is Catur Wahono Martanto: The Speech Functions Analysis in Utterances used by Alex Hitches and Sara Mendes in "Hitch" Movie. On 2014, Martono conducted a research to describing the kinds of speech functions and interpersonal roles created by Alex and Sara in "Hitch" movie. His research design is descriptive qualitative research. The result of this study show that only 10 kinds of speech functions that Alex and Sara produced in "Hitch" movie. They are statement, answer, question, acknowledgement, contradiction, command, offer, disclaimer, rejection, and acceptance. The interpersonal role from the highest speech functions produced by Alex is "statement" with 50 moves because Alex is dating consultant so he always gave statement to his client. The highest speech function produced by Sara is "statement" with 57 moves because Sara is an out spoken person so she produced more statement. But Sara also produced "question" to interview.

The similarities of this research has to the recent research is speech function and using descriptive qualitative research design. In other hand, the difference is the research is taken the data from the utterances which are used by Alex Hitches and Sara Mendes in "Hitch" movie,

whereas the recent research takes it from the English teachers' Instruction in the classroom.

Based on the previous studies above, the researcher try to conduct the study about speech communities function used by English teachers instruction and try to find something new in the research it is about the aspects of interaction English teacher in the classroom that occur during the teaching learning process. Which is this study haven't conduct yet by the previous study. Besides that, the researchers conduct a research with different subject from the two previous studies above. The subject of this research is SMPN 14 Seluma used by English teacher instruction. It is of course there are different significant because the level from two subjects is really different and the ability in mastering English is also different. So, it is why the researcher really intended to conduct their by used English teacher instruction as the subject of her study in class.

Table 2. 2

Table of Previous Research Summary

No	Name	Title	Method	Result
1.	Heni Haryani	The Speech Function in Television Channels Slogan; A Comparison of Subscribe and	Qualitative	The Result shows that representative speech communities act is more

		Unsubscribe Television Channels.		used by both of terrestrial TV channel and cable TV channel.
2.	Catur Wahono Martanto	The Speech Functions Analysis in Utterances used by Alex Hitches and Sara Mendes in” Hitch” Movie.	Qualitative	The result of this study show that only 10 kinds of speech functions that Alex and Sara produced in “Hitch” movie.
3.	Elawati Novriani	An Analysis on Speech Communities Function Used by English Teacher’s Instruction at SMPN 14 SELUMA	Qualitative	The Result of observation and interview at SMPN 14 SELUMA

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is qualitative research. According to Higgs, ET. Al, qualitative research is research of which data in the form of written or oral word are descriptively analyzed.³⁷ It can be concluded that the analysis of qualitative research concern to understand the result of found data rather than calculate it. As well as in the ordinary method of qualitative research usually use observation, recording and documentation. In addition, Creswell mentioned that qualitative research is concerned with process rather than simply with outcome our product.³⁸

However, concerning to this research that descriptive method is used by the researcher. According to this research that descriptive method is used by the researcher. According to Anderson and Arsenault, descriptive method tells about several possibilities to solve the actual case by data collection, construction or classification, analysis and interpretation.³⁹ Meanwhile, the argument is supported by Baden and Major, who assumes that the descriptive method try to describe and interpret the object of research as is, which the research do not control or

³⁷ J. Higgs, et.al, *Writing qualitative research on practice* (Rotterdam: Sense Publisher, 2009), p. 3.

³⁸ J. W. Creswell, *Research Design qualitative, quantitative and mixed*, 3th Ed. (California: Sage Publications, Inc., 2007), p. 93.

³⁹ Gary Anderson and Nancy Arsenault, *Fundamentals of educational research* (London: Falmer Press, 2005), p. 10.

manipulate variable or research.⁴⁰ Hence, the study is called not experiment.

Whereas, the descriptive research has main goal to describe the fact systematically and characteristic of object or subject study accurately. Consequently the researcher thought that the method is useful in this research which its purpose to describes what actually happens to procedure about method. Finally, this approach is used as a guidance to conduct the research from the beginning until the end of process.

B. Subject of the Research

The subjects of this research are the speech communities function within English Teachers' Instructions at SMPN 14 SELUMA in academic year 2020/2021. They are: Ten Mardianto, S. Pd, Maryeni Fitriani, S. Pd, Darnalela, S. Pd, them teaches English for class 7, 8, 9th at SMPN 14 Seluma. The utterance is classified based on the kind of speech communities function. Furthermore, the researcher is analyzed the dominant word of language that often functioning by English teachers when communicate with the students in the classroom.

C. Instrument of the Research

There are good arguments and evidence to boot that support the language as an instrument of thought hypothesis. The underlying mechanisms of language, comprising of expressions structured hierarchically and recursively, provide a perspective (in the form of a conceptual structure) on the world, for it is only via language that certain

⁴⁰ M. S. Baden and C. H. Major, *New approaches to qualitative research* (New York: Routledge, 2010), p. 7.

perspectives are available to us and to our thought process. If the primary function of language were communication then one would expect that the underlying mechanisms of language will be structured in a way that favors successful communication.⁴¹

Moreover, of speech communities function about speech community is a regionally or socially defined social group the members of which share a language variety (spoken or signed) furthermore speech community is a group of speakers who share a language and patterns of language use. Therefore, aspect of speech communities function it is Retrieving the speech communities a speech communities form a system because it is related to a shared set of social norms. Especially, when the retrieving the speech communities function at SMPN 14 SELUMA.

