CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research finding and discussion based on the data collected that related to the research problems the discussion section will globally be explained after presenting the data based on the Cook theoretical framework.

A.   Findings

In this chapter presents about research findings and discussion of the data that derived from research problems in which the first question concerns with types of language functions, the second problems focus on language functions formally realized and the third problem focuses on the types of language functions dominantly used.

1. Language Functions Used by English Department Students in Presentation.

Language functions are what and how the utterances can be interpreted by the speaker to hearer. People are interpreting other people's language and expecting other people to interpret their own this way all the time, apparently, with a surprising degree of accuracy.

According to Cook (1989:26), there are seven types of language functions; they are emotive functions, directive function, phatic function, poetic function, referential function, metalinguistic function and contextual function.

The researcher presents language functions found in the conversational fragments of students' presentation and how the language functions formally realized.

a. **Emotive Function**

Language function as emotive function has function to communicate the inner state and emotions of speaker. The researcher found 4 language functions as emotive function, such as:

[1] *NO* : *"…….. Portfolio contain what will they do in the classroom and then what should a teacher gives to their students in the classroom. And then….."*

The teacher : *"Excuse me, can you stand up please!"*

NO : *"**Ohh,** yes Sir (1)"*

Context:

Setting and Scene : Dialogue above occurs in the class, where NO and the teacher in teaching and learning situation. NO is explaining the material of portfolio.

Participants :
Speaker 1 : The teacher
Listener : NO
Speaker 2 : NO

Act Sequence :
(1) The teacher asks NO to stand up in delivering the material.
(2) NO little shocks and stands up directly when the teacher stopped her explanation.

Utterance (1) consists of language function. The speaker in utterance (1) said *"Ohh"* and followed by *"yes Sir"* to the teacher, here *"Ohh"* as emotive function because it showed communicate the inner state and emotions of NO. NO little shocked and it supported by her expression when she answered the teacher's command. Suddenly, the teacher asks NO to stand up in delivering the material to their friend in the class. NO gives response by using emotive function that showed her inner state "looking shock". The form of utterances *"Ohh, yes Sir"* is particular Ohh followed by yes Sir as addressing terms.

[2] *LE* : *"The first one that the teacher have to do is show to the students how is the good work. For example the teacher shows the sample of good work. Then let your students to identify the work, the sample that you bring.*

And then, houghh (2)
And then you make criteria charts."

Students : *"houghh (smiling)"*

Context:

Setting and Scene : Dialogue above occurs in B.10 class IAIN Tulungagung, where LE and students in presentation time. The students pay attention carefully with the material and another make discussion.

Participants : Speaker : LE

Listener   : Students

Act Sequence   : (1) LE delivered material of presentation to the students. She felt tired and stop her explanation for a moment.
     (2) Some of the students know the feeling of LE.

Utterance (2) is language function. LE as the speaker in utterance (2) showed to the students that she felt tired when delivering material so much and she stopped her explanation for a moment. It includes as emotive function, from her intonation and her expression the inner state of LE can know. Some of the students felt and knew the feeling of LE, they gave same response while smiling.

[3] *LE*   :   *"You may ask
Yes, LO"*

LO   :   *"So, in portfolio assessment, is include writing skill only writing or non writing? Because I see the example in this book just writing skill."*

LE   :   *"**Oh**, (3) yes thank you."*

Context:

Setting and Scene   : Dialogue above happens in the class, where LE giving opportunity for audiences to ask about the material.

Participants   : Speaker 1   : LE
                  Speaker 2   : LO

		Listener 1	: LO
		Listener 2	: LE
Act Sequence	:	(1) LE as first speaker asks audiences to speak up if there is question.	
		(2) LO as one of the audiences gives the response by asking the skills in portfolio assessment.	

Utterance (3) is language function as emotive function. The speaker in utterance (3) used language *"Oh"* and followed by *"yes thank you"* to communicate her inner state. It shows that LE can understand about the question from LO. She doesn't use another language such "yes I understand" but use the inner state of *"Oh"* *"yes thank you"* as her understanding for communication with LO.

[4] *FA*	:	*"Please give me more kinds of portfolio. Including as like that essay. It is only. Here, it explains only how to make paragraph. How to write down as like that. But I want to know as like multiple choices is it portfolio?"*
LE	:	***"Haahh?"*** (4)
NO	:	*"Multiple choices portfolio or not"*

Context:

Setting and Scene	:	The dialogue above occurs in the class, where FA and LE debate the kinds of portfolio.

Participants	:	Speaker 1	: FA
		Speaker 2	: NO
		Listener	: LE

Act Sequence	:	(1) FA did not understand yet about kinds of portfolio. He asks LE to describe multiple choices as portfolio or not.
		(2) LE confused about FA's question because too long.
		(3) NO as LE's partner clarify that FA asks about kinds of portfolio like multiple choices.

Utterance (4) shows that LE uses her inner state to communicate with the others. She uses *"Haahh?"* as emotive function in language function. LE did not understand what FA's question and LE's expression was confused. She didn't use complicated language to show her inner state, emotion and her feeling, just using *"Haahh?"* the listener will understand about LE's mean. NO as her partner shows to LE that FA asks about kinds of portfolio.

b. **Directive Function**

Language function as directive function that a language might be used to direct others to do something and to affect the behavior of addressee. The researcher found 20 utterances use directive function as the language of speaker to direct others. However, the researcher presents only one case among the variants that occurs.

