

Speech Function Analysis in Online Classroom

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ABSTRACT

The pandemic of Covid-19 has had an impact on education. Because of the presence of the corona virus, face-to-face teaching-learning activities have been hampered. One of them is the use of an online classroom in which teachers or lecturers engage verbally with students. The examination of speech function can reveal verbal interaction. The purpose of this research is to look at Speech Function in online Structure and Speaking programs. This study looks into: 1) speech function classification in online Structure and Speaking classes; 2) how speech function is implemented in online Structure and Speaking classes; and 3) why speech function is implemented in online Structure and Speaking classes. The data for this study was gathered through qualitative research from the discourse of lecturers and students in online Structure and Speaking classes. Content analysis and Speech Function analysis were used to examine the data. The speech function can be used to evaluate 32 utterances in the Structure online classroom. Statement has 56.3 percent, Question has 34.3 percent, Offer has 3.1 percent, and Command has 6.3 percent, according to the Structure class statistics. The data from the first question of the speech function of statement in the online speaking class is 100 percent accurate. It is because the inquiry is a form of experience-based self-opinion, and many claims require data to reinforce their answers. The second question is statement (67.8%), with command coming in second at 30.3%.

I. Introduction

The Covid-19 was able to advance education 4.0 in today's world. Using information technology, the learning system is carried out remotely. The use of an online classroom is one of them. Online learning is remote learning that takes place via the internet using a computer or other connected device, with lecturers and students interact in real time. Despite the fact that it is conducted entirely online, there is a spoken exchange between lecturers and students. Language, both spoken and written, is important to verbal contact.

Language is crucial in the process of knowledge transfer, especially in social interactions. It is utilized for both verbal and written communication. It also serves as a reflection of one's thoughts, feelings, goals, and activities. Humans use language for a variety of functions in their daily lives. The language is adapted to the situation in which it is utilized in order to achieve the goals. People also use language to explain events and to talk about their experiences in the world, including the worlds in their heads.

Language is often regarded as the most important means of communication for conveying information (Rezeki, 2018). Surprisingly, a component of language meaning is tied not just to the word's selections, but also to how it is conveyed. Furthermore, Sagala and Rezeki (2018) suggested that language is a crucial aspect of human life since it allows people to communicate with one another readily. When a speaker's message cannot be conveyed in one language, the speaker must alter the language in order to be understood.

According to Saragih (2011), language as a medium of communication refers to a speaker's speech function in a verbal interaction or conversation that identifies his or her role as well as the

content or commodity transacted. A speech function involves an orientation when regarded from the perspectives of both the speaker or addresser and the listener or addressee (who, in turn, becomes the speaker).

According to Halliday (1994) and Saragih (2011), while exchanging and expressing ideas, humans play two roles: giving and demanding, for commodities such as information, goods, and services. Speech function is the term used in Systemic Functional Linguistics (SFL). Speech function refers to how someone communicates ideas in a way that allows listeners to fully comprehend them. Statement, Question, Command, and Offer are the four types of speech functions available. Speech function, according to Halliday and Matthiessen (2014), refers to a performance or activity by language users in the form of a Statement, Question, Offer, or Command. The voice function was used as a means of exchanging information between speakers and listeners in order to meet their needs.

Some researchers have conducted studies on the role of speech. Arifuddin and Sofwan (2015) conducted research in the English textbook on speech functions and grammatical patterns realized in conversation. They discovered that speech functions like opening, continuing, and reacting are realized in conversational texts. They also discovered that mood types are employed in conversational texts and that the textbook introduces the typical expressions of language function indicated in the basic competence. Second, Wiyanto (2020) conducted study on the utilization of speech functions in English Foreign Language classrooms. This study discovered that EFL utterances are classified into five types of speech functions, with the speech functions being used by English teachers in the classroom when they engage with their pupils. The next study, *An Analysis of Speech Function on Banking and Daily Need Billboard Texts* by Batubara (2020). He described the three voice functions used in banking and daily necessity billboard messages, such as statements, commands, and billboard texts. Wiyanto (2020) investigated the use of speech functions in EFL classrooms. He discovered that speech functions can be classified into six categories: expressive, directive, referential, metalinguistic, poetic, and phatic. He monitored an English teacher and discovered that each meeting had different total utterances. There are 41 total utterances, which are divided into five sorts of speech functions. When an English teacher interacts with her students in the classroom, she employs speech functions. Rezeki (2020) conducted a study on textual function in an online English morphology classroom and discovered that the lecturer and students used textual functions such as Unmarked Simple Theme, Unmarked Multiple Theme (UMT), Marked Simple Theme (MST), and Marked Multiple Theme (MMT) in their discourse (MMT).