Therefore, in this instrument of research the effective need proof about the speech communities function that use in teacher instructional language in SMPN 14 Selumain academic year 2020/2021.⁴²

1. Observation

The first method Observation is the process of gathering open-ended, firsthand information by observing people and places at the research site. Observation is an activity to get the data by using checklist. The researcher observes the learning process. The study conducts in an English classroom of SMPN 14 SELUMA. The researcher notices what

⁴¹Asoulin, Eran. 2016. *Language as an instrument of thought*. Glossa: a journal of general linguistics.

⁴²R. Wardhaugh, *An introduction to sociolinguistics* (USA: Blackwell Publishing, 2006).

happening or situation in a classroom regarding the speech function that used by English teacher.

Table 3. 1

List of Observation

Aspect	Sub- aspect	Component	Indicators	Question Number
Types of Speech Function	Teacher and Student	a. Learner Content Interaction	- Interaction Content in Learning Process	8
		b. Learner Instruction English Teachers'	- Practically Teacher in a Classroom	8
		c. Learner Interaction	- Interaction between Student and Student	8

2. Interview

Interview is one of techniques to collect the data by creating direct conversation between the interviewer and interviewee. In this research, the researcher conducts interview to English teachers of SMPN 14 SELUMA.

From this method, the research collected more information of two English teachers to taken data function of teacher for students. If the data speech function to only observation the time in the classroom on process teaching learning. The purpose of conducting interview is to get more information about speech function used by English teacher and reason why they use speech function differently in the classroom.

Table 3. 2

List of Interview

Aspect	Sub-aspect	Component	Indicators	Question number
Teacher practically in Classroom	The Function of Teachers' Speech Function	a. teacher practically	- Interaction the Teacher between Students in the Learning Process.	22, 17, 16

D. Data Collection Technique

Based on Ritchie and Lewis, technique of data collection is important of the research. In qualitative research, it could be done by participant of observation, in depth interview and documentation.⁴³ Moreover, Creswell considers that the fundamental method relied on

⁴³ J. Ritchie and J. Lewis, *Qualitative research practice; a guide for social science students and researchers*, 2nd Ed. (London: Sage Publications, 2005), p. 10.

researches for gathering information is participant in the setting, direct observation, in depth interviewing, and document review.⁴⁴

Based on the explanation above, the researcher used two techniques of data collection. The researcher believed that it is the effective way to collect data about the speech communities function that use in teacher instructional language in SMPN 14 SELUMA in academic year 2019/2020. The techniques are:

1. Observation

According to Ritchie and Lewis observation is main sourcing all of knowledge, which the result of observation is collected to analysis.⁴⁵ As well as, Creswell explained that through observation, the researched learned about behavior and the meaning attached to that behavior.

In this technique, the researcher applied participant observation. In this observation the researcher observed what people do, listen to what they said and participated in their activities, but she just presented at the scene of action and did not interact or participant, it could be called passive participation. This research conducted for about a month. The happening or situation on the learning process, regarding to speech communities function that used in teacher instructional language and the students responses to them is notice by the researcher.

⁴⁴ Creswell, *Qualitative.....*, p. 20.

⁴⁵ Ritchie and Lewis, *Qualitative research.....*, p. 35.

2. Recording

The second technique of collecting data was recording. From this method, the researcher collected more information of speech communities function that function by English teachers. Furthermore, it was able to describe the setting of the field about the time, place and date where the observation takes place. Subsequently, the situations of the teaching and learning processes in the classes that includes expressive or gesture of the teacher and the students is seen clearly.

3. Documentation

Documentation is various written materials that can procedure qualitative information. According to John W Creswell (2007) this techniques can also collect data such as transcript, observation data, interview, etc. So the documentation data in this study is in the form of photos. By taking photos or picture every moment like when observation and interview take place.⁴⁶

E. Techniques of Analysis Data

According to Baden and Major, the process of analysis was done when the researcher explained about problems statement or before on the field, furthered followed by reporting the result of research. Nevertheless, in qualitative research was focus on the process of investigative rather than after process.⁴⁷

⁴⁶ Creswell, *Qualitative*.....p.20.

⁴⁷ Baden and Major, *New approaches*....., p. 20.

In addition, according to Creswell, the activity of data analysis in qualitative research was worked as interactive and continued until the data was complete. Therefore, the three activities of data analysis are data reduction, data display, and conclusion/verification. The will be explained as follows:⁴⁸

1. Data Reduction

The first point of data analysis is reduction, which related by Baden and Major, that reducing the data was summarized, to select the main point, to focus the important thing, and then search the theme and design.⁴⁹ It means to omit the unimportant thing and to make classification of data. The argument was supported by Creswell; data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Hence, in this research, the researcher classified the data that included with speech communities function; later on the other data is not functioned.

2. Data Display

The second point of analysis was data display that contained the next step of reduction. Meanwhile, Creswell clarify that the most frequent from of display data for qualitative research data in the past has been narrative text.⁵⁰ This point out that in the qualitative research, the

⁴⁸Creswell, *Qualitative inquiry*....., p. 65.

⁴⁹ Baden and Major, *New approaches*....., p. 35.

⁵⁰Creswell, *Qualitative inquiry*....., p. 69.

presenting of data can be carried out for short description, chart, a connection among categories, or flowchart and so on.

Moreover, Baden and Major considered the data display help the researcher understand what is happening and to do something further analysis or caution on that understanding. Afterward, besides of narrative text the forms of qualitative data display concern of matrices, graphs, and charts.⁵¹ From the explanation above the researcher classified the data of the teachers. Speech communities function and displayed them in the data presentation.

