

Speech Function of Student Conversation in English Classroom: A Semantic Study

Leila Ayu Isa Putri¹, Muhammad Saibani Wiyanto²

Universitas PGRI Jombang, Jombang

¹lalaayuisa12@gmail.com, ²msaibanw@gmail.com

Abstract

The article aims to investigate speech function on student conversation in English classroom related with Halliday (1994) approach. This article is a qualitative research design. Content or document analysis is used in this study. The data source is students' conversations in class XI in English classroom at MAN 5 Jombang. The data in this article are sentences and clauses which represent the type and meaning of speech function on students conversation in English classroom. The instrument was a smartphone with an integrated camera to record video and audio. The recorded data were converted through transcription. The results showed that the students used three types of speech functions: statement, command, and question, but the offer type was not used by students. The statement type was often used by students in class. Meanwhile, there were three meanings of speech functions used by students, namely, giving information (statement), demanding goods-&-services (command), and demanding information (question). It could be seen that students applied elements of speech function. It is implied that the development of interactive activities and continuous evaluation are important to improve students' practical communication skills. Lecturers are encouraged to conduct more dynamic interactions in class with activities that stimulate the use of commands and questions.

Keywords: *Student Conversation; Speech Function; Type and Meaning of Speech Function*

INTRODUCTION

Language is a communication tool that is produced from human speech. Language is used by humans for the purpose of interacting, such as conveying ideas or thoughts to each other. Therefore, language functions as a medium for conveying information. Often, language is also considered the most important communication tool for conveying information. Communication activities to convey information in class include presentations, questions, and answers with friends and others. Language is an important aspect of human life because it allows people to communicate easily with one another. According to Sagala & Rezeki (2018), when the speaker cannot convey his or her message by using one language, the speaker needs to change the language to be more understood.

There are various languages in the world, but English is an international language that is studied by all countries. Communication between countries becomes easier through English. Language is important to learn because it is needed to communicate with other people or other communities. People generally learn the language in order to be able to communicate, and their goal is to be able to express their feelings to others through language (Haura, 2017). Every society has its own life, and in its daily life, it has a correlation with language. It is interested in explaining why we speak differently in

different social contexts, and it is concerned with identifying the social functions of language and the ways it is used to convey social meaning (Wiyanto, 2020).

Every community has a language that is related to or has a correlation with linguistics. In linguistics, the study of language structure is studied. That way, we can know the language better through linguistic studies. The researcher knows that linguistics is the study of language. Linguistics itself has several branches, one of which is semantics. According to Kreidler (1998), "semantics is the systematic study of meaning, and linguistic semantics is the study of how languages organize and express meanings." This means that semantics is not only the study of meaning but also how to interpret the meaning of language. The study of semantics has many elements, for example, word meaning, sentence meaning, and utterance. However, from the elements mentioned above, the researcher wants to analyze speech functions that are included in language functions. A language function is a type of utterance.

Talking about the speech function, according to Halliday (1994), the most fundamental types of speech roles, which lie behind all the more specific types that we may eventually be able to recognize, are just two: (i) giving and (ii) demanding. These two variables, when taken together, define the four primary speech functions of offer, command, statement, and question. These, in turn, are matched by a set of desired responses: accepting an offer, carrying out a command, acknowledging a statement, and answering a question. Speech function analysis is carried out on the grounds that classroom discourse analysis is in line with various important phenomena of language use, text, and conversational interactions or communicative events in the classroom.

Relevant researches conducted by Taridi et al. (2022) ; Vivin & Aminah (2022) ; Akbarjono et al. (2022) ; Ananda & Chariyani (2022) ; Wilany et al (2018) found that speech function in the classroom were used or applied by teachers and students. These results can be used or become a gap for the researchers to answer questions regarding speech function between students in class, because it is included in classroom conversations. For example, speech produced by students' conversations in class is not just about conveying and receiving messages but can take the form of command, asking question, directing, giving or providing information, and so on. This can be used to identify meaning and analyze the grammatical features of transferred information so that students themselves can gain a better understanding of class material or activities through conversations between friends. In the classroom, students transfer their ideas by producing speeches through conversations between other students. What often happens is that students do not really understand the meaning of other students' speech for certain reasons. This makes interaction or communication between students in class not run well.

