Speech Function in Teaching Speaking Skill: Evaluation, Analysis, and Recommendation

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Abstract:
This study aims to assess and analyse the sorts of speech functions used by teachers in the tenth grade at one vocational high school in Jambi, Indonesia, and to identify the most prevalent kind. The study was carried out using descriptive qualitative research and descriptive analysis design. In this study, data were triangulated through observation and documentation. The study's targets were English teachers, and the transcribed data was divided into three categories of language functions. Holmes' concept is applied to classify speech functions. There are three types of utterance functions: expressive, imperative, and referential. The results showed that out of 60 speech functions, the directive function was applied by instructors the most frequently, accounting for 31 of them (51.66%). Directive one is the main reason, as it delivers interaction by directing and requesting the student. The study recommends that there are still many types of speech functions, but alternatively, directives are more prominent. Other researchers can gather data from many sources, including Instagram's English-language account, an English newspaper or magazine, and many more. The current study encourages English as a Foreign Language (EFL) teachers to complete a task and determine an assignment for future research. Given the implications of directive functions for English teachers in teaching speaking skills and the ability to inquire about something and command and request learners to perform something.

Keywords*: speech function, speaking skill, teaching of speaking, vocational school*

1. INTRODUCTION

For effective communication in today's globally connected world, speaking is the greatest crucial of the four language abilities. Speaking is the most common ability in English communication. English learners generally measure their progress in English learning by how much they have enhanced their communication abilities (Leong & Ahmadi, 2017), as a result, the classroom is a perfect environment for developing effective communication skills, particularly speaking abilities.

Moreover, Speaking is a challenging skill to retain, thus much practise is essential (Burns, 2019; Chakim & Dibdyaningsih, 2019; Namaziandost et al., 2019). However, other interpretations carried on to argue that speaking issues were due to a lack of self-confidence (Akbari & Sahibzada, 2020: Tunçel, 2015; Palavan, 2017), As a result, learners tend to be silent during the learning process. Consistently, students require more practises in order to learn how to convey their feelings, thoughts, ideas, emotions, and intentions. In other words, teachers should create a favourable environment in the classroom for the teaching-learning process. Chakim and Dibdyaningsih (2019) and Raupovna (2019) suggested that the instructor must also be able to design speaking activities that enable students to articulate their thoughts, questions, and replies through a variety of speaking projects and practises. In other words, being a qualified speaking teacher encompasses the 'combinatorial' essence of speaking, which involves the linguistic and discoursal features of speech, the core speaking abilities that allow speakers to process and produce speech, and the communication strategies for controlling and retaining spoken interactions (Burns, 2019). These help students build and improve their English communication skills (Menggo et al., 2019).

In another case, speech function and speech act specify the communication's social purpose, and up to now, there had been a number of research into these contexts, such as Derakhshan & Arabmofrad (2018), Kauffeld & Goodwin (2022), Lee (2022), Oluoch (2020), Rakaj (2022), Santosa & Kurniadi (2021), Susilawati (2019), Uspayanti, (2020), Nita & Lestari (2021). It indicates that when people want to speak differently in different social situations, they are concerned with recognizing the social uses of language and how it is employed to communicate social meaning. According to Holmes (2013: 275), there are several types of speech functions, they comprise expressive, directive, referential, metalinguistic, poetic, and phatic qualities. Imaniah et al. (2017) stated that the person speaking should possess a variety of language functions such as emotive function, declarative function, contextual function, metalinguistic function, poetic function, phatic function, and so on. This notion is reinforced by Rahayu et al's. (2018) findings, which specialise in employing the concept of Hyme's speaking model, as well as Siegel (2016) research findings, which focus on pragmatic tasks.

In accordance with prior research and statements, the teaching and learning environment of speaking skill has been constructed in the classroom by the instructors,