From the explanation above, the model analysis is showed on the figure follows:

F. Researcher Procedure

There are several steps in conducting this research, they listed as follows:

1. Finding data

In this research, the research used to techniques to find the utterance of teachers instructional language that include speech communities function. They are observing and recording.

2. Transcribing

To apply this technique in order to achieve the good conclusion, which the note having content that what may appear, at first hearing to be internationally obvious can subs seen to base on precise mechanisms

⁵¹ Baden and Major, *New approaches*....., p. 37.

skillfully used by participants, for instance, how speaker delays his refusal or hearer's offer.

3. Listing the transcript data

Subsequent after transcript data is list the m based on the type of instructional language. Thus, the researcher will intend to apply this technique so that to be easy for classifies the data.

4. Data classification

The lists of data which will use by researcher for classifying them according to the type of speech communities function in sociolinguistics analysis. It will be further by presenting code of type.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher presents the findings of types of Speech Communities Function of English Teacher Instruction at SMPN 14 Seluma which are taken from data transcription as guidance to discuss data analysis. The findings are taken from the transcription of three teachers who have been observed. The researcher will present data findings of each English Teacher Instruction.

1. Teacher I (Ten Mardianto, S. Pd) Class: IX

The first teacher who has been observed and interview by the researcher is Mr. Ten Mardianto, S.Pd. The researcher took data in his classroom by doing observation and transcript interview at home. The researcher takes the data and categorizes it into of speech communities function.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many utterances which have same structure and function, the researcher categorizes in a same code. The research gives code for each type of speech function. To the expressive function, the researcher gives code (A), (B) for directive, (C) for referential, (D) for metalinguistic, (E) for poetic, and (F) for phatic. The researcher finds 54 utterances that will be presented in the table below. From 54 utterances, the researcher classifies into six types of speech function. They are expressive,

directive, referential, metalinguistic, poetic, phatic, heuristic, and commissives.

Table 4. 1

The Use of Speech Communities Function of the Teacher I

Speech Communities Function	Amount of Utterances
Expressive	3
Directive	3
Referential	3
Metalinguistic	1
Poetic	1
Phatic	3
Heuristic	0
Commissives	0
Total	14

The table is about the amount of utterances the speech communities function used by English teacher instruction I. The researcher will describe of each speech communities function used by English teacher I as follow.

a. Expressive function (A)

Table above shows that there are 3 utterances of 14 utterances that belong to expressive function. The example of expressive function code is (T1. A. 1) “*Good Morning Student*”.

b. Directive function (B)

Based on the table above, there are 3 utterances from 14 utterances that have directive function. The example of directive function code is (T1. B. 1) "*Please, You Write Down!*".

c. Referential Function (C)

The table above shows that there are 3 utterances from 14 utterances that express referential function. The example of this function code is (T1. C. 3) "*Number 3 is Only One Word*".

d. Metalinguistic Function (D)

There are only 1 utterances from 14 utterances found that has metalinguistic function. The example code is (T1. D. 1) "*Not There, There is Means Possessive*".

e. Poetic Function (E)

From 14 utterances, there is only one utterance that belongs to poetic function.

f. Phatic Function (F)

Based on the table above, there are 3 utterances from 14 utterances that have phatic function. The example code is (T1.F. 3) "*Wassalamualaikumwrwb*".

g. Heuristics Function (G)

Table above is function not in use. Because it is so very seldom used in classroom.

h. Commisives Function (H)

Table above is function not in use. Because it is so very seldom used in classroom.

2. Teacher II (Maryeni Fitriani, S. Pd) Class: VII

The researcher observes and interviews the other English teacher instruction of SMPN 14 Seluma. The second teacher is Mrs. Maryeni Fitriani, S. Pd. Similar to the first teacher, the researcher conducts observation and interview to get data that focus on the teacher talk. The followings are the data that taken from data transcription. The researcher categorizes the data based on the type of speech communities function and also gives code to the data. Because there are many utterances which have same structure and function, the researcher categorizes in a same code. The research gives code for each type of speech function. To the expressive function, the researcher gives code (A), (B) for directive, (C) for referential, (D) for metalinguistic, (E) for poetic, (F) for phatic, (G) heuristic, and (H) commissives.

The researcher finds 14 utterances that will be presented in the table below. From 14 utterances, the researcher classifies into eight of speech communities function. They are expressive, directive, referential, metalinguistic, poetic, phatic, heuristic, and commissives.

Table 4.2

The Use of Speech Communities Function of Teacher II

Speech Communities Function	Amount of Utterances
Expressive	3
Directive	3
Referential	3
Metalinguistic	0
Poetic	0
Phatic	3
Heuristic	0
Commisives	0
Total	12

The table and diagram above is about amount of utterances and the speech communities function of English teacher instruction II. To make clearer, the researcher describes the table as follow.

a. Expressive Function (A)

Based on the table above, there are only 3 utterances of 12 utterances that express expressive function. The example of this function code is (T2. A. 2) “*Yes You are Right*”.

b. Directive Function (B)

The directive functions found of teacher talk of teacher II are 3 utterances of 12 utterances. The example of this function code is (T2. B. 2) "*Please, You Check Answer!*".

c. Referential Function (C)

Compared to other function, there are 3 utterances that found of 12 utterances. This the most dominant function used by the teacher II. The example of this type code is (T2. C. 1) "*Ok, The Lesson Finish*".

d. Metalinguistic Function (D)

The table above shows that there are 3 utterances of 12 utterances that have metalinguistic function. Table above is function not in use because it is so very seldom used in classroom.

e. Poetic Function (E)

The poetic functions found are not in use because it is so very seldom used in classroom.

f. Phatic Function (F)

Similar to poetic function, phatic functions that found are 3 utterances of 12 utterances. The example Code is (T2. F. 2) "*Good Morning*".

g. Heuristics Function (G)

Table above is function not in use. Because it is so very seldom used in classroom.

h. Commisives Function (H)

Table above is function not in use. Because it is so very seldom used in classroom.