Speech function is very important to know what function of speech people carry out in daily activities, especially speech between students through conversation in English class. Apart from that, the researcher also used a different theory from the previous study described above, namely the Halliday speech function theory. According to Halliday, speech functions are divided into four types: statements, questions, commands, and offers. This research focuses on the speech functions on students in

class. Based on the background that has been explained, the researcher uses Halliday's theory because it matches the theory with the title.

METHOD

This article used qualitative research and content analysis used here as one type of qualitative research. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material (Ary, 2010). The researcher used content analysis for several reasons, such as analyzing recordings in the form of audio and video recorders included in documents, so it is suitable to use content analysis. The data source for this article is students' conversation in class XI in the English classroom at MAN 5 Jombang. The data in this article are sentences and clauses which represent the type and meaning of speech function on students conversation in English classroom. In this article, the students in the class who became participants were 30 students. The researcher chose these students to observe or research the application of speech functions in conversations between students in English classroom. To collect the data the researcher reading through all the data, categorizes the student's utterances in to type of speech function used Halliday theory by giving codes. The codes were S: Statement, C: Command, Q: Question, and O: Offer. The researcher carried out two meetings in this research. The code (FM) for first meeting and (SM) for second meeting. Then, the researcher analyze meaning of speech function that applied by students in the English classroom, and make conclusion.

RESULTS AND DISCUSSION

1. The types of speech function utilized on students conversation in class

The findings are taken from the transcriptions of students who have been observed in two meetings. The researcher found three data that are appropriate with the types of speech functions according to Halliday (1994) ; Halliday & Matthiessen (2014). The researcher finds 161 utterances that will be presented in the diagram below.

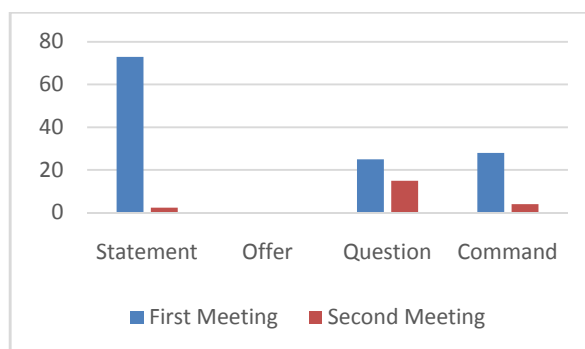


Diagram of Type of Speech Function Used by Students in Classroom

a. Statement

The first is the statement type of speech function. Statement is a type of speech function found in conversation in the English classroom by class XI students at MAN 5 Jombang, and this type is often used by students during two

meetings in class. First example of an utterance from a statement type of speech function used by students in class is:

S: What is your favorite song?

S: My favorite song is Who Says.

S: Who is the singer?

The students' conversation takes place in a formal context during a group class presentation, namely discussing favorite song. The utterance above belongs to the statement in speech function, realized in mood by using declarative. In this utterance, "My favorite song is" is a mood. The word "My favorite" is the subject, the word "is" is the predicate, and "Who Says" is the complement and residue. The example utterance above is a positive polarity declarative because it gives correct or positive information. So in this case, the example of the utterance above from the conversation in the English classroom by class XI students at MAN 5 Jombang is included in the statement type in the speech function. By classifying the speech functions (statement) included in declarative, so we can understand the meaning of each speech function in a conversational context. Another example of utterance is:

S: Hi guys, good morning! My name is Nailatul Muna, you can call me Naila.

S: My name is Nazla Maulida Hanum. You can call me Hanum.

S: This PPT about song, song title is Count on Me.