and the pre-observation has been carried out in the current study. The researchers investigated many sorts of illocutionary acts, which are regarded as the act of doing something (Hariati et al., 2020), and depend on social agreement (Chankova, 2019), the speaker should utter anything with intended significance to the hearer depending on the context and natural reality while conducting an illocutionary act (Rahayu et al., 2018), employed throughout the teaching and learning process that among Holmes' (2013) concepts and Searle's (1999) types of illocutionary acts whereas three speech utterances were productive such as expressive, directive, and referential, but the rest of them were not. The current study highlighted three phrases in creating speech function in teaching in the classroom as the most challenging challenges for teachers. As a result, this study will explore and analyse how teachers act when teaching speaking skills. Holmes (2013) defines eight different types of language functions. These are the emotive, the directional, the reference, the meta-linguistic, the phatic, the poetic, the heuristic, and the commissives. Meanwhile Searle (1999) categorized five different types of illocutionary acts; representatives, directives, commissives, declarative, and expressive. Practically, *Expressive* that speaker wants to show what he/she feels about particular situations, this speech function shows the most dominant in the study findings of Khaerunnisa et al. (2022) and Wilany et al. (2018), and both studies' method are in line with the current study, but mostly observed about Expressive, directive, referential, metalinguistic, phatic, commissives. *Directive* that the speaker wants to get someone to do, and then Basra & Thoyyibah (2017) and Yuliana et al.'s (2019) results revealed that it is the prominent utterance, and they took the same analysis with this study, but more than 3 speech functions issues. Eventually, *Referential function* means provide information. Essentially, referential function is the communication of information which tends to the result of Wuryaningrum's (2019) study as the greatest percentage, she analysed with discourse analysis, and much different from the current study. Several comparable findings as illustrated in table 1. As a consequence, based on the pre-observations of this study, the prediction issues of the current research results are predicted to be comparable to one of the earlier findings about the use of speech functions by English instructors while teaching in the classroom

However, this study focuses on the sort of language performance and the most frequently encountered performance in teaching speaking skills at a vocational high school in Jambi. On other hand, it focuses on three sorts of speech functions: *expressive, directive,* and *referential*. These issues are taken into the study's questions as follows:
1. What are the diverse kinds of speech functions utilised in the instruction of speaking skills?
2. What is the most significant speech function to teach while learning to speak?

2. LITERATURE REVIEW

The utterance identifications and classifications fall under numerous sorts of language functions. Holmes (2013) defines eight different types of language functions. These

are the emotive function, the directional function, the reference function, the meta-linguistic function, the phatic function, the poetic function, the heuristic function, and the commissure function. There are three sorts of functionalities in this study: emotive, directing, and referencing.

2.1 Expressive Functions

The language act performed by the speaker to ensure that the language is regarded as an appraisal of the objects addressed in the speech as expressive (Levinson, 1991). It is the phrases utilised by individuals to convey their sentiments, thoughts, ideas, and opinions through diverse word choices and tone. This means that utterances convey information, one of their findings' examples is "Next we want to learn about parts of the body" (Khaerunnisa et al., 2022). Moreover, People must communicate their own unique emotions and ideas in order to have positive interpersonal interactions with one another (Holmes, 2013: Wilany et al., 2018). Dewi et al. (2020) exposed Speeches in their study; complaining, blaming, criticizing, saying thank you. It is consistent with Erawati's (2016) observation that expressiveness function in English teacher phrases communicates the instructor's mood, for example *"Good."* Statements convey the speaker's emotions. The emotive function is the emotional sensation of the speakers that reflects the speaker's response (Holmes, 2013).

2.2. Directive Functions

This sorts of speech function, Holmes (2013) defines instructive utterances as attempts to persuade someone to perform a task. The teacher utilised this feature in all meetings in this discovery. *"OK kids, star writing on your task book!"* the teacher teaches the learners, *"Raise your hand,"* the teacher directs the students." In addition, Khaerunnisa et al. (2022) articulated that the other commands are commands which aim to make the study room quiet and peaceful, such as the words ``*Please return to the sitting position!''* and *"Sit down please",* trying to get someone to do something. Example: close the door. It is the prominent phrase in their study. In other words, questioning, demanding, and recommending were the linguistic forms and functions of direct speech actions in the class (Widiasri, et al., 2019). The utterances examined in this research are those performed by speakers to persuade others to do something; another viewpoint is that direct speech acts are those employed by the speaker to generate the effects ((Djahimo, 2018; Leech et al., 2014; Suastini, 2016). It is similar to the study of Yuliana et al., (2019) delivered an order to the listeners to perform something or respond to questions, such as *"Complete your job, please!"* and *"Take a seat!"* . Therefore, overall this finding of study is in line with the study of (Widiasri et al., 2019; Yuliana et al. (2019), but methodically is different from Widiasri et al's. (2019).