Those are the data that consist of directive function:

[5] *IIN* : *"Ok, I think enough for the explanation. So, if you have any question, **please raise your hand!** (5)*

Ok, any question?

(students make noisy and discuss each other)

*Ok, DA. **Speak up, please!**"* (6)

DA : *"Ok, I would like to ask about scoring rubric."*

IIN : *"Yes"*

DA : *"**Please explain more clear** (7) about the differences both of them. FAY said that analytic rubric more specific than holistic rubric"*

IIN : *"Yes"*

DA : *"**Please explain clearly!**"* (8)

Context:

Setting and Scene : Dialogue above occurs in the class, where Indri tries to have conversation with the students include DA concern with the material that Indri explained.

Participants : Speaker 1 : IIN
Listener 1 :Students (includes DA)
Speaker 2 : IIN
Listener 2 : DA

Act Sequence : (1) IIN instructs the students to raise their hand which shows having questioned.

(2) The students makes noisy and discusses with other friend about the material that not understand yet.

(3) IIN instructs DA to say something about her question.

(4) DA asks IIN to explain more about scoring rubric that explained by FAY before. FAY as IIN's partner in presentation.

Utterance (5), (6), (7) and (8) contains of language function as directive function. In utterance (5) IIN as the speaker 1 directs the students to raise their hand as showing they have a question about the material. Utterance (6) shows that the speaker 1 asks DA to say what she wants to ask. DA responds IIN's instruction by directive language also in utterance (7), she asks IIN to explain the material that discussed about scoring rubric. She repeats her direction in utterance (8) it means that she asserts to IIN that IIN should do or answer the direction from DA.

Every speaker use language *"please"* in their utterances and the speaker uses verb 1. It shows imperative sentences that the speaker asks to the hearer to do something, completing by *"please"* to make the language more polite. Here the functions of language function as directive function formally realized in the form of imperative sentence.

[6] *NO* : *"And then a student has a like*

*need analysis. **You can open your appendix in** (9) (open the book and looking for the page)*

LE	:	*"229. Eh, 230"*
NO	:	*"Ya. 230. Nha, here is portfolio from Roxana or result need analysis from Roxana, this is for writing subject. Nha, each student has choose what they need to learn right now."*
Students	:	*"Yaa"*

Context:

Setting and Scene	:	The conversation above happens in the class, where students open the page of appendix together by NO's instruction.
Participants	:	Speaker 1 : NO Speaker 2 : LE Listener : Students
Act Sequence	:	(1) NO asks and shows students to open the page which contain example of portfolio from Roxana. (2) LE helps NO to find the page of appendix.

By knowing the context, utterance (9) consists of language function. The speaker is producing utterance (9) to ask the listener do what she wants. The function language used in utterance (9) is directive function because the utterance produced by NO is like a direction for students to open appendix in the book. Here, LE also

helps NO to find out the page of appendix because she is NO's partner in doing presentation.

c. Phatic Function

Phatic function in language function is a language that can be used for opening and closing communication or checking that it is working. For example "Hello, do you hear me?"

The researcher found 24 utterances that included language functions as phatic function. However, the researcher presents only one case among the variants that occurs. Those are the data that consist of language functions as phatic function:

> [7] *FAY* : ***"Assalamu'alaikum wr.wb.""*** *(10)*
>
> *Students* : *"Wa'alaikumsalam wr.wb."*
>
> *FAY* : *"Ok, we are from third group, we would like to present about technical quality of authentic assessment."*

Context:

Setting and Scene	:	Those dialogues occur in the classroom, where FAY is opening the class for doing presentation.
Participants	:	Speaker : FAY Listener : Students
Act Sequence	:	(1) FAY open and introduce her group to the students. Then, the students were hearing the presentation.

Utterance (10) consists of language function as phatic function. In utterance (10), FAY used *"Assalamu'alaikum"* to open her communication with the students or audiences. Here, *"Assalamu'alaikum"* is one of greeting in Islam, and it is used by Moslem for opening conversation or communication. By knowing the context, the speaker used utterance (10) because she is Moslem and her audiences are Moslems too.

[8] *MA*   :   ***"Good morning everybody!"*** (11)

Students   :   *"Good morning"*

DA   :   ***"How are you today?"*** (12)

Students   :   *"I'm fine"*

Context:

Setting and Scene	:	Those dialogues occur in the classroom, where MA and DA opening the class presentation.
Participants	:	Speaker 1 : MA Speaker 2 : DA Listener : Students
Act Sequence	:	(1) MA and DA opening their presentation by greeting and asking the condition of audiences or students.

Utterance (11) and (12) consist of language functions as phatic function. In utterance (11) "Good morning everybody!" it is included as phatic function because utterance (11) is greeting sentence which the function is to open communication with

listener. Utterance (12) also consists of language functions as phatic function because speaker uses utterance (12) to check the condition of the listener, it is working or not. In English utterance (12) is also used for greeting which to open communication with the listener.