3. Teacher III (Darna Lela, S. Pd) Class: VIII

The last teacher who has been observed and interview by the researcher is Mrs. Darna Lela, S. Pd Similar to the other teacher, the researcher observes his class and transcriptinterview to do at home the activity in order to get data that focuses on teacher instruction. The followings are the data that taken from data transcription.

The researcher categorizes the data based on the speech communities function and also gives code to the data. Because there are many utterances which have same structure and function, the researcher categorizes in a same code. The researcher gives code for each type of speech function. To the expressive function, the researcher gives code (A), (B) for directive, (C) for referential, (D) for metalinguistic, (C) for poetic, (F) for phatic, (G) for heuristic, and (H) for commisives. The researcher finds 99 utterances of the teacher III. The utterances are classified based on the type of function. The amount of utterances and the percentage of each function are presented in the table below.

Table 4.3

The Use of Speech Communities Function of Teacher III

Speech Communities Function	Amount of Utterances
Expressive	3
Directive	3
Referential	3
Metalinguistic	1
Poetic	0
Phatic	3
Heuristic	0
Commissives	0
Total	13

The table and diagram above is about amount of utterances and the speech communities function of teacher III. To make clearer, the researcher describes the table as follow.

a. Expressive function (A)

The expressive functions found of teacher talk of teacher III are only 3 utterances of 13 utterances. The example of this function code is (T3. A. 3) “*Thank You*”.

b. Directive function (B)

There are 3 utterances that found from 13 utterances which express directive function. The example of directive function code is (T3. B. 3) *"Please, Listen Carefully!"*.

c. Referential function (C)

The table above shows that referential function has the amount of utterances. There are 3 utterances from 13 utterances. So it is the speech communities function used by teacher III. The example of this type code is (T3. C. 2) *"It has Not Completed Yet"*.

d. Metalinguistic function (D)

From only one utterances, there are 13 utterances that express metalinguistic function. The example of metalinguistic function code is (T3. D. 1) *"What is The Meaning of The Orphanage?"*.

e. Poetic function (E)

The poetic functions found are not in use because it is so very seldom used in classroom.

f. Phatic function (F)

The phatic functions found are 3 utterances of 13 utterances. The example code is (T3. F. 1) *"Thank You, See You"*.

g. Heuristics Function (G)

Table above is function not in use. Because it is so very seldom used in classroom.

h. Commisives Function(H)

Table above is function not in use. Because it is so very seldom used in classroom.

4. All English Teachers of SMPN 14 Seluma

To know the amount of utterances the speech communities function of all English teachers of SMPN 14 Seluma, the researcher joins the total utterances of each the speech communities function from all teachers. After all utterances of all teachers are joined, the researcher amount of utterances the speech communities function in the table below.

Table 4. 4

The Use of Speech Communities Function of All English Teachers of SMPN 14 Seluma

Speech Communities Function	Amount of Utterances			Total
	Teacher I	Teacher II	Teacher III	
Expressive	3	3	3	9
Directive	3	3	3	9
Referential	3	3	3	9
Metalinguistic	1	0	1	2
Poetic	1	0	0	1
Phatic	3	3	3	9
Heuristic	0	0	0	0

Commissives	0	0	0	0
Total	14	12	13	39

Based on the table above, it can be concluded that total of utterances of all English teachers of SMPN 14 Seluma is 39 utterances which classify into eight the speech communities function as follow.

a. Expressive function (A)

As we can see in the table 4, the utterances of all teachers which express expressive function are 9 utterances. This is the higher number of speech communities function used by English teachers at SMPN 14 Seluma.

b. Directive function (B)

Different from the previous type of speech function, the directive has higher number of utterances which express directive function is 9 utterances.

c. Referential function (C)

The table and diagram above show that referential function is has the higher number of utterances. There are 9 utterances of 39 utterances.

d. Metalinguistic function (D)

There are only 2 utterances of 39 utterances which express metalinguistic function. This is the smallest number of speech communities function used by English teachers at SMPN 14 Seluma.

e. Poetic function (E)

Based on the table above, there are only one utterances which express poetic function. This is the smallest number of speech communities function.

f. Phatic function (F)

The last type of speech function used by all English teachers is phatic function which has 9 utterances of 39 utterances. This is the higher number of speech communities function used by English teachers at SMPN 14 Seluma.

g. Heuristics Function (G)

Table above is heuristics function not in use. Because it is so very seldom used in classroom. So, not yet in use of utterances all English teachers.

h. Commisives Function (H)

Table above is function not in use. Because it is so very seldom used in classroom. So, not yet in use of utterances all English teachers.