The purpose of this study is to examine speech function in an online classroom, namely in STKIP Budidaya Binjai's online Structure and Speaking lessons. There are classifications of Speech Function in online classrooms, according to the researchers' observations. The researchers believe that the classifications of speech function in lecturer and students' discourse should be examined in order to identify the most prevalent classifications of speech function in online classrooms.

Based on the occurrence, this study is worthwhile to do in the hopes that the findings will provide a comprehensive analysis of the usage of voice functions in online classroom interactions. As a result, the focus of this research is on analyzing Speech function using Halliday's theory, identifying speech function classifications in online Structure and Speaking classes, analyzing how Speech function is realized in online Structure and Speaking classes, and investigating the reasons for Speech function realization in online Structure and Speaking classes.

II. Method

This research used a qualitative technique, which tries to offer detailed descriptions of events and collect data in the form of words or pictures rather than numbers. This qualitative technique is achieved by exposing experts' perspectives or understanding of the phenomenon that the study subject is experiencing. Because the research is conducted in natural settings, qualitative research is also known as naturalistic research methods (Sugiyono, 2016). Qualitative research, according to Hamidi (2004), provides facts in descriptive form, whether through people's words or quotations, texts, or other speech.

A. Data and Source Data

Any selected information that must be acquired in the research is referred to as data. The data must come from the data sources themselves. A data source is a source of information that may be used to fill in the gaps in a research project's data. According to Sugiyono (2009), data can be categorized into two types based on the sources: main data and secondary data. The primary data source is a source of data pertaining to the study's subject that is obtained directly from the researchers. The researchers in this study employed the discourse of lecturers and students in online Structure and Speaking lessons at STKIP Budidaya Binjai as their primary data sources. Meanwhile, a secondary data source is one that complements primary data sources and must be relevant to the study debate. Books that explain speech function, classifications of speech function, online classrooms, and other secondary data sources were employed in this study.

B. Technique of Data Collection

Observation and documenting were the methods used to collect the information. To collect data, the writer listened in on the kids' conversations. That data is gathered in documentation from connected materials, such as books, journals, magazines, articles, or other scientific works related to the title raised by scholars (Arikunto, 2006). The researchers also employed some materials, such as conversation recordings, pictures, and other necessary documents, to examine the research.

C. Data Analysis

According to Sugiyono (2016), data analysis is the process of carefully searching and arranging data gathered through interviews, field notes, and documentation. The method includes categorizing the data, breaking it down into components, synthesizing, arranging into patterns, deleting unrelated data, and drawing conclusions. Because the data sources in this study are documents or textual data, the data analysis technique used in this study is content analysis (text). The data was evaluated using Halliday's Speech function theory after it was collected from the discourse of lecturers and students in online Structure and Speaking classes.

III. Results and Discussion

A. Research Finding

This study analyzed the data by gathering information from lecturers and students in online Structure and Speaking classes, analyzing the Speech Function based on Halliday's theory (Statement (S), Question (Q), Offer (O), Command (C)), analyzing how the Speech Function was realized in the online Structure and Speaking classes, and investigating why the Speech Function was realized in the online Structure and Speaking classes. The classifications of speech function realized in online classroom, the means of speech function realized in online classroom, and the purpose of speech function realized in online classroom were all detailed in those steps. This is to aim the description of speech functions such as statement, question, offer, and command in the online Structure and Speaking classes by describing the data into the classification of speech functions realized in online classroom.

B. Classification of Speech Function Realized in Online Classroom

1) Structure Class Analysis

The data was collected on March 17th, 2021, throughout the teaching-learning process in the Structure and Speaking online classrooms. The data was examined using Halliday's theory of speech function, which included statements (S), questions (Q), offers (O), and commands (C) (C). Table 1 summarizes the information.