> [9] DA   :   *"Please explain clearly!"*
>
> *IIN*   :   *"Ok*
> ***Another question?"*** (13)

Context:

Setting and Scene	:	Those dialogues occur in the classroom, where Indri was doing presentation.
Participants	:	Speaker : IIN Listener : Students
Act Sequence	:	(1) IIN was checking the students, there is question from other students or not.

Utterance (13) included language functions. The speaker uses utterance (13) as phatic function because it is for opening channel with students by doing open-ended question. It is also for checking the question from audiences still available or not. By knowing the context, the speaker tries to check the students' question.

> [10] NO   :   *"Ok that's all our presentation*
> ***Thanks for your attention the last***
> ***I say wassalamualaikum wr.wb."***

(14)

Students	:	*"Waalaikumsalam wr.wb."*
		(giving applause for the presenter)

Context:

Setting and Scene	:	The dialogue above occurs in the classroom presentation, where Novi closes the presentation.
Participants	:	Speaker : NO
		Listener : Students
Act Sequence	:	(1) NO thanks to the students for their time in listening her presentation. NO shows that the presentation is done.

Utterance (14) consists of language function. In utterance (14) the speaker shows to the listener that presentation is end. The language function used by the speaker in utterance (14) is phatic function because it is included a language to close communication with the listener. The speaker combines her language to close the presentation English with Arabic closing. She says thank you for the listener who gives attention with her presentation and uses Arabic closing like "wassalamualaikum wr.wb" because the speaker is Moslem and her environment is Moslem too.

d. Poetic Function

Poetic function is language as a medium to express feeling, interest, attitudes and many others in the form of poetry Chojimah

(2015:16). Language as emotive function has good lexical choices or rhyme as *"No Pain, No Gain."*

In this study, the researcher does not find any data relating to language functions as emotive function.

e. Referential Function

Referential function in language function is language which as information carrier. Here, the speaker uses language for carrying some information to the listener.

In this part, the researcher found 116 utterances language functions as referential function. However, the researcher presents only one case among the variants that occurs. Those are the data that consist of language functions as referential function:

[11] *NO* : ***"Students' performance is evaluated in relation to instructional goal, objective and classroom activities."*** (15)

Students : *"Ya" (listening)*

Context:

Setting and Scene	:	The dialogue above happens in the class, where NO and her friends studying about portfolio assessment in presentation.
Participants	:	Speaker : NO : Students Listener
Act Sequence	:	(1) NO explains some materials for everybody near her.

Utterance (15) is language functions; it is as referential function because the speaker uses those utterances for carrying information to the listener. By using utterance (15), the speaker describes to the listener that students' performance can be assessed based on goals, objectives and students' activities in the class. The speaker shows to the students some information which do not know yet.

[12] *NO* : *"So, **the teacher will give interaction to their student based on what they need to learn and based on what they want to work**." (16)*

Students : *"Based on our need?"*

NO : *"Yes"*

Context:

Setting and Scene	:	The conversation above happens in the learning classroom, where Novi is describing materials under topic contribution of portfolio on student cognitive development.
Participants	:	Speaker : NO Listener : Students
Act Sequence	:	(1) NO explains the material to all of her friends and teacher as the listener.

Utterance (16) is language functions as referential function since the speaker delivers some materials to the listener. In utterance (16) NO as the speaker explains to students or her friends

as the listener how interaction between teacher and students in portfolio. She gives the listener some information about contribution of portfolio on student cognitive development; it is shows that the speaker use language functions as referential function which the position of language is for carrying information to the listener.

[13] *DA* : ***"Performance assessment is based on the classroom activity;*** (17) *usually the students get performance assessment every day."*

Students : *"Yes" (paying attention and listening)*

Context:

Setting and Scene : The dialogue above occurs in the class, where DA is explaining students about performance assessment.

Participants : Speaker : DA
Listener : Students

Act Sequence : (1) DA gives students explanation and information according to the topic clearly.

Utterance (17) is included as language function. In utterance (17) the speaker explains students what is performance assessment based on. She describes to the students that performance assessment is based on the students' activities itself, so every day the teacher should give the students activities

appropriate with performance assessment. The language functions used in utterance (17) is referential function because the speaker as information carrier about performance assessment to the listener in the class.

[14] *LE*   :   *"Why self-assessment is important? Because **through self-assessment students can be responsible with what they need.***" (18)

Students   :   *"Learning goal?"*

LE   :   *"Ya, I'll explain then..."*

Context:

Setting and Scene	:	The dialogue above occurs in the classroom, where LE and students is learning self-assessment.
Participants	:	Speaker : LE Listener : Students
Act Sequence	:	(1) LE explains the students the importance of self-assessment for students.

Utterance (18) consists of language functions. The speaker is producing utterance (18) to explain the listener why self-assessment is important. The type language functions used in utterance (18) is referential function because language in utterance (18) as information carrier. The speaker uses those languages to give some information to the listener. The speaker shows to the students that by using self-assessment the students will be

responsible with their assignment and be honestly in doing need analysis. The students respond the information by asking the correlation with learning goals, but the speaker said that will explain later.