2.3. Referential Functions

Tribus (2017:11) stated that a reference function leads common language to represent the objects and endow it with significance. The most typical topics addressed are

course contents connecting with the surroundings (e.g., classroom equipment and procedures, asking for or providing directions) or explaining acts in a physically or chronologically setting (e.g. everyday schedule, talking about hour). It is in line with the study of Wiyanto (2020); this role out of 26 had been employed by the instructor to explain content to students, to provide information to students, and to receive feedback from students. According to Holmes (2013) reference function is represented through phrases that convey. Regarding the data, the instructor utilised this function to receive or provide data to her pupils. English instructor made 22 statements. Meanwhile, Tribus (2017:15) asserts that the reference role is the phrases' responsibility of conveying multiple meanings or providing details. The reference function is used in the following expressions: *"Now we'll talk about tenses in the past," "the course will conclude at 11:00 a.m." "All well, I'll assign you some assignments." "Alright, time is almost up. Once more, 5 minutes."*

Table 1. Previous studies reporting speech functions

Source	Method	Speech functions								The most dominant
		Expressive	directive	referential	metalinguistic	phatic	poetic	heuristic	commissive	
Basra, S. M., & Thoyyibah, L. (2017).	a case study	√	√	√					√	Directive
(Khaerunnisa et al., 2022)	Qualitative Research with natural settings,	√	√	√	√	√	-	-	-	Expressive
(Dewi et al., 2020)	(The simak method) observation	√	√	√	√	-	-	-	√	- This research solely looks at the pragmatic approach's communicative competence.
Rakaj (2022)	Qualitative descriptive approach (recording and note taking)	√	√	√	-	-	-	-	√	Directive
(Widiasari et al., (2019)	The ethnographic approach	-	√	-	-	-	-	-	-	(1) Questioning, (2) commanding, and (3) advising.
(Yuliana et al., 2019)	Documentation and observation.	√	√	√	√	√	-	-	-	Directive
(Wilany et al., 2018)	Qualitative Research,	√	√	√	-	√	-	-	√	Expressive
(Wuryaningrum 2018)	Discourse analysis with a speech act approach.	-	-	√	-	-	-	-	-	(1) Data transmission, (2) data usage, and (3) data production

3. RESEARCH METHODOLOGY

To investigate the data in this study, qualitative approach research and content assessment were employed. Ary et al. (2010: 29) articulated that the analysis of content concentrates on analysing and assessing recorded data to understand people's behaviour. However, a study design and content analysis were used to gather information from an English instructor. The female English instructors were the source of the data. The teacher of English phrases serves as the data. Purposive sampling was employed, with audio-visual materials and nonparticipant-observer observation being the main strategies. The researchers collected the data and analysed all the data through Miles, M., & Huberman's (2014: 10) flow of activity: data reduction, data display and data conclusion drawing/verification, and then validated via triangulation. Eventually, Holmes' theory to decode the teacher's utterances into a type of speech functions. The codes were expressive (EXF), directive (DIF), and referential (REF). This research had two different time meetings; it also required the code for the first meeting assessment (FOB) and second meeting assessment (SOB). The project's last stage consisted of categorising data analysis, looking at how instructors employed speech functions in the classroom and finding which speech function was most commonly used by an English teacher to develop speaking skills.

4. FINDINGS

The results are the outcome of data analysis concerning the sorts of speech functions employed by the English instructor in the class, which are obtained from example of computation as advice to examine analysis of the data. The data shown are the results of the evaluation form. The study findings are as follows:

4. 1. Result on the first observation

During class, the primary assessment was carried out and documented. The researchers classified the data into categories of language functions. The following table lists the 29 phrases that could be successfully retrieved. Based on 29 utterances, they are divided into three different types of linguistic functions. The emotional function, guiding function, and reference function are the three.

Table 1. The usage of language function on the first observation

Sorts of Speech Function	The Quantity of Speeches	(%)
Expressive Function	4	13.79
Directive Function	14	48.27
Referential Function	11	37.93
Total	**29**	**99.99**