Table 1. Speech Function Classification Realized in Structure Class

No.	Utterances	Statement	Question	Offer	Command
1	<i>Assalamualaikum, and good morning everyone</i>	✓			
2	<i>We are from the third group of the presentation</i>	✓			
3	<i>The members are Cindy lestari and Imelda Aulia Melodiyani</i>	✓			

4	<i>Our presentation material is Double Comparative</i>	✓	
5	<i>The files have been sent in PPT, Word and video presentation</i>	✓	
6	<i>First, you can read our word and PPT</i>		✓
7	<i>If you have finished reading, let's discuss it together with the question and answer sections.</i>		✓
8	<i>Is there an easy way to know that the sentence is double comparative?</i>	✓	
9	<i>What is the purpose of double comparative?</i>	✓	
10	<i>I'm Cindy lestari will try answer your question</i>		✓
11	<i>Yes, you just need to see in the sentence</i>	✓	
12	<i>If there are two comparative verbs, it means a double comparative</i>	✓	
13	<i>I want to ask you, can double comparative used in daily life?</i>	✓	
14	<i>Can you give the examples Cindy?</i>	✓	
15	<i>What is the difference between the first formula and the second formula?</i>	✓	
16	<i>Can double comparative form be used for spoken English, such as an example of a command sentence?</i>	✓	
17	<i>Can you give me examples of double comparative to show change?</i>	✓	
18	<i>I will answer the question</i>	✓	
19	<i>Double comparative can also state to express the command sentence</i>	✓	
20	<i>The purpose of double comparative is to know phrases commonly used in English and to express increasing and decreasing returns.</i>	✓	
21	<i>Thank you so much Cindy</i>	✓	
22	<i>But, may I ask again?</i>	✓	
23	<i>Is it same with the third understanding on your word?</i>	✓	
24	<i>I want to ask, how do you compare comparative and double?</i>	✓	
25	<i>Yes, it is same, Lisa</i>	✓	
26	<i>It is same example in our word</i>	✓	
27	<i>I got the point</i>	✓	
28	<i>Anything else guys?</i>	✓	
29	<i>Our group will close our presentation</i>	✓	
30	<i>Well, we think there is no question again</i>	✓	
31	<i>So, our group will close our presentation</i>	✓	
32	<i>Thank you guys for your attention and we hope you guys understand about or material</i>	✓	

Table 1 shows that there were 32 utterances for the speech function. In Structure Online Classroom, Statement (18) is the most commonly used word in student dialogue, followed by Question (11), Offer (1), and Command (2).

Table 2. Structure Online Classroom's Speech Function Percentage

No.	Speech Function Categories	Total Number	Total of Percentage
1	Statement	18	56%
2	Question	11	35%
3	Offer	1	3%
4	Command	2	6%
	Total	32	100%

In table 2, the percentages for Statement, Question, Command, and Offer were 56 percent, 35 percent, 3 percent, and 6 percent, respectively. In the Structure Online classroom, 32 utterances of speech function were discovered during the students' discourse. Statement was the most commonly utilized speech function (56 percent). Due to the fact that speech deals with providing information to students, it has the biggest proportion of people using it.

2) b. Speaking Class Analysis

In the question test, the sentences from the speaking lesson were voice recorded. The question test was held on Tuesday, January 5, 2021, during the final term semester. The questions were as follows: a). Explain to me the advantages and disadvantages of living in your town, b). Give your thoughts on how to deal with being too lazy to study. The process for answering the questions was to record a voice message in WhatsApp (WA), then transcript the data into written form. The following were the data for the statements, questions, offers, and commands:

Table 3. In the first question, the classification of speech function was realized.

No.	Utterances	Statement	Question	Offer	Command
1.	<i>I live in Binjai at Jl. Tuanku Imam Bonjol Gg. Sei Saman No.3 exactly.</i>	✓			
2.	<i>Well, there are a good things and bad things about living in my town, now I want to tell you the 3 good things.</i>	✓			
3.	<i>I can share they are.</i>	✓			
4.	<i>First, it is not very big so it takes short time to go around the town; second, the people are friendly enough.</i>	✓			
5.	<i>Most of the people are moslem so I feel comfortable with the situation and condition in my town for I and myself as a moslem, the third and the last but it's not.</i>	✓			
6.	<i>The price is still reasonable.</i>	✓			
7.	<i>Things are not expensive so the life cost in Binjai isn't too high.</i>	✓			
8.	<i>Next, the bad things, they are first it's not really modern city.</i>	✓			
9.	<i>I mean buildings and facilities in Binjai old fashioned.</i>	✓			
10.	<i>The local government doesn't build new structure regularly.</i>	✓			
11.	<i>So when you go to Binjai what you see mostly old buildings and the last it's also to find a good job for proffesionals in my town.</i>	✓			
12.	<i>Most of the people are doing their own business.</i>	✓			
13.	<i>Most of them are traders business people so a lot of people from</i>	✓			

The data is a representation of the whole speech function analysis in an online class. In the speech function, all of the sentences belong to the statement category, according to the data. It is prompted by the query, "Explain to me the advantages and disadvantages of living in your town?" is a type of experience-based self-opinion that many assertions require to emphasize their data-based answers.