The students conversation here occurs in the formal context of class presentation carried out in groups, namely giving information about the presenter's name. The utterance above belongs to the statement in speech function, realized in mood by using declarative. In this utterance, "My favorite name is" is a mood. The word "My name" is the subject, the word "is" is the predicate, and "Maulida Hanum" is the complement and residue. The example utterance above is a positive polarity declarative because it gives correct or positive information. So in this case, the example of the utterance above from the conversation in the English classroom by class XI students at MAN 5 Jombang is included in the statement type in the speech function. By classifying the speech functions (statement) included in declarative, so we can understand the meaning of each speech function in a conversational context.

b. Command

The second is command type of speech function. The command type of speech function is found in conversation in the English classroom by class XI students at MAN 5 Jombang, and this type is rarely used by students during two meetings in class. First example of an utterance from the command type of speech function used by students in class is:

S: Ayo rek, gak ada sing bertanya ta iki? (*Come on guys, no one asked?*)

S: Tanya opo? (*Ask about what?*)

S: Raise your hands, please! When have question, raise your hand! Jika bertanya, angkat tangan dan sebutkan nama! (*Raise your hands, please!*)

When have question, raise your hand! If you ask, raise your hand and mention your name!)

T: Okay Detti, mention your name before asking the question! Hello my name is Detti gitu ya. Your name, mention your name! My name is Detti.

The students conversation here occurs in the formal context of class presentation carried out in pairs, namely question and answer session. The utterance above belongs to command in speech function, realized in mood by using imperative. In this utterance, the word "Raise" is the predicate, and "your hands" is the subject. The predicate and subject here are the mood, while the word "please!" is a complement or residue. The example utterance above is imperative because it demanding goods-&-services. So in this case, the example of speech above from the conversation in the English classroom by class XI students at MAN 5 Jombang is included in the command type in the speech function. By classifying the speech functions (command) included in imperative, so we can understand the meaning of each speech function in a conversational context. Other example:

S: Songwriter the Smeezingthons Bruno Mars, Philip Lawrence, and Ari Levience. Singer is Bruno Mars and the song theme is friendship.

S: The meaning of the song, the song Count on Me tells the story of friendship that relies on each other under any circumstances. Their friendship is so close, they will always be there when we count one, two, three or four, three, two.

The students conversation here occurs in the formal context of class presentation carried out in pairs, namely giving instructions for the audience to reflect on life according to the meaning of the song. The utterance above belongs to command in speech function, realized in mood by using imperative. This command is not implied directly. In this utterance, the word "is" and "will always be" is the predicate, and "Their friendship" is the subject. The predicate and subject here are the mood, while the word "so close" and "there when we count one, two, three or four, three, two" is a complement or residue. The example utterance above is imperative because it demanding goods-&-services. So in this case, the example of speech above from the conversation in the English classroom by class XI students at MAN 5 Jombang is included in the command type in the speech function. By classifying the speech functions (command) included in imperative, so we can understand the meaning of each speech function in a conversational context.

c. Question

The third is the question type of speech function. Question type of speech function found in conversation in English classroom by class XI students at MAN 5 Jombang. First example of an utterance from the question type of speech function used by students in class is:

S: What is your favorite song?

S: My favorite song is Who Says.

S: Who is the singer?

The students conversation here occurs in the formal context of class presentation carried out in groups, namely discussing favorite song. The utterance above belongs to a question in speech function, realized in mood by using interrogative. In this utterance, the word "What" is a WH-question, where WH-question is a characteristic of the interrogative. Apart from that, the word "What" is also a residue and complement. Then, the word "is" here is a predicate, and "your favorite song?" is the subject, the predicate and this subject is the mood. The example utterance above is interrogative because demanding information or asking for information. So in this case, the example of utterance above from the conversation in the English classroom by class XI students at MAN 5 Jombang is included in the question type in the speech function. By classifying the speech functions (question) included in interrogative, so you can understand the meaning of each speech function in a conversational context. Second example:

S: My name is Ajeng, my question what is genre?

T: Can you speak louder, Ajeng?

S: My name is Ajeng, my question what is genre?

The students conversation here occurs in the formal context of class presentation carried out in groups, namely question and answer session. The utterance above belongs to a question in speech function, realized in mood by using interrogative. In this utterance, the word "What" is a WH-question, where WH-question is a characteristic of the interrogative. Then, the word "is" here is a predicate, and "My name" and "My question" is the subject, the predicate and this subject is the mood. The example utterance above is interrogative because demanding information or asking for information. So in this case, the example of utterance above from the conversation in the English classroom by class XI students at MAN 5 Jombang is included in the question type in the speech function. By classifying the speech functions (question) included in interrogative, so you can understand the meaning of each speech function in a conversational context.