**Chart 1. The Usage of language Function on the first observation**
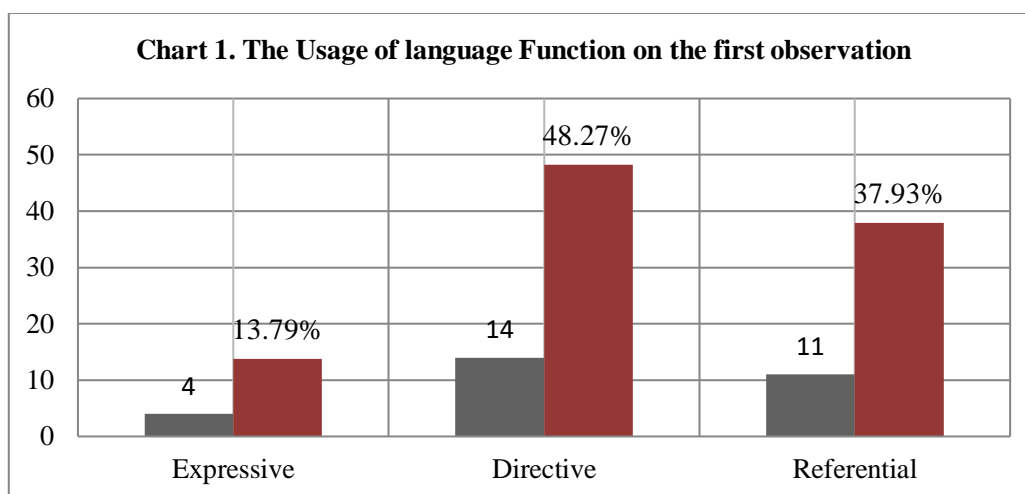
The table displays the quantity of each type of speech function used by the teacher during the initial assessment. It defines the proportion of each language function utilised by the teacher and specifies the percentage of each speech function used by the teacher. The table above shows that 4 of the 29 utterances relate to the expressive function. The proportion of emotive function is 13.79%. "I'm OK" is an example of an expressive function. Furthermore, 14 out of 29 utterances exhibit directive function, with a rate of 48.27%. "Raise your hand," for instance, is an example of a directive function. Finally, 11 utterances out of 29 utterances indicate referential function, according to table 1. *"OK, time is up, the class is ended,"* for example.

4. 2. Result on the second observation

The information below is derived through study sample consists. The data is classified in the study depending on the kind of language function. The research yielded 31 utterances, which are included in the following table. The researchers divide 31 statements into three categories of speech function. There are three kinds of functions: expressing, directing, and referencing.

Table 2. The Usage of language Functions on the second meeting

Sorts of Speech Functions	The Quantity of Speeches	(%)
Expressive Function	5	16.12
Directive Function	17	54.83
Referential Function	9	29.03
Total	**31**	**99.98**

Chart 2. The usage of language Function on the second observation
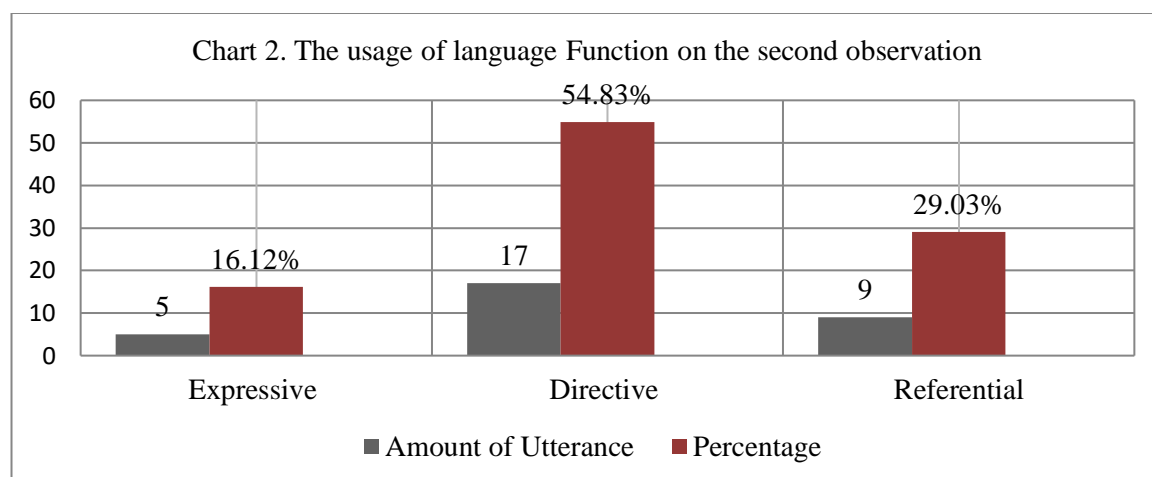
Based on table 2, on the second observation, it displays the total number of statements 31 (99.98%) as well as the proportion of each sort of language functions employed by the teacher. The explanation is as described in the following:

There are 5 phrases that indicate emotive function (16.12%). *"Thank you,"* for instance. While there are 17 statements that represent directed function. This kind accounts for 54.83% of the population. *"Listen closely,"* for example. Moreover, 9 of the 31 statements exhibit reference function. This kind accounts for 29.03% of the population. *"Alright, kids, here are some ideas for requesting and providing directions,"* for instance.