B. Discussion

In this part, the researcher will interpret the speech communities function from the data findings. That is the utterances which have been classified based on McKay and Hansberger theory. The researcher takes the data from the three English teachers instruction at SMPN 14 Seluma which is each teacher has different amount of utterances they make. The teacher I has 14 totals of utterances, teacher II makes 13 utterances, and the teacher III makes 13 utterances. The

researcher classifies the utterances from each teacher. After classifying them, the researcher also will analyze the utterances from each teacher.

1. The speech communities function of English teacher

The researcher identifies and classifies the utterances into several types of speech function. They are expressive function, directive function, referential function, metalinguistic function, poetic function, phatic function, heuristics function, and commissives function.

a. Teacher I

1. Expressive function (A)

According to McKay Hansberger (2009: 259), expressive utterances focus on the addressers, the aims of direct expression of the speakers' attitudes toward what they produce and impression of a certain emotion, whether true or feigned. From the table 1, it can be concluded that there are 3 utterances of English teachers' instruction of teacher 1.

The utterances are:

a. (T1. A. 1) "Good Morning Student", "Selamat pagi anak-anak".

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

b. (T1. A. 2) "Yes, You are Right", "Yes Okay"

The utterances above express the teacher's feeling that he is happy. It is a teacher's feedback to student's answer which belongs to expressive function.

- c. (T1. A. 3) "Thank You Very Much", "terimakasihbanyak"

The utterances above express the teacher's feeling that is satisfied.

It is a teacher's when to student's answer which belongs to expressive function.

2. Directive function (B)

According to McKay Hansberger (2009: 259), directive function in explained too by him that the function of directive controls the behavior of participants, not only yes to do, to act or to speak certain idea, but also to behave in general according to some plan or system to do speaker likes. From the table 1, it can be concluded that there are 3 utterances of English teachers' instruction of teacher 1. The utterances are:

- a. (T1. B. 1) "Please, You Write Down!" "berharap"

The utterances above belong to directive function. Teacher asks the students to do something that is to write some title a material on their book. The teacher hopefully of you can be with the finish.

- b. (T1. B. 2) "Please, You Check Your Answer!" "penuh perhatian"

The utterances above belong to directive function because the teacher asks the students to check your answer with the hopefully.

- c. (T1. B. 3) "please, listen carefully!" "berharap anak-anak memperhatikan pada saat sedang belajar"

The utterances above belong to directive function because the teacher asks the students to listen carefully when to do a material of teacher.

3. Referential function (C)

According to McKay Hansberger (2009: 259), referential is the leading task of numerous messages the accessory participation of the other functions, such as messages must be taken into account by the observant linguistics. From the table 1, it can be concluded that there are 3 utterances of English teachers' instruction of teacher 1. The utterances are:

- a. (T1. C. 1) "Ok, The Lesson is Finish" "puas dengan jawaban saat mengerjakan soal"

To open the lesson, the teacher gives information about the topic will they discuss for that day. The teacher informs the students that the lesson of the day is about material today.

- b. (T1. C. 2) "It has not Completed""belum puas"

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. (T1. C. 3) "Number 3 is Only One Word" "menjelaskan pada saat materi dimulai"

The teacher gives information about the material of each number.

4. Metalinguistic function (D)

According to McKay Hansberger (2009: 259), metalinguistic is utterances which comments on language itself, such as "hegemony", is not a common word. In other word, the language is used to explain itself.

From the table 1, it can be concluded that there are only one utterances of English teachers' instruction of teacher 1. The utterances are:

(T1. D. 1) "Not There, is Their Means Possessive"

The explain as students do not understand the when met with one of noun/phrase as an example of the above.

5. Poetic function (E)

According to McKay Hansberger (2009: 259), poetic that is not the sole whereas in all other verbal activities, even though act as a subsidiary, accessory constituent. From the table 1, it can be concluded that there are only one utterances of English teachers' instruction of teacher 1. The utterances are:

(T1. E. 1) Don't Think of Losing or Winning"

The explain as students ask of material poetic function it is often when discussing moral value.

6. Phatic function (F)

According to McKay Hansberger (2009: 259), phatic function is focus on the participants' contact that has and promotes feelings of good will and fellowship, or ritual like as leave takings, greetings, remarks about the health of the family. From the table 1, it can be concluded that there are only one utterances of English teachers' instruction of teacher 1.

The utterances are:

a. (T1. F. 1) "Thank You, See You". "menutup pembelajaran"

To close the lesson, the teacher expresses solidarity by saying “*thank you*” as a leave taking. The utterance above is not to get information of the listener but it is just to establish the mood of the both speaker and listener.

- b. (T1. F. 2) ”Good Morning Everybody, How are You Today?”. “membuka pembelajaran”

After giving a greeting to the students, the teacher shows a care to students by asking their condition. This utterance shows that the teacher expresses the empathy to the students and motivation.

- c. (T1. F. 3) ”Wassalamu’alaikumwrwb”. “menutup pelajaran”

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

7. Heuristics function (G)

According to McKay Hansberger (2009: 259), heuristics that a function of language concerned with learning which labeled heuristic. Those have proved that heuristic have a function to help studying of the acquisition of language. From the table 1, do not can be concluded that there are utterances of English teachers’ instruction of teacher 1 because heuristics function it is seldom in use.

8. Commissives function (H)

According to McKay Hansberger (2009: 259),in commissives function it is category to deal with promise threats, and with marriage

views, bets, and also threat. From the table 1, do not can be concluded that there are utterances of English teachers' instruction of teacher 1 because heuristics function it is seldom in use.

b. Teacher II

1. Expressive function (A)

According to McKay Hansberger (2009: 259), expressive utterances focus on the addressers, the aims of direct expression of the speakers' attitudes toward what they produce and impression of a certain emotion, whether true or feigned. There are from 12 utterances of teacher I.

a. (T2. A. 1) "Good Morning Student", "Selamat pagi anak-anak".

