



## Speech Function in Bilingual Setting: Associating Learners' Standpoint

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### Abstract

*The goal of this research is to investigate students' impressions of the speech function used in a bilingual classroom. The descriptive qualitative method was chosen as the research strategy in this study. The pupils' impressions of speech function were documented by the observation technique. This comprises field notes, interviewing subjects, and taking notes. Transcription, categorization, and conclusion are all phases in data analysis. The outcomes of this research indicate that students have a favorable opinion of the speech functions utilized in the bilingual class system at Muhammadiyah University of Makassar's department of social politics. And that the employment of poetic and phatic functions in the classroom has an influence on the students' capacity to communicate successfully.*

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## Introduction

Education may be a deliberate undertaking oriented at achieving predetermined goals. Education's objective is to improve the overall quality of human resources. Apart from that, schooling is a burden for older learners. Thus, all educational endeavors are directed toward a certain goal, even if the goals are not always explicitly expressed and defined. Generally speaking, the goal of education is for students to reach a certain level of maturity. The community's attitudes, especially those of educators, have a substantial effect on a person's typical maturity (Alexander, 1950). According to the Indonesian people, maturity is defined by the characteristics of faith and devotion to Almighty, noble character, knowledge and skill, physical and mental health, a stable personality, independence, and social and national responsibility, as outlined in the national education system law. In the next paragraphs, the aim of education for the state of Indonesia is referred to as national education, and the educational objectives are referred to as the goal of national education. This is a sign of maturity.

Although Indonesians study English as a second language, they cannot naturalize their speech in English because they need a natural language to express themselves. English is classified as a distant language (EFL) since it is not commonly utilized in learners' immediate social contexts (Saville-troike, 2006: 4). This includes the classroom environment in which scholars study English as a subject, in which scholars rarely use English as their primary language of communication or interaction with others, and in which scholars prefer to communicate with one another in or outside the classroom using Indonesian or their native language (Saville-troike, 2006: 4). Because students have only a basic or no prior grasp of the target language at the beginning level of teaching, it is rarely challenging to utilize language training at this level of teaching. As a consequence, using students' native language (in this example, Indonesian) may be seen as a teaching strategy that will aid scholars in more successfully learning English.

Additionally, Nazary (2008) notes that EFL teachers often use the students' native language as a technique of transmitting meaning and engaging pupils. The majority of researchers in the

department of social politics do not specialize in studying English; rather, they focus on their topic, have more information to update, typically material about social politics, and, in order to attempt negotiation, they must communicate in an engaging and fluent way. The speech function is a way for someone to communicate their thoughts in order for their listeners to grasp them. There are several types of speech functions that may be utilized to bolster an argument or a subject. This experiment used Roman Jakobson's idea on speech function.

Language, according to Holmes & Wilson (2017), serves six unique functions in the human brain. There are many types of functions. They include the referential function, the emotive/expressive function, the conative/directive function, the phatic function, the metalinguistic function, and the poetic function. Students acquire mastery of knowledge and speaking abilities as a consequence of using this paradigm, which may be classified into two groups. As a consequence of the above, the researchers argue that an awareness of the speech function application in bilingual classrooms and competent schools may benefit in the development of students' English abilities.

## Methods

The study used a descriptive qualitative research design. This technique aims to establish students' impressions of the speech functions employed in a bilingual educational setting. In Makassar, Sulawesi Selatan, Muhammadiyah University is located. The research subjects for this study are two classes, five students from the first semester and five students from the third semester, who are enrolled in an international/bilingual class in the department of social politics at Muhammadiyah University of Makassar. Interviews and observations were used as research instruments. Interviews are adaptable data collection tools due to their ability to incorporate multiple sensory channels: verbal, non-verbal, spoken, and heard (Cohen et al. 2007).