4. 3. Result on the first and the second meeting

The following table shows the combine results of the first and the second observation. It justifies and describes the total Quantity of Utterances of each types of language function that the teachers express during teaching speaking class in the classroom.

Table 3. The Usage of Language Function in both Meeting

Sorts of Speech Functions	Quantity of Utterances		Total	(%)
	Meeting I	Meeting II		
Expressive	4	5	9	15.00
Directive	14	17	31	51.66
Referential	11	9	20	33.33
Total	**29**	**31**	**60**	**99.99%**

Chart 3. The Usage of Language Function in both observations
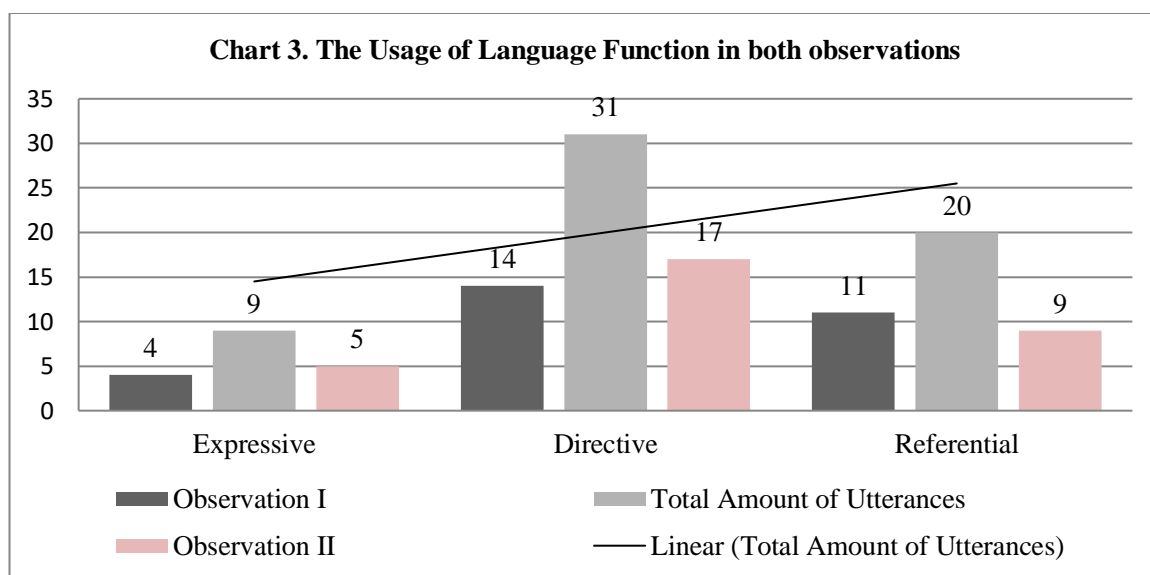
After identifying and analysing the teacher's utterances, the results of this study demonstrated that the directing function is the majority common form of speech function utilised by English teachers. According to table 3, the most common type is directive function (51.66%). The overall number of directive function utterances extends to 31 of 60 utterances, followed by Referential 20 (33.33%), and Expressive utterance 9 (15%). The instructor mostly employed the directive function to inquire the students about anything and to order and request the students to perform something. Thus, the instructor employed directive as the main function since the teacher stated that they should engage by commanding and questioning the student in addition to giving process and interaction to students. The study concludes that the majority common sort of language function utilised by English teachers is the directing function.

5. DISCUSSION

The discourse of this study based on the assessment of the information produced from observation and documentation. The study discovered sixty sorts of utterances of speech function which are classified into 9 utterances of expressive, 31 utterances of directive, and 20 utterances of referential.

In accordance with the findings of 9 utterances of expressive language function, which express the teacher's feelings. The current study contradicts the findings of Khaerunnisa et al. (2022), who found that applying Holmes' theory to six statements validated five of them. They concluded that English mentors expressed themselves expressively 36% of the time. Khaerunnisa et al's. (2022) findings related to Wilany et al's. (2018) that their contribution to EFL teachers in order to provide analysis of sociolinguistics knowledge so that they can use it in their statements or utterances. Hence, it can be understood that kinds of speech functions and the use of them can

help us create good communication and relationship with others in different circumstances and needs. However, the expressive is the weakest in this study with 9 (15%) utterances. The expression used by teacher when the teacher expressed a good feeling. The expressions are: "*I am good", "yes, it is righ*t", *"good", "I am fine too," and the instructor expresses happiness, "great, all of your answers are accurate," "that seems to be right," "ok okay, start giving the applause," "good work," and the teacher expresses "thank you" when students inquire about the teacher's health*. According to Holmes (2013:196) The emotive function is concerned with feelings like as excitement, liking, disliking, complimenting, and rewarding. And then, Holmes (2013:275) also stated that the utterance express the speaker's feeling. In other word, This study's findings in line with Wiyanto (2020) exposed that expressive one belongs to the instructor's emotions, that pupils are pleased, so that the appreciation may remark "*Good*."