2. The utterances meaning represented on students' conversation in class

In this study, it was found that there are three meanings in using types of speech function in class, namely, giving information (statement), demanding goods-&-services (command), and demanding information (question).

a. Giving Information

The first meaning is to giving or providing information, the meaning of the utterance that includes the statement in the speech function is

S: What is your favorite song?

S: My favorite song is Who Says.

S: Who is the singer?

The students conversation here occurs in the formal context of class presentation carried out in groups, namely discussing favorite song. The statement type of speech function is discussed in the utterance above. In this utterance, the speech function is realized through mood in declarative form, which is a type of sentence that gives information or provides information to other people directly. The meaning behind this utterance is that the student is giving or providing information to other students about the title of his favorite song, namely "Who Says". This statement does not just give information but also contains a personal element in the form of an opinion about the song. The sentence that shows an opinion is "My favorite song is Who Says", because it is based on personal preference. Even though it is in the form of an opinion, this can encourage discussion or strengthen social bonds between students in class. Because it can encourage the exchange ideas and enhance students' communication skills. The main purpose of this utterance is to enable other students to understand their friends' music preferences or also gain insight into the types of songs. Another example of utterance is:

S: Assalamualaikum Warahmatullahi Wabarakatuh

S: Waalaikumsalam Warahmatullahi Wabarakatuh

S: Hello, my name is Egis Zahra Amelia. You can call me Egis.

S: My name is Yunita Ababil, you can call me Yunita. Song title Hold Me Down.

Song writer Kirk Franklin, Jordan Evans, Matthew Burnett, Ashton Simmonds, Nevon Sinclair, Alexander Ernewein. Singer Daniel Caesar.

The students conversation here occurs in the formal context of class presentation carried out in pairs, namely self introducing. Based on the utterance above, the statement type of speech function is discussed. The speech function is realized through mood in declarative form in this utterance, which is a type of sentence that gives information or provides information to other people directly. The meaning behind this utterance is that the student is giving or providing information to other students or the audience about her identity, namely, Egis Zahra Amelia or can call Egis. The audience can call her by a shorter or more informal name to make interaction easier in class. These remarks do not just give information but also reflect interpersonal dynamics where students open themselves to the audience or other students to create a closer or more intimate environment. The main purpose of this utterance is to ensure that other students or the audience know the presenter's name or build closer social relationships.

b. Demanding Good-&-Services

The second meaning is to demanding goods-&-services or giving instructions, the meaning of the utterance that includes the command in the speech function is:

S: Ayo rek, gak ada sing bertanya ta iki? (*Come on guys, no one asked?*)

S: Tanya opo? (*Ask about what?*)

S: Raise your hands, please! When have question, raise your hand! Jika bertanya angkat tangan dan sebutkan nama! (*Raise your hands, please! When have question, raise your hand! If you ask, raise your hand and mention your name!*)

T: Okay Detti, mention your name before asking the question! Hello my name is Detti gitu ya. Your name, mention your name! My name is Detti.

The students conversation here occurs in the formal context of class

presentation carried out in pairs, namely question and answer session. The command type of speech function is discussed in the utterance above. This type is used for demanding goods-&-services or giving instructions to other people. In this utterance, the speech function is realized through the mood in the form of imperative, namely a sentence that gives a direct instruction. The speech function "command" plays an important role in directing or providing certain actions. The meaning behind this utterance is that the student or presenter is demanding goods-&-services or giving instructions for the audience to ask the presenter if they have questions. Not just giving instructions but also inviting or asking for participation from the audience in class. This shows a form of demand for goods (information) or services (further explanation). The main purpose of these instructions is to ensure the audience understands the material presented by the presenter. Audience members who do not understand the presentation material can ask the presenter so that their understanding becomes better. Another example of utterance is:

S: Song theme a complicated love story and struggles in a relationship.

S: Sing banter!(*Louder, please!*)

S: The meaning of the song Hold Me Down generally tells a complicated love story and struggles in a relationship. The lyrics describe someone who is attracted to a woman, but also suggest that their relationship is unhealthy.