> [15] NO : ***"Portfolio contains what will they do in the classroom and then what should a teacher gives to their students in the classroom.*** *And then… "* (19)
>
> *The teacher* : *"Excuse me, can you stand up please!"*
>
> *NO* : *"Oh, yes Sir"*

Context:

Setting and Scene	:	The dialogue above occurs in the classroom in learning process, where NO explaining the material in front of the class.
Participants	:	Speaker : NO Listener : Teacher and Student
Act Sequence	:	(1) The speaker describes students and teacher that portfolio contain students' activities in the classroom.

Utterance (19) is including in language function. In utterance (19) NO gives students and teacher some information because she is the presenter in delivering material of assessment. The teacher responds the performance of NO, he asks NO to stand

up in explaining material. The type of language functions in utterance (19) is referential function because in utterance (19) consist of some information, it means that the speaker use utterance (19) as carrying information to the listener.

f. **Metalinguistic Function**

Metalinguistic function is language focusing attention upon the code itself, to clarify or negotiate it. The researcher found 21 utterances as metalinguistic function. However, the researcher presents only one case among the variants that occurs. Those are the data that consist of language functions as metalinguistic function:

[16] *MA* : *"The first reason because traditional form of assessment such as standardized test namely multiple choice, **it is appropriate for ELL students.**"* (20)

The students : *"(listening the explanation and paying attention)"*

Context:

Setting and Scene : The dialogue above happens in the class, where MA is presenting the material in front of the students and teacher.

Participants : Speaker : MA
Listener : Students and teacher

Act Sequence : (1) After DA finished in explaining the material, MA continues to explain the next

material about authentic assessment. The students are paying attention about MA's explanation.

Utterance (20) contains language functions because the speaker uses that utterance to clarify the information. In utterance (20) the speaker explain to the listener that traditional assessment form in standardized test called multiple choices, and the speaker explains that it is appropriate for ELL students. Pronoun it comes back to the reason of traditional assessment namely multiple choice test. So, utterance (20) as language function included metalinguistic function.

[17] *MA* : ***"ZA, do you mean score make evaluation?"*** (21)

ZA : *"Yes"*

MA : *"After the students collect their work"*

Context:

Setting and Scene : The dialogue above occurs in the class, where MA is doing presentation to the listener.

Participants : Speaker : MA
Listener : ZA

Act Sequence : (1) After doing presentation the material, then is time for open-ended question. MA asks ZA about the meaning of score make evaluation in her

question.

Utterance (21) consists of language function as metalingistic function. It is as metalinguistic function because the speaker uses utterance (21) to crosscheck the question from ZA means. The speaker still confused about ZA's question, so the speaker renegotiate ZA's language.

[18] *Lecturer* : *"Ok, because the LCD doesn't work. So we have to manual descriptions.* **Everybody has got the copy, right?***"* (22)

Students : *"Yes"*

Context:

Setting and Scene : The conversation above occurs in the classroom, where the lecturer wants to start teaching and learning process.

Participants : Speaker : The lecturer
Listener : Students

Act Sequence : (1) The lecturer says to the students that the LCD of classroom is broken. He checks the students has the copy of material or not if the presentation in manual description.

Utterance (22) is included language function. In utterance (22) the lecturer is trying to crosscheck the students has the copy of

material or not, because the LCD doesn't work and the lecturer suggests to have manual description in doing presentation. The language function used by the lecturer in utterance (22) is metalinguistic function; the speaker used it because he wants to check the students' material is ready before starting presentation. The speaker use word "right" to make sure the utterance addressed to the listener.

[19] *ZA*	:	***"Performance standard is the application of content standard?"*** (23)
IIN	:	*"Yes"*
ZA	:	***"So, performance has the correlation with content standard "*** (24)
IIN	:	*"Ok, yes"*

Context:

Setting and Scene	:	The dialogue above occurs in the classroom where ZA and IIN discuss about performance and content standard.
Participants	:	Speaker : ZA Listener : IIN
Act Sequence	:	(1) ZA asks IIN the example of performance standard and content standard. Indri explained that performance standard is the application of content standard.

Utterance (23) and (24) are included as language function. In utterance (23) the speaker asks the listener about the truth of her explanation, she renegotiates that the explanation from the presenter really true or not. By knowing her expression and her intonation, it can show that the speaker wants to make sure the presenter's answer. She uses interrogative pressure in checking or renegotiates the answer in order to influence the listener in answering the speaker's question.

In utterance (24) the speaker also wants to make sure and renegotiate, but here she wants to make sure from the conclusion that she made by herself according to the presenter's answer.

By knowing the expression and intonation of the speaker utterance (23) and (24) consist of language functions as metalinguistic function because those utterances to renegotiate the answer from the presenter.

g. **Contextual Function**

Contextual function is language function which creating a particular kind of communication and changing situation. The researcher found 3 utterances included language functions as contextual function. Here, those data which consist of contextual function such as:

[20] *DA*   :   *"Ok, I would like to ask about scoring rubric. **Please, scoring rubric.**"* (25)

IIN	:	*"Yes"*

Context:

Setting and Scene	:	The dialogue above happens in the classroom presentation, where DA and IIN in the session of open-ended question.
Participants	:	Speaker : DA Listener : IIN
Act Sequence	:	(1) DA asks IIN to explain about scoring rubric.