Table 4. In the second question, the classification of speech functions was realized.

No.	Utterances	Statement	Question	Offer	Command
1.	<i>Well basically people are lazy I am too but we must know how to handle our laziness.</i>	✓			
2.	<i>As a student I sometimes feel lazy to study then I have strategies to overcome get such as first remembering my study target and ambition why I study.</i>	✓			
3.	<i>I must remember that to think.</i>	✓			
4.	<i>Second I break the studying time for some minutes to do something else to refresh my mind so I don't get bored and become lazy and the last is I have to find the right time to study.</i>	✓			
5.	<i>So that I will be relaxed and comfortable with the material I am learning so.</i>	✓			
6.	<i>There are my strategies how to handle my laziness.</i>	✓			
7.	<i>How to handle when you are lazy to study?</i>		✓		
8.	<i>C'mon you can do it!</i>				✓
9.	<i>Find a comfortable and productive place!</i>				✓
10.	<i>Don't place your smartphone near the place of study!</i>				✓
11.	<i>Focus what on the subject while learning!</i>				✓
12.	<i>Don't forget to take rest while studying!</i>				✓
13.	<i>Don't be lazy to study!</i>				✓
14.	<i>Don't put your phone to the place of your study!</i>				✓
15.	<i>Find motivation to study!</i>				✓

The second question is a different outcome of the speech function classification. The data is a representation of the whole speech function analysis in an online class. "Give your view on how to deal with being too lazy to study?" was the query. It can be deduced that the common query was designed to pique people's interest in the case. The kids are responding to the question in order to persuade the listener that they must improve their poor skills. The variation of the voice function, which is employed for the statement and command, demonstrates this.

C. Speech Function Reasons Discovered in an Online Classroom

Communication is the most important aspect of a human's contact with others. People's urge to share information is a socialized category of human beings' need. It is the truth that man is the universe's perfect creator. The communication itself necessitates the use of a technology to transmit data, namely a language. It has a lot of structures that help its function. A speaking function is one of the categories. It serves as a platform for them to share their experiences. It focuses on functional interpretation (Indari, 2011). It may be stated that when people interact with one another, they

demonstrate their own capability by sharing their experiences, opinions, and knowledge in a language of their own.

In this scenario, the students are able to respond to the question using the various question types. It demonstrates that communication can take place not only in a face-to-face meeting but also in an online meeting facilitated by technology. It is done without any obstructions in order to provide the point of view, even if it is only in one direction. The classification of speech function choices can have an impact on the question's attributes. It's due to the distinguishing function of the different types of speech functions.

The reasons for using the speech function in students' conversation in Structure and Speaking online classrooms, according to Holmes (1992), are expressive utterance, directive utterance, referential utterance, and metalinguistic utterance.

IV. Conclusion

Following are the results reached after examining the data:

- The speech functions realized in the online classroom are classified as statement, question, offer, and command. In structure online class, the most common speech function is statement. It's because the test was a group presentation, and the goal was to clearly communicate the information. In a speaking online class, the most common speech function is assertion. It's because the query ("Explain to me the positive and bad things about living in your town?") is a form of experiential self-opinion, and many assertions require it to stress their data-based responses. In the second question, the main speech function is statement. "Give your view on how to handle when you are too lazy to study?" was the second question. It can be deduced that the common query was designed to pique people's interest in the case. The kids are responding to the question in order to persuade the listener that they must improve their poor skills. The variation of the voice function, which is employed for the statement and command, demonstrates this.
- In the online classroom, the speech function has been achieved. The speech function can be used to evaluate 32 utterances in the Structure online classroom. Statement has 56.3 percent, Question has 34.3 percent, Offer has 3.1 percent, and Command has 6.3 percent, according to the Structure class statistics. The data from the first question of the speech function of statement in the online speaking class is 100 percent accurate. It is because the inquiry is a form of experience-based self-opinion, and many claims require data to reinforce their answers. The second question is statement 67,8 percent, with command coming in second at 30,36 percent. Because the typical question was largely to motivate individuals about the issue, the second question yielded a different outcome from the first.
- The speech function is realized in an online classroom because students are allowed to respond to questions from various categories. It demonstrates that communication can take place not only in a face-to-face meeting but also in an online meeting facilitated by technology. It is done without any obstructions in order to provide the point of view, even if it is only in one direction. The classification of speech function choices can have an impact on the question's attributes. It's due to the distinguishing function of the different types of speech functions

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