The interview guideline was used to obtain information on students' views of the speech functions used in bilingual classes. The researcher picked an in-depth interview to collect precise information for the study's purpose. Observation was used to collect data for the researcher. As defined by Creswell in Hapsari (2018), observation is the process of gaining unstructured, direct information via observation of people and surroundings at the research area. Observation may be classified into two types: participant and non-participant. The researcher employs non-participant observation. This means that the researcher is not a participant and also observes in an indirect manner. The researcher gathered data in three ways: (a) he explained the study to students in the department of social and political sciences, (b) he conducted interviews with students using a voice recorder, and (c) he questioned students about their research using a voice recorder. Conducting the observation included the following steps: (a) the researcher generated an observation proposal; (b) the researcher observed in the classroom; and (c) the researcher recorded field notes. Data analysis technique: after obtaining the data, the researcher evaluated it. Data analysis includes a number of steps, including (a) transcription, (b) categorization, and (c) conclusion.

## Results and Discussion

### Description of Collected Data

#### *Classroom Setting*

While the field note results are obtained, it is discovered that one student suggested that when utilizing the zoom meeting application, they become aware of anything. Despite my inability to pay full attention on the computer screen, I was able to pay attention to the other students in the class. I was able to thoroughly grasp the teacher's instructions. The learning activity in the

classroom occupies my whole attention from the beginning of class till the end of the process of learning.

### ***Activities***

The bilingual class system under study by the students in the department of social politics has piqued the interest of the students in the department. All of the students are quite confident in their abilities to practice and are extremely passionate about the learning process as a whole. Some children are more hesitant than others about exhibiting their communication abilities in the classroom, but the vast majority of students are engaged and engaged in the classroom. During the teacher's delivery of the content, for example, some pupils switch off their cameras, preventing us from identifying their behavior but merely a single period in time. As time goes on, the children's enthusiasm becomes stronger and stronger.

### ***Participant point of view about speech function***

Even while the pupils' understanding of speech function is still abstract, and they do not comprehend it in detail, they make extensive use of sentences on a daily basis. They feel that having a solid comprehension of the speech function itself is very essential for success. Because of this, in order for students to be able to use it in the appropriate situation, they must learn more about that specific speech function. T: How are you doing this evening? "T: how are you this evening?" The teacher used the speech function in the classroom at the beginning of the lecture to introduce the material. S: "Good evening, sir. Thank you for your time. It's always a joy to see you around here."

### ***Impact observer might have had on the situation observer observed***

When the observer joins the zoom meeting application that the teacher has provided, the observer's effect on the classroom is a little uneasy at the beginning of the students' time in the classroom since the observer is not a member of the class. The students are involved in the learning process when it is taking place, however, since the learning process makes use of daring and the Zoom meeting program, among other things, while it is taking place. As a consequence, the students no longer pay attention to the observer, and the learning process in the classroom continues to run without interruption.

My curiosity was piqued by how the classroom sounded, how the kids sounded, and how much contact there was amongst the students. It was also important to pay attention to how the lecturer stated things and how he interacted with the students throughout the class period. The teacher ensures that the materials and instructions offered are understandable, and he or she turns off the camera in particular because I did not want the students to feel as like they were being watched or disturbed while they were learning. According to the field note above, it seems that the students are really excited about learning about public speaking, and that the instructor used two kinds of speech functions in the classroom: a poetic function and a phatic function (or a combination of both). When the class started, the instructor used the phatic function, and when the students offered flawless feedback on their work, the teacher used the poetic function, and so on.

Student impressions were supplied by the students, and the students had a good or positive view of their own, according to the findings of the study. It is hypothesized that the researcher just picked two or three replies from students who reflected the responses of the other students since their responses were close and almost identical, with the only differences being in the sentence structure and the use of diction.

Students' evaluations of the speech function used in a bilingual classroom system were positive, according to data gathered from field notes and interviews. According to the expert quoted by Fitriyani et al. (2019), a speech function is an action or performance that is undertaken in order to meet the objectives of speakers and listeners. It is carried out by language users in a variety of ways, including asking, demanding, and responding. In order to satisfy their needs, they make use of speech functions to communicate with one another and share their experiences with one another. In accordance with the observations made by the researcher while observing the Department of Social and Political Affairs, this hypothesis is supported by the evidence.