Utterance (25) consists of language function. The speaker uses utterance (25) to change the situation of presenter. When DA asked about her question, the presenter 1 and 2 are talking each other. By knowing the context and intonation from utterance (25), DA uses it for creating particular kind of communication with the presenter, and changing the situation of presenters which they make noisy each other become silent and hearing DA's question. It is included language function as contextual function because utterance (25) used by speaker for changing situation of the presenter (listener).

[21] *Lecturer*	:	*"Ok, **let's start by praying first** (26) Let's pray together."*
Students	:	*"(praying together and reading surah)"*

Context:

Setting and Scene	:	The dialogue above occurs in the classroom, where the lecturer is starting the class by praying.
Participants	:	Speaker : Lecturer Listener : Students
Act Sequence	:	(1) The lecturer is opening the class presentation and guiding the students to pray.

Utterance (26) consists of language function as contextual function. The speaker uses utterance (26) for creating particular kind of communication with the students. The lecturer wants the students praying first before starting presentation. The students' response is very good and they pray together first.

[22] *DA* : *"Thank you! Any other question?"*

(students make noisy)

MA : *"Ok friends, give us time to discuss about the questions. **Please be quiet and don't be noisy."** (27)*

Context:

Setting and Scene	:	The dialogue above occurs in the classroom, where MA and DA doing presentation for the students.
Participants	:	Speaker : MA and DA Listener : Students
Act Sequence	:	(1) DA and MA are presenter partner. They collect some question from the listener. MA doesn't want the students

make noisy and she asks time
to answer the question.

Utterance (27) is included language function. Utterance (27) as contextual function because the speaker uses utterance (27) for changing the students' situation from noisy become quite. It is in order to make the speaker can concentrate in looking for the answer of student's question. MA wants to use the time which available as well as possible.

Based on the finding above, the researcher found 116 utterances that use language functions as referential function which language for carrying information. Referential function is often used by the students in presentation. The next types that mostly used by the students in presentation is phatic function. The researcher found 24 utterances that used by the speaker in presentation as the language to open and close communication.

The researcher found 21 utterances as metalinguistic function that used by the students in presentation. The researcher also found 20 utterances containing directive function that used by the speaker in presentation to direct someone to do something. Then, the researcher found 4 utterances that are used emotive function as the types of language function which shows the inner state of speaker. For contextual function, the researcher found 3 utterances that are used by the students in presentation as creating

particular kind of communication and changing situation. Yet, the researcher did not find any utterances containing language function as poetic function in students' conversation in doing presentation in the class.

2. The Language Functions Formally Realized in Presentation of English Department Students

The seventh functions of language functions have the different characteristics in the term of formal realization. This subheading presents the findings about kinds of realization of language function on each type. The researcher presents the formal realization of language functions based on the sample of data such as:

a. Emotive Function

The researcher found 4 utterances classified into language function as emotive function in presentation of English Department students. The utterances are:

Utterance (1)
NO   : "Ohh, yes Sir."
Pattern : Particle Ohh + addressing term.

Description:

Utterance (1) consists of a declarative sentence. This utterance as emotive function that showing shock response of listener (NO) when the speaker was cutting presentation time.

Utterance (2)
LE   : "And then, houghh."

Pattern : Conj. + Adv. + particle houghh

Description:

Utterance (2) consists of a declarative sentence. This utterance as emotive function, it is showing that the speaker was tired in delivering material so much. It shows the inner state and emotion of the speaker.

Utterance (3)
LE   : "Oh, yes thank you."
Pattern : Particle Oh + Adv. + V + noun

Description:

Utterance (3) also consists of a declarative sentence. This utterance as emotive function indicates the speaker understanding about the question from asker.

Utterance (4)
LE   : "Haahh?"
Pattern : Particle Haahh

Description:

Utterance (4) is language function as interrogative sentence. That utterance as emotive function in language function which indicates the speaker was confused with the question from FA.

b. Directive Function

The researcher found 20 utterances consist of language function as directive function in presentation of English Department students. The forms of sentences in this type of language function are imperative and interrogative sentence. However, the researcher presented the data

only one case among the variants found. Those are the data consisting formal realization in language function:

Utterance (5)

LE   : "Please, raise your hand"

Pattern : Excl. + V + O

Description:

Utterance (5) is language function as directive function which including in the form of imperative sentence. This utterance begins with exclamation "please" and followed by imperative verb "raise". The speaker uses exclamation to force and make the direction more polite because it addressed to a lot people.

Utterance (6)

LE   : "Speak up, please!"

Pattern : Phrasal V + Excl.

Description:

Utterance (6) is type of language functions as directive function. The realization is in the form of imperative sentence. The utterance begins with phrasal verb "speak up" and followed by exclamation "please" to make the request more polite. The speaker asks the listener to say about the material which not understandable.

