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The Referential Function Types in Teacher Explanation

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the produce of information; There are several types found based on these three types; (1) informative-assertive, (2) suggestive-reflective, (3) informative-imperative, (4) Informative-interpretive, (5) Illustrative-Applicative, and (6) Solutive-suggestive. This research is an overview of the referential function types that are appropriate to be applied in learning process.

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The Referential Function Types in Teacher Explanation

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Abstract—This study aims to investigate referential function used by teacher. Can add to our understanding how referential function types are established, maintained, and shaped through explanative speech in primary school. This study uses discourse analysis with a speech act approach. This research found that referential function types accompanied by conative functions and metalinguistic functions. Based on discourse production, referential function types can be classified in knowledge-telling and knowledge-transforming models. There are three patterns of teacher explanations based on information: (1) the delivery of information, (2) the use of information, and (3) the produce of information; There are several types found based on these three types; (1) informative-assertive, (2) suggestive-reflective, (3) informative-imperative, (4) Informative-interpretive, (5) Illustrative-Applicative, and (6) Solutive-suggestive. This research is an overview of the referential function types that are appropriate to be applied in learning process.

Keywords— *speech acts; teacher talk; classroom discourse*

I. INTRODUCTION

The use of language is part of classroom discourse. Language is the “center of what happens in classroom” [1]. Teacher knowledge, values, thought processes, and beliefs expressed in class can be identified from language. Classroom is a universe of language [2]. The findings of current observation could increase our understanding how referential function types are established, maintained, and shaped through explanative speech in primary school. Student cognition and mental attitude can be gained from how specific linguistics devices can be strategically used to create non-threatening classroom environment.

This research observed teacher speech in schools with multicultural students. Ahmadrash report that in multicultural education, teacher must be able to modify learning strategies to ensure achievement of equal education experience [3]. Therefore, the proper speech pattern is required to convey knowledge and value. The results of this study provide an alternative way to use information in learning. Quality of the learning process improvement requires language awareness. In fact, teachers only convey information, they do not get information with reference to context and knowledge. Moreover at the level of increasing critical thinking, teachers are still relatively unaware of thinking inductively in using

information. In this article, there are several types that can be chosen to overcome the problem. Hence, there is an overview of the patterns that are appropriate to be applied in learning process.

II. LITERATURE REVIEW

Referential function types are speech patterns used by teacher in explaining material related to knowledge and value. It needs to be studied to provide alternative speech patterns. Learning is an interactive process that allows students to apply all tools to participate in diverse social domains. During class learning, students not only learn new material, but also learn about new ways of speaking and participating [4]. Thus, class interaction affects alteration in cognition and mental attitudes. The use of language in primary schools has an impact in forming a positive habit of thinking from an early age. One of applying the language use is teacher talk in referential functions namely explanative speech or learning act in the classroom. Learning process requires language awareness in teaching or TLA (Teacher Language Awareness) [5]. TLA relates to the teacher's knowledge of the material and its delivery construct in effective speech. Language awareness is an interactional adjustment [6]. It relates to speech acts and communicative illocutionary acts [7,8].

Teacher talk is closely related to the function of language in Bühler's concept. The emphasize can occur on the sender of the message (*sender*), the recipient (*empfänger*), and things referred to by the language sign or reference (*darstellung*), the following will emerge *ausdrucksfunktion* (emotive or expressive function), *appelfunktion* (conative function), and from *darstellungsfunktion* (referential function) [9]. *Darstellungsfunktion* refers to the reference or message conveyed. Explanative speech has a distinctive feature and various studies on teacher speech features [10]. The teacher speech feature in this study deals with the use of language in terms of modifying language [11].

Ideational, interactional, and textual concepts show that teacher talk determined by knowledge-experience (experimental-logical), interaction between speakers and their social (interpersonal) and a combination of both in a textual shape. Utterance is a realization of a social context which consists of the context of the situation and cultural context [12,13]. Speech is not only related to grammatical categories,

conventional meanings associated with words and the incorporation of meanings as a whole, but also closely related to the context of the occurrence of speech [14]. Teacher talk not only relates to context of the occurrence of speech, but also to representation of the teacher in the social context, the context of interaction, and personal agents [4].

III. METHOD

This research was conducted on teachers in Banyuwangi, East Java, one of the developing districts and concerned with education. The Banyuwangi community uses Indonesian as a second language after Osing language, Javanese, or Maduranese. This research was conducted in three schools, involving three teachers for each school. Therefore, teacher talk is needed to resolve the problem of understanding material in the second language.

Data was taken by video recording. This study uses primary sampling and intensity selection [15]. To collect the data, I adopted a fly-on-the-wall, nonparticipant observer approach. The data of this study was the teacher's statement in explaining the concepts of knowledge and values of life in students in the exposition phase. This statement can be in the form of sentences and sentences in context of a full theme. Before being sorted out, the data was transcribed. This research is a field of discourse analysis with a speech act approach. This study uses interpretations that consider the context and its features [16,17]. In general, data analysis is carried out in several stages, namely data collection, data reduction, data presentation, and conclusion [18]. Data analysis in this study was conducted with the activity of organizing data: grouping by categories, themes, and patterns of answers; looking for alternative explanations for data; and write research results. After data is organized, data analysis is carried out.

IV. FINDINGS AND DISCUSSION

Based on discourse production in this research, referential function types can be classified in knowledge-telling and knowledge-transforming types. The production of discourse with a knowledge-telling type is carried out by conveying messages in depth, without complex processing. While the production of discourse with a knowledge transforming type is carried out by striving to form a complex delivery process, paying attention to the delivery effects, considering many referents. Thus, creative speech is formed. In this type, two domains are considered, namely what message is conveyed (content) and how the message is conveyed or its rhetoric (form). The resulting speech type can specifically be described below.

A. Informative-assertive

This speech type is an assertive, direct, and literal speech act. This speech emphasizes referential functions with complementary metalinguistic aspects to explain certain terms. In this speech type, the teacher forms a type with knowledge-telling.

Student: Next Mom, a healthy diet will improve ... the body so that we are not easily suffering from disease. The answer is immunity

Teacher: Yes, immunity. Nutritious food can be a source of energy and antioxidants for the body so that it will ward off disease. In addition, it can form antibodies to inhibit viruses and bacteria in our body.

Context: The teacher explains the answers to the worksheets asked by students