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

b. (T2. A. 2) "Yes, You are right", "Yes okay"

The utterances above express the teacher's feeling that he is happy. Then, teacher feels spirited because of the student's answer.

c. (T2. A. 3) "Thank You Very Much", "terimah kasih banyak"

The teacher feels happy and thankful for the students because they have joining in the class; he expresses the happiness by saying "thank you" before leaving the classroom.

2. Directive function (B)

According to McKay Hansberger (2009: 259), directive function is explained too by him that the function of directive controls the behavior of participants, not only yes to do, to act or to speak certain idea, but also to behave in general according to some plan or system to do speaker likes. From 12 utterances, there are 3 utterances which express directive function. The utterances are:

- a. (T2. B. 1) "Please, You Write Down!" "berharap untuk menyelesaikan soal"

The utterances above belong to directive function. Teacher asks the students to do something that is to write some title a material on their book. The teacher hopefully of you can be with the finish.

- b. (T2. B. 2) "Please, You Check Your Answer!" "penuh perhatian"

The utterances above belong to directive function because the teacher asks the students to check your answer with the hopefully.

- c. (T2. B. 3) "Please, Listen Carefully!" "tegas"

The utterances above belong to directive function because the teacher asks the students to listen carefully when to do a material of teacher. So that students can pay attention to the lesson.

3. Referential function (C)

According to McKay Hansberger (2009: 259), referential is the leading task of numerous messages the accessory participation of the other functions, such as messages must be taken into account by the observant

linguistics. From the table 1, it can be concluded that there are 3 utterances of English teachers' instruction of teacher 1. The utterances are:

- a. (T2. C. 1) "Ok, The Lesson is Finish" "puas"

To open the lesson, the teacher gives information about the topic will they discuss for that day. The teacher informs the students that the lesson of the day is about material today.

- b. (T2. C. 2) "It has Not Completed" "belum puas"

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. (T2. C. 3) "Number 3 is Only One Word" "menjelaskan"

The teacher gives information about the material of each number.

4. Metalinguistic function (D)

According to McKay Hansberger (2009: 259), metalinguistic is utterances which comments on language itself, such as "hegemony", is not a common word. In other word, the language is used to explain itself. From the table 1, it can be concluded that there are only one utterances of English teachers' instruction of teacher 1 because heuristics function it is seldom in use.

5. Poetic function (E)

According to McKay Hansberger (2009: 259), poetic that is not the sole whereas in all other verbal activities, even though act as a subsidiary, accessory constituent. From the table 1, it can be concluded that there are

only one utterances of English teachers' instruction of teacher 1 because heuristics function it is seldom in use.

6. Phatic function (F)

According to McKay Hansberger (2009: 259), phatic function is focus on the participants' contact that has and promotes feelings of good will and fellowship, or ritual like as leave takings, greetings, remarks about the health of the family. From the table 1, it can be concluded that there are only one utterances of English teachers' instruction of teacher 1. The utterances are:

a. (T2. F. 1) "Thank You, See You". "menutup pembelajaran"

Before leaving the class, the teacher expresses solidarity and empathy to students by saying "thank you".

b. (T2. F. 2) "Good Morning Everybody, How are You Today?". "membuka pembelajaran"

The teacher expresses solidarity and empathy for students by gives greeting to the students.

c. (T2. F. 3) "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.

7. Heuristics function (G)

According to McKay Hansberger (2009: 259), heuristics that a function of language concerned with learning which labeled heuristic. Those have proved that heuristic have a function to help studying of the acquisition of language. From the table 1, do not can be concluded that there are utterances of English teachers' instruction of teacher 1 because heuristics function it is seldom in use.

8. Commissives function (H)

According to McKay Hansberger (2009: 259), in commissives function it is category to deal with promise threats, and with marriage views, bets, and also threat. From the table 1, do not can be concluded that there are utterances of English teachers' instruction of teacher 1 because heuristics function it is seldom in use.

c. Teacher III

1. Expressive function (A)

According to McKay Hansberger (2009: 259), expressive utterances focus on the addressers, the aims of direct expression of the speakers' attitudes toward what they produce and impression of a certain emotion, whether true or feigned. Thereare from13 utterances of teacher I. The expressive function which is pronounced by teacher III is only 3 utterances. The utterances is:

- a. (T3. A. 1) "Good Morning Student", "Selamat pagi anak-anak".

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

- b. (T3. A. 2) "Yes, You are Right", "Yes okay"

The utterances above express the teacher's feeling that he is happy. Then, teacher feels spirited because of the student's answer.

- c. (T3. A. 3) "Thank You Very Much", "terimah kasih banyak"

The teacher feels happy and thankful for the students because they have joining in the class; he expresses the happiness by saying "thank you" before leaving the classroom.

2. Directive function (B)

According to McKay Hansberger (2009: 259), directive function in explained too by him that the function of directive controls the behavior of participants, not only yes to do, to act or to speak certain idea, but also to behave in general according to some plan or system to do speaker likes. The teacher III pronounces 3 utterances that express directive function. The utterances are:

- a. (T3. B. 1) "Please, You Write Down!" "berharap"

The utterances above belong to directive function. Teacher asks the students to do something that is to write some title a material on their book. The teacher hopefully of you can be with the finish.