Utterance (7)

DA   : "Please explain more clear"

Pattern : Excl. + V + Adv. + adjective

Description:

Utterance (7) is language functions as directive function in the form realization of imperative sentence. The speaker direct listener to explain the material bout scoring rubric clearly, the speaker still confuse about the explanation. She uses exclamation "please" to make the language more polite and followed by verb imperative which shows the speaker direct addressee to do something.

Utterance (8)

DA   : "Please explain clearly"
Pattern : Excl. + V + Adv.

Description:

Utterance (8) is most same with utterance (7) that consists of language functions as directive function. The form realization is in the form of imperative sentence. The distinction with utterance (7) is the pattern of sentence, in utterance (8) after verb imperative followed by adverb of word "clear" directly, utterance (7) after verb imperative followed by adverb "more" as modifier of adjective "clear".

Utterance (9)

NO   : "You can open your appendix in"
Pattern : S + Modal + V + O + Prep.

Description:

Utterance (9) begins with a subject "you" signify this utterance is hearer oriented. It is in the form of imperative sentence although there is no exclamation mark, because that utterance needs the action from listener and the speaker use a modal verb "can" to show when something is be able to do by listener.

c. **Phatic Function**

The researcher found 24 utterances consist of language function as phatic function in presentation of English Department students. The forms of sentences in this type of language function are declarative sentence, imperative and interrogative sentence. However, the researcher presented the data only one case among the variants found. Those are the data consisting formal realization in language function:

Utterance (10)

FAY : "Assalamu'alaikum wr.wb

Description:

Utterance (10) is including language function as phatic function. This utterance is nothing pattern because it is one of greeting in Islam. But here, the researcher was included this utterance into language function because it is used by the speaker for opening communication inter-Moslem. By knowing the context, the speaker as Moslem and her environment is also Moslem, the utterance "assalamualaikum" includes in Arabic but in theory of English it is included as phatic function.

Utterance (11)

MA   : "Good morning everybody!"

Pattern : Excl.

Description:

Utterance (11) is language functions included as phatic function. This utterance consists of exclamation word "good morning", the function of this utterance is phatic function which to greet someone in the morning and opening communication with listener before doing presentation. The form realization of this utterance is imperative sentence because there is exclamation and exclamation mark which needed the answer from listener.

Utterance (12)

DA   : "How are you today?"

Pattern : Q. word + V (describer) + O + Adv.

Description:

Utterance (12) included as phatic function in language functions. This utterance is in the form of interrogative sentence which the speaker asks the condition of listener, it is in order to open communication with listener before starting presentation.

Utterance (13)

IIN   : "Another question?"

Pattern : Det + Noun

Description:

Utterance (13) is language functions as phatic function. The speaker uses this utterance to open her communication in open ended-question session when delivering material. The realization form is interrogative sentence, she asks to the students that there is question or not.

Utterance (14)

NO   : "Thanks for your attention the last I say
          wassalamualaikum wr.wb."

Pattern : Excl. + Det + Noun + Adv + S + V

Description:

Utterance (14) consists of language function as phatic function which in the form of declarative sentence. The speaker declares that she wants to close the explanation of material. She also uses the utterance for closing the communication is Islam as "wassalamualaikum" because the speaker and listener are Moslems.

d. Poetic Function

Here, the researcher didn't find the language functions included as poetic function. So, there are no data language functions in the type of poetic function

e. Referential Function

The researcher found 116 utterances consist of language function as referential function in presentation of English Department students.

The forms of sentences in this type of language function are declarative sentence. However, the researcher presented the data only one case among the variants found. Those are the data consisting formal realization in language function as referential function:

Utterance (15)

NO : "Students' performance is evaluated in relation to instructional goal, objective and classroom activities."

Pattern : S + to be + V + Adv.

Description:

Utterance (15) as referential function, the speaker gives information to the listener about student's performance in assessment. The form realization of this utterance is declarative sentence, the speaker here as describer or information carrier.

Utterance (16)

NO : "The teacher will give interaction to their student based on what they need to learn and based on what they want to work."

Pattern : S + modal + V + O + Adv

Description:

Utterance (16) is referential function of language. The speaker said that in giving interaction with students the teacher will apply based on students' need and interest. It is in the form of declarative sentence, the speaker declare use modal "will" that the teacher in assessment is able to give interaction with students.

Utterance (17)

DA   : "Performance assessment is based on the classroom
        activity."

Pattern : S + V (describer) + Det + O

    Description:

    Utterance (17) consists of language function in the type of referential function. The speaker uses V "is" as describer of performance assessment which based on classroom activity.

Utterance (18)

LE   : "Through self-assessment students can be responsible
        with what they need."

Pattern : Prep + N + S + can +V + Adj. + Prep + O

    Description:

    Utterance (18) also consists of referential function of language. This utterance provides information to the listener because it is in the form of declarative sentence. The speaker declares to listener by using modal "can" it means that the students be able to be responsible in need analysis by doing self-assessment.

Utterance (19)

NO   : "Portfolio contains what will they do in the classroom and
        then what should a teacher gives to their students in the
        classroom."