Furthermore, the researcher discovered 31 directive utterances when the teacher's mood delivered a definite direction to the pupils to do something or respond to the inquiries. It is comparable to the findings of (Faturrochman et al. (2021), they assumes that encouraging students to speak in English is really important for English as a foreign language learning process. Therefore, Directive is very sufficient in this case. Moreover, According to Holmes, (2013:275*)* directive function as utterances attempts to get someone to do something. The teacher used three ways in expressing directive function. It is contrary to the fact of Retnowati's, (2021) findings indicated that direct non-positive directive speech actions are not observed in participatory story telling in her study; instead, the majority of the statements represent indirect suggestions. *The first*, imperative sentence it means that a function to give a directive functions. The expression teacher like *"open your book page 189", "raise your hand", "secretary, come here, help me please!", "Start writing in your book," "Alright, thank you," "Take a seat!". The second, the* use of an interrogative phrase is to gather data or to give an implied order, such as students doing something or answering a question. The expression teacher likes *"how to ask direction to someone", "I give you 15 minutes", "I want to check you task". The third*, declarative it means to made statement and convey the information which made the students do something. The expression of teachers like: *"I'll provide you a task for the following occasion," "the assignment in partners to talk over the content."* It differs from Lee's (2022) study in that it focuses on how to pronounce "lah" in a low dropping voice, which diminishes the authoritative effect of directives. The other findings are linear with the current study. This case study figured out directives (70%), representatives (21%), expressive (6%), and for commissives (3%). They claimed that since the instructor follows the idea of Communicative Language Teaching, directive speech actions were often employed (Basra et al. (2017), and it is along with Rakaj's (2022) result that revealed 60 utterances that directive (41%) is higher than others, such as representatives (28.3%), expressive (20%), commissives (10%), and no declarations (0%), So the categorisation of speech acts dictates the teaching technique, and likewise. Eventually, it could be

argued that further studies in various situations should be undertaken to obtain more complete data on speech practices.

Moreover, 20 utterances of referential obtained in this study which the teachers express to give information. It is close to the statement of Wiyanto (2020), that the utterance provides information. In his study this function is the dominant usage of teacher speeches with 22 utterances of 41. It is not in line with the current study either a number of utterance data or dominant one with (33.33%) out of 60 utterances as the second dominant of utterances, but methodically was similar. Other unlinked finding is referring to Khoiriyah, (2022) articulated that the male teacher employed matter-of-fact traits to be truthful and referential. The female teacher deployed cooperative qualities because she desired good cooperation with her students. The students stated that they are more motivated to study English when they got compliments rather than criticises. It can improve their English abilities by asking a reference question. In other case, Susilawati (2019) stated that the functions are carried out through numerous structures such as declarations of facts, both positive and negative statements, prohibitions or reminders, affirmations, and representations. Then, one of her research issues, a restriction, recommendation, or conclusion, as well as a reference to a query or evidence to support the speaker's opinion. Holmes (2013:275) defines that reference function as data provided by statements. The teacher's expressions such as "well, today we're going to study regarding requesting and offering guidance," *"okay, there will be numerous methods to ask guidance," and "time is up, the session is ended".* However, Wuryaningrum (2019) indicated that the kinds of reference function may be categorised into awareness and understanding projections based on discourse creation. So far, he has recommended that the reference function type should be utilized during the language learning.

6. CONCLUSION

Based on those results of the study, it is reasonable to determine that three types of speech functions are employed by English teachers during classroom interactions at one Islamic vocational high school in Jambi, Indonesia. These roles of speech are expressive, directive, and referential. Moreover, the researchers conclude that directive was the largest prevalent form of language functioning employed during classroom engagement, followed by referential function and expressive function as the weakest one. The study recommends that there are still many sorts of speech function that the author cannot determine in this study, which concerns the language functioning employed by English teachers as the study's objective. However, Method may be distinguished or data for the study may be obtained not only from teaching and training, but also from sources such as Instagram's English-language account, a newspaper in English, a magazine in English, movie in English, Theatre and many more.

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