- b. (T3. B. 2) "Please, You Check Your Answer!" "harapan"

The utterances above belong to directive function because the teacher asks the students to check your answer with the hopefully.

- c. (T3. B. 3) "Please, Listen Carefully!" "berharap"

The utterances above belong to directive function because the teacher asks the students to listen carefully when to do a material of teacher. So that students can pay attention to the lesson.

3. Referential function (C)

According to McKay Hansberger (2009: 259), referential is the leading task of numerous messages the accessory participation of the other functions, such as messages must be taken into account by the observant linguistics. The teacher III pronounces 3 utterances that express referential function. The utterances are:

- a. (T3. C. 1) "Ok, The Lesson is Finish" "lega"

To open the lesson, the teacher gives information about the topic will they discuss for that day. The teacher informs the students that the lesson of the day is about material today.

- b. (T3. C. 2) "It has not Completed" "kecewa"

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

- c. (T3. C. 3) "Number 3 is Only One Word" "menjelaskan"

The teacher gives information about the material of each number.

4. Metalinguistic function (D)

According to McKay Hansberger (2009: 259), metalinguistic is utterances which comments on language itself, such as “hegemony”, is not a common word. In other word, the language is used to explain itself. The metalinguistic function which is pronounced by the teacher III is 4 utterances of 99 utterances.. The utterances are:

(T3. D. 1) ” What is the Meaning Orphanage?”

The explain as students do not understand the when met with one of noun/phrase as an example of the above.

5. Poetic function (E)

According to McKay Hansberger (2009: 259), poetic that is not the sole whereas in all other verbal activities, even though act as a subsidiary, accessory constituent. From the table 2, it can be concluded that there are only one utterances of English teachers’ instruction of teacher 1 because heuristics function it is seldom in use.

6. Phatic function (F)

According to McKay Hansberger (2009: 259), phatic function is focus on the participants’ contact that has and promotes feelings of good will and fellowship, or ritual like as leave takings, greetings, remarks about the health of the family. From the table 2, it can be concluded that there are only one utterances of English teachers’ instruction of teacher 2.

The utterances are:

- a. (T3. F. 1) ” Thank You, See You”. “menutup pembelajaran”

Before leaving the class, the teacher expresses solidarity and empathy to students by saying “thank you” and so feels happy.

- b. (T3. F. 2) ”Good Morning Everybody, How are You Today?”. “membuka pembelajaran”

The teacher expresses solidarity and empathy for students by gives greeting to the students when the utterances so feels happy.

- c. (T3. F. 3) ”Wassalamu’alaikum wr wb”. “menutup pelajaran”

The teacher expresses the solidarity and empathy to the students by saying “*Wassalamualaikum wr wb*” and so feels happy before leaving the class.

7. Heuristics function (G)

According to McKay Hansberger (2009: 259), heuristics that a function of language concerned with learning which labeled heuristic. Those have proved that heuristic have a function to help studying of the acquisition of language. From the table 1, do not can be concluded that there are utterances of English teachers’ instruction of teacher 1 because heuristics function it is seldom in use.

8. Commissives function (H)

According to McKay Hansberger (2009: 259), in commissives function it is category to deal with promise threats, and with marriage views, bets, and also threat. From the table 1, do not can be concluded that there are utterances of English teachers’ instruction of teacher 1 because heuristics function it is seldom in use.

5. The reason why the teachers use speech function differently in the English classroom

Table 4. 5

**The Reason Why the Teachers Use the Speech Communities
Function Differently in the Classroom**

No	Speech Communities Function	Reason		
		Teacher I	Teacher II	Teacher III
1.	Expressive	to express speaker feelings so very spirited and happy	in use expressing sad, love, and happiness	to express the speaker feelings enjoy, spirit, and happy
2.	Directive	the function especially in task	in use to express command for students	the function in use sentence hopefully
3.	Referential	In use if a teacher must be so provider to students. Especially in terms kind of	the function in use when students are trained to see and observed	in use to sentence the explain or information to students

		text		
4.	Metalinguistics	the function in use when we are teaching about tenses	in use about component of language	in use the explain about tenses in class and simple present tense
5.	Poetic	in use if students can to do a task answer the ask right	the function it is so very seldom	the function it is so very seldom
6.	Phatic	the function in use always to opening and closes the lesson	in use such as expressing care	in use to greeting and leave taking for students the lesson
7.	Heuristic	the function it is so very seldom	the function it is so very seldom	the function it is so very seldom
8.	Commisives	the function it is so very seldom	the function it is so very seldom	the function it is so very seldom

Based on the table 5, it is clear that each teacher has different reason of why they use the speech communities 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.

1. Expressive function

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

2. Directive function

Teacher I has a reason of using directive function in the classroom. He said that teacher the function especially in task. While the reason of teacher II is to in use to express command for students. It is different from teacher III. He uses directive function is to the function in use sentence hopefully. It is important for teacher to always give instruction to students.

3. 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 thisFunction.In use if a teacher must be so provider to students. Especially in terms kind of text. The reason of teacher II is to the function in use when students are trained to see and observed while the reason of teacher III is in use to sentence the explain or information to students.

4. Metalinguistic function

The reason of teacher I of using metalinguistic function is to the function in use when we are teaching about tenses while the reason of teacher II is to in use about component of language. The reason of teacher III is to in use the explain about tenses in class and simple present tense.