Pattern : S + V + O

Description:

In utterance (19) consists of verb as present tense which describes the content of portfolio. This utterance is in the form of declarative sentence. The speaker explains to the listener some information which unknown by listener before.

f. **Metalinguistic Function**

In this term, the researcher found 21 utterances including as metalinguistic function in presentation of English Department students. The forms of sentences in this type of language function are declarative and interrogative sentence. However, the researcher presented the data only one case among the variants found. Those are the data consisting formal realization in language function as metalinguistic function:

Utterance (20)

MA   : "It is appropriate for ELL students."
Pattern : S + V + Adj. + Prep + O

Description:

Utterance (20) consists of language function as metalinguistic function. Here, the speaker uses subject "It" and followed by describer verb "is" to clarify information; it here refers to the reason of traditional form assessment called as multiple choices.

Utterance (21)

MA   : "ZA, do you mean score make evaluation?"

Pattern : Aux.V + S + O + V + O

Description:

In utterance (21) includes language function as metalinguistic function. Here the speaker uses auxiliary verb "do" to make sure and clarify the question from asker. The speaker still confuses and didn't understand yet about ZA means. So, the speaker uses this utterance to crosscheck the meaning of question.

Utterance (22)

Lecturer: "Everybody has got the copy, right?"
Pattern : S + Aux.V + V + O + Adv.?

Description:

Utterance (22) is language function as metalinguistic function. It is in the form of interrogative sentence in order to crosscheck and make sure the students material copy is ready or not because the LCD for presentation was broken. This utterance begins with subject "everybody", but based on the context it is included as interrogative sentence which asking the students have the copy of material or not. The speaker uses adverb "right" for emphasizing students' readiness.

Utterance (23)

ZA   : "Performance standard is the application of content standard?"
Pattern : S + V (describer) + O?

Description:

Utterance (23) classified into metalinguistic function in the form of interrogative sentence, the speaker begins this utterance by subject same with utterance (22). The intonation of speaker is making sure and asking the truth from the answer of her question. So, it is included as interrogative sentence.

Utterance (24)

ZA   : "So, performance has the correlation with content standard."

Pattern : Conj. + S + Aux.V + O + Prep. + O

Description:

Utterance (24) classified into metalinguistic function of language. The form realization of this utterance is declarative sentence. The speaker declares that performance standard has the correlation with content standard. She uses conjunction "so" to emphasize the reason or the answer of presenter. The speaker makes conclusion and wants to make sure the conclusion from presenter's answer itself.

g. Contextual Function

In this term, the researcher found 3 utterances consist of language function as contextual function in presentation of English Department students. The utterances are:

Utterance (25)

DA   : "Please, scoring rubric."

Pattern : Excl. + O

Description:

Utterance (25) is language function as contextual function. The realization form of this utterance is imperative sentence. The speaker use exclamation "please" to make the language more polite. This utterance changes the situation of listener as presenter from talking each other become quiet and paying attention with the speaker, so it is called as contextual function.

Utterance (26)

Lecturer: "Let's start by praying first"
Pattern : V + O + V + Prep. + V + Adj.

Description:

Utterance (25) is contextual function of language. The speaker uses imperative form to create particular kind of communication which uses verb "Let" for inviting the students to pray together. The situation of environment between speaker and listener has been change from making noisy become calm down and praying together.

Utterance (27)

MA   : "Please be quiet and don't be noisy."
Pattern : Excl. + V + Adj. + Conj. + Aux. +V + Adj.

Description:

In this utterance, the speaker use form realization of imperative sentence. She uses exclamation "please" for making the

language more polite. This utterance changes the situation of the class which noisy and crowded become quiet and calm, so the presenter can concentrate in answering question.

3. **Types of Language Functions That Dominantly Used in Student's Presentation.**

In this stage, the researcher presents the frequency of types of language functions in students' presentation which is dominant and the frequency of form realization in each type. The result of the counting was transformed onto percentage. Here were the tables of the frequency:

a. **The Frequency of Type of Language Function which is Dominant.**

In this stage the researcher use the pattern as like:

$$P = f/\text{N} \times 100\%$$

Where P is symbol of percentage, f is the frequency of occurrences each type language functions and N is the total number of language functions found in the entire data.

From the percentage the researcher knew which type of language function is dominantly used.

Table 4.1: Frequency of Language Function in Students' Presentation

No	Types of language functions	f	%
1.	Emotive Function	4	2%

2.	Directive Function	20	11%
3.	Phatic Function	24	13%
4.	Poetic Function	0	0%
5.	Referential Function	116	62%
6.	Metalinguistic Function	21	11%
7.	Contextual function	3	1%
N		188	100%

Based on the percentage above, the researcher can know the types of language functions which are dominantly occurred in presentation of English department students. Referential function is the most function which is occurred where the percentage is 62%. It means that language in students' presentation is for carrying information to the listener; the information is about the material of teaching learning. The speaker presents some information to the listener which doesn't know yet about that, besides the speaker also uses the other types of language function in order to make the communication is understandable and can be interpreted. So, here the language function which is dominantly used by English department students in presentation is referential function that language as information carrier.

b. The Frequency of Formal Realization in Each Type of Language Functions

After presenting the form realization types of language function used by English Department students in presentation, the

researcher presented the frequency of form realization in each type. Here were the tables of the frequency:

Table 4.2: Frequency of Formal Realization in Emotive Function

No.	Formal Realization	*F*	%
1.	Declarative	3	75%
2.	Interrogative	1	25%
	N	4	100%

Based on the finding above, the researcher found 3 utterances that applying declarative sentence. Particle "Oh", "Haah", and Houghh occurs in this types. Another is in the form of interrogative sentence with interrogative emphasizing.