The students conversation here occurs in the formal context of class presentation carried out in pairs, namely ask presenter to raise the voice. Based on the utterance above, the command type of speech function is discussed. This type is used for demanding goods-&-services or giving instructions to other people. The speech function is realized through mood in the form of imperative in this utterance, namely a sentence that gives a direct instruction. The speech function "command" plays an important role in directing or providing certain actions. The meaning behind this utterance is that the audience is demanding goods-&-services or giving instructions for the presenter to raise her voice during a presentation in class. The main purpose of these instructions is to ensure that the presenter's voice can be heard clearly by the audience because the presenter's voice is very soft. It is important to ensure that every student in the class can capture the information conveyed by the presenter well.

c. Demanding Information

The third meaning is demanding information, the meaning of the utterance that includes the question in the speech function is:

S: What is your favorite song?

S: My favorite song is Who Says.

S: Who is the singer?

The students conversation here occurs in the formal context of class presentation carried out in groups, namely discussing favorite song. The question type of speech function is discussed in the utterance above. In this utterance, the speech function is realized through mood in the form of an interrogative, which is a type of sentence that demands or asks for information from other people. The meaning behind this utterance is that the student is demanding or asking other students for information about their favorite song. The main purpose of this utterance is to ensure that students who ask questions know their friends' music preferences. By knowing this information, students can expand their knowledge about various musical tastes. Another aim or meaning is to strengthen social

relationships through sharing personal interests and preferences. Another example of utterance is:

S: Ada yang ditanyakan? (*Any questions?*)

T: Any question? Any question? Remember those who have question will have point. Gak ada yang tanya? (*Any question? Any question? Remember those who have question will have point. No one ask?*)

S: Nailatul

T: Oh iya, Muna! (*Oh yeah, Muna!*)

S: Nama saya Nailatul Muna. Pertanyaan saya dari manakah lagu ini berasal? Dari negara mana?(*My name is Nailatul Muna, My question is where is this song from? From which country?*)

T: The question is from what country is the song? What countries is the song?

S: Dari Perancis. (*From France*)

The students conversation here occurs in the formal context of class presentation carried out in pairs, namely question and answer session. Based on the utterance above, the question type of speech function is discussed. The speech function is realized through mood in the form of an interrogative in this utterance, which is a type of sentence that demands or asks for information from other people. The meaning behind this utterance is that the student is demanding or asking for information from other students or presenters about the country of origin of the song. This reflects the questioner's curiosity about the culture of the song and encourages further discussion regarding the presentation material. The main purpose of this utterance is to ensure that students or audiences who ask questions know or understand presentation material that they do not know. The questioner wants to know answers that help them understand the cultural origins of the song. This also shows that students are interested in the material being discussed in class.

CONCLUSION

In conclusion, speech function on student conversation in English classroom is used to convey and receive information or messages. In students' conversation in English classroom, students indirectly applied or used types of speech function. The students used three of four types of speech functions, namely, statement, command, and question. Only one type of speech function that not used by students in class is offer type. Statement type is often used by students to conversation in English classroom. Meanwhile, command type is rarely used by students to conversation in English classroom. Students used types of speech function according their situation or needed in class.

Students in English classroom also indirectly used or applied meanings of speech function. There are three meaning of speech function that used by students, namely giving or providing information, demanding information, and demanding goods-&-services or giving instructions. The meaning often appears or used by students in English classroom is giving or providing information. This meaning used when students in class want to giving information to other students, for example, learning material. Second meaning is demanding information, it is used when students want to know information in class, for example, learning material. Then, the meaning rarely seen or used by students to conversation in English classroom is demanding goods-&-services or giving instructions. This meaning used by students when students want to giving

instructions to others students to do something. So, it can be concluded that students in English classroom applied or used elements of speech function, namely type and meaning. Future researchers can use this article as a reference to conduct the effect of speech function research according to Halliday theory. The implication for English lecturers is to enrich the teaching of speech function by introducing types in a balanced way, especially those that are never used, namely "offer". Lecturers also need to encourage more dynamic interactions in class with activities that stimulate the use of commands and questions, not only statements. The development of interactive activities and continuous evaluation are important to improve students' practical communication skills.

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