When the teacher is posing, commanding, or answering questions, it appears that both students and teacher actively utilized the speech function in their classroom in order to meet the needs of their listeners, with the listeners appearing to pay more exclusive attention to the speaker when the teacher is performing these actions. This is due to the fact that the instructor used the speech function in a way that was suitable for the pupils' requirements at the time. It allows students to feel more comfortable researching or conveying their ideas via communication, which allows them to communicate their ideas more clearly to their peers and instructors. Even if this is accurate, according to the findings of the interview, it is also compatible with the hypothesis, which states that students are satisfied with their capacity to detect and comprehend the speech function since it leads to the enhancement of their communication abilities. assisting in the development of students' communicative abilities the ability to utilize figurative language allows them to notice and excite the interest of the audience, which encourages them to talk more in the next conversation. And it has an influence on their pronunciation as well because, once they have recognized a speech function, the probability that they will repeat it grows considerably.

A phatic utterance is one that is used to express compassion and empathy with another person, according to Holmes & Wilson (2017). Students and instructors working together in a social politics online classroom were observed by the researcher and found to be showing solidarity by employing a phatic function to welcome students and start the class. As a result of his investigation, the researcher determined that the employment of a phatic function to welcome students and begin the class was compatible with his results. In addition, the vast majority of students are kind enough to acknowledge the teacher's greeting. Their education has been tailored to prepare them for careers as politicians or leaders, and as a consequence, they have received extensive training in effective rhetoric and in assisting pupils in having more productive interactions with one another. They must build empathy for one another and mutual respect for one another throughout the learning process if they are to get enough knowledge from the course materials.

For Jakobson (1987), the poetic function of language is the setting (*einstellung*) of the message as such, or the focus of one's attention only on the message in its own right. Students' feelings of respect and excitement are heightened when a teacher expresses aesthetically attractive phrases to commend their efforts after finishing an assignment, as evidenced by online observations. So to put it another way, as described by Holmes & Wilson (2017), poetic utterances are those that bring attention to the aesthetic characteristics of language. These theories teach students to be successful politicians who must communicate effectively, employ rhetoric, use aesthetically beautiful language, and have a broad variety of knowledge in order to achieve the department's aims in politics and social studies. Because students think about speech functions, it is possible to conclude from the findings of the above field notes and interviews that they have a strong positive perception of the speech functions used, and that more students become excited when the researcher explains about speech functions, particularly phatic and poetic functions, to them because they think about it in the first place.

However, instead of comprehending poetic and phatic function, they just apply the term, paying no attention to the classification of the speech function itself as it is categorized. As a consequence, it is a novel concept to learn, and it has an influence on the students' ability to communicate effectively via speech comprehension.

## Conclusion

A conclusion was reached as a natural outcome of the study's results, which indicated that the vast majority of students had similar viewpoints or displayed a similar interest in the speech function used by the department of social politics' bilingual class system. In a bilingual educational setting, it has been shown that children have a positive attitude toward the speech functions that are applied. Phenomenological and poetic functions, both of which are used in the educational environment, are emphasized in this chapter. While participating in an online classroom, students and instructors displayed unity by utilizing instances of the phatic function to greet students as they entered the room at the outset of the learning session and again when they left. Students will feel more respect and excitement when the teacher expresses aesthetical words of praise to them after they have completed the assignment once they have grasped the poetic function in the classroom. Once students grasp the poetic function in the classroom, they will feel more respect and excitement when the teacher conveys aesthetical words of praise to them after they have completed the assignment. The poetic function in the classroom is characterized as the instructor and pupils expressing appreciation via the use of figurative language. Understanding and distinguishing the phatic and poetic functions from the student's point of view is critical to the success of the project. This had a negative influence on students' capacity to communicate effectively after recognizing the speech function in question. The most likely conclusion is that you will repeat the experience and get more knowledge about how your voice works in the future.

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