Table 4.3: Frequency of Formal Realization in Directive Function

No.	Formal Realization	*F*	%
1.	Declarative	7	35%
2.	Interrogative	1	5%
3.	Imperative	12	60%
	N	20	100%

Based on the finding above, the researcher found 20 utterances that applying declarative sentence, interrogative sentence and imperative sentence. Declarative sentence begins with subject and followed by modal verb (Can, May) and followed by auxiliary verb (have) in other. In interrogative sentence the

speaker uses modal "can" to begin the utterance. The speaker applied imperative sentence by using imperative verb (V1) directly and also use exclamation "please" to make the language more polite.

Table 4.4: Frequency of Formal Realization in Phatic Function

No.	Formal Realization	*F*	%
1.	Declarative	12	50%
2.	Interrogative	12	50%
	N	24	100%

Based on findings, the researcher found 24 utterances containing language functions as phatic function. The speaker uses form declarative sentence and interrogative sentence. In declarative sentence the speaker applied subject followed by verb and modal "can" "may" and if clause. In interrogative sentence, the speaker uses determiner of "any" in checking the students' understanding.

Frequency of Formal Realization in Poetic Function

Here, the researcher didn't find any language function included as poetic function used by the students in doing presentation.

Table 4.5: Frequency of Formal Realization in Referential Function

No.	Formal Realization	*F*	%
1.	Declarative	116	100%
	N	116	100%

Based on the findings above, the researcher found 116 utterances including language function as referential function. Here, the speaker often uses present tense pattern in declaring the information because some of the material is the truth information, the speaker also uses passive voice form.

Table 4.6: Frequency of Formal Realization in Metalinguistic Function

No.	Formal Realization	*F*	*%*
1.	Declarative	10	48%
2.	Interrogative	11	52%
	N	21	100%

Based on the findings, the researcher found 21 utterances of language functions included as metalinguistic function. The speaker uses simple present tense in declarative sentence in order to clarify the general truth of theory. And the speaker uses interrogative intonation in interrogative sentence in different form like begins with "to be" "auxiliary verb" "W-H question" and also addressing term directly.

Table 4.7: Frequency of Formal Realization in Contextual Function

No.	Formal Realization	*F*	*%*
1.	Imperative	3	100%
	N	3	100%

Based on the findings above, the researcher found 3 utterances of language functions as contextual function. The

speaker uses imperative sentence in presentation in order to change the situation of the listener and also to check particular kinds of communication. The speaker uses imperative verb "let" and exclamation "please" in imperative form.

B. Discussion

In discussion, the researcher describes the reason of finding about the answer of research problem. To answer the question number one, the researcher selects the theory of Cook (1989). Cook (1989: 26) states that there are seven types of language functions, they are emotive function, directive function, phatic function, poetic function, referential function, metalinguistic function and contextual function. From this data the researcher found six types of language functions used by the students in doing presentation. They are emotive function, directive function, phatic function, referential function, metalinguistic function and contextual function. While, the researcher did not find language function as poetic function. Those six types of language functions happened because the students try to make the class more communicative and also the interpretation every language is easy to understand based on its functions. The students (especially presenter) used emotive function to show their inner state and emotion in communication. They also used directive function of language to direct the others to do something. Phatic function used by the students to open the channel or check the language is working or not. Referential function used by the students in doing presentation to deliver material which language as information carrier. The students used metalinguistic function of language to clarify or renegotiate

their utterances. In addition, the students also used contextual function of language to create particular kind of communication and change situation.

The second problem in this research, the researcher analyzed about the form realization of language function. The students communicate with the listener when did presentation. The essence of presentation itself is delivering some materials or information to the audience (listener). Here, the researcher found some differences of form realization in every language that used by the students in doing presentation. There are imperative sentence, interrogative sentence and declarative sentence. Based on the essence of presentation, the most form realization found by the researcher is declarative sentence because when the students (the presenters) delivered some materials they carried some information of course they use declarative sentence. They also used imperative sentence to direct others like if the audience did not understand about the material, the presenter directs the audience to ask some question. Interrogative sentence uses when the audience or the presenter asks and crosschecks the question.

Then the researcher analyzed about the most language function used by the students. Based on the essence of presentation, the researcher found language function dominantly used by the students is referential function. Referential functions recur in every utterance when the students delivered the material. Referential function is language carrying information; here the languages used by the presenter are as information carrier. The material is new information because the audiences never know before, so the presenter gives information to the audience by delivering some materials.

In this research, the researcher found the reason why she took the subject in the university level, because she was in the same environment and context so the interpretation of language function is more applicable for the students. The researcher also found the reason why English Department Students at IAIN Tulungagung in doing presentation mostly used referential function of language, because they as speakers use referential function to make their utterances can be interpreted as information carrier to the listener.