5. Poetic function

The utterance of poetic function focus on aesthetic feature of language which is this type is hardly used by teacher in the classroom. There is similar reason of teacher I in use if students can to do a task answer the ask right. The teacher II the function it is so very seldom whereas the reason of teacher III also the function it is so very seldom in classroom.

6. Phatic function

The teacher I uses phatic function is to the function in use always to opening and closes the lesson, while the teacher II has reason of using this function to express or show care. Whereas the reason of teacher III is to in use to greeting and leave taking for students the lesson.

7. Heuristic function

The teacher I, II, and III it is the function so very seldom in classroom.

8. Commisives

The teacher I, II, and III it is the function so very seldom in classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

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

1. The speech communities function used by English teachers instruction at SMPN 14 Seluma

After conducting observation in SMPN 14 Seluma, the researcher got data to be analyzed. The data are utterances of three English teachers' instruction at SMPN 14 Seluma. The researcher categorizes, classifies, presents, and analyses the utterances of each teacher. From the three teachers, the researcher concludes that all teachers use all type of speech function in their classroom although in different amount utterances.

The teacher I uses all of the speech communities function in various amount utterances. The researcher finds 14 utterances of teacher I which classifies into eight types. They are expressive, directive, referential, metalinguistic, poetic, phatic, heuristic, and commissives. The expressive function of teacher I is 3 amount utterances. The utterances pronounced when teacher appreciates the students such as saying *yes you are right, thank you, etc.* Different from the expressive function, the directive function of teacher I is 3 utterances. The example of this function is *"Please you write down!".* The teacher I used form in order to make students to do his instructions. This function pronounced to make interaction between teacher and students

in the classroom. The next function is referential function which is there are 3 utterances. Not only make interaction with the students, but also the teacher gives many information including materials of lesson. The other function is metalinguistic which explains or comments about language. The amount utterances of this function only one utterances. The teacher explains some terms of linguistic such as explains words into another language. The function is poetic function. There is only one utterance which belongs to this function.

The speech function is phatic which pronounced to keep communication between speaker and listener such as greeting and leave taking. The total amount utterance of this function is 3 utterances. Then, it is function heuristic not yet in use so very seldom in classroom. The last, function it is commissives also do not in use classroom.

Similar to the teacher I, teacher II also uses all the speech communities function. However, the amount and percentage is different. Total utterances of teacher II is 12. The teacher II has 3 utterances of expressive function. Similar to the first teacher, the utterances pronounced when the teacher gives feedback to the students answer. Such as saying *good morning* when the answer is *yes okay*. While the directive functions of teacher II is 3 utterances. 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 3 utterances. The next type is metalinguistic which total not yet utterances. 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 not yet total utterances. The phatic function which is total utterances is 3. Then, heuristic function not yet utterances and the last commissives function also not yet utterances.

All types of speech function also used by teacher III in his classroom. The teacher III has 3 utterances of expressive function. Similar to the both teacher I and teacher II, the expressive function pronounced when they appreciate the students. They express their feelings by this function. The directive function used by the teacher III is 3 utterances. While the referential function are 3 utterances. By this type of speech function, the teacher gives information to the students. The other speech communities function is metalinguistic with total utterances only one utterance. The teacher III also uses poetic functions in his learning process. He pronounces not yet utterance of poetic function. The last type used by teacher III is phatic function that includes greeting and leave taking. He pronounces 3 utterances. Then, the function heuristic not yet utterances in use. The last, it is function commissives also not yet utterances.

To know the amount utterances of all teachers, the researcher joins all data of each teacher. The researcher finds 39 utterances which expressive function are 9, directive function is 9, referential function is 9, metalinguistic function is 2, poetic function is 1, phatic function is 9, heuristic function is not yet, and commissives function also is not yet utterances.

The conclusion is all English teachers' instruction at SMPN 14 Seluma use all type of speech function in their classroom though the amount utterances are different.

2. The reason why the teachers use speech function differently in the English classroom

The researcher conducts interview to answer this statement. By using interview, the researcher gets data the reason of the teachers use speech communities function differently in the classroom. As stated in the previous chapter, the researcher categorizes the reason of each teacher in a table. There are different reasons of using each the speech communities function. The reasons of using expressive function are to express feeling. Directive function is to make interaction, to command, to request, and to give instruction and procedure. The referential function is to give information, to train for observing the phenomena and to give information especially in learning language. Metalinguistic function is to explain and learn vocabulary, tenses element of language and difficult words. Poetic function is to motivate and tease students. While phatic function is to greet the students, express care and refresh the students mind. Then, heuristic function and commissives function not yet in use classroom so very seldom.

There are also different reasons why the teachers use the speech communities 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.

B. Suggestions

Anchored in the research conclusion above, the researcher is, going to present three suggestions to support the researcher's expectation:

1. The English teachers

In the classroom, teacher is a medium to facilitate the students in giving information which is the information is given to the students by their speech. Teacher's talk has a big role in learning process because it is the main source of information. Moreover, the teacher should choose utterances appropriately that functioned to communicate to students in the classroom. The teacher also should consider what function they must use in certain condition and situation in order to make the learning process runs well and what the teacher explains can be really understood by the students.

2. The students

The students should learn about speech communities function in order to make the learning process runs well because the key success in learning process does not depend on the teacher only but also the students. How the students response the teacher instruction is a measure of students understanding.

3. The future researcher

This research can be used as reference to the future researcher who chooses speech communities function as the topic. The future researcher can observe the same topic of this research with different theory, objectives, and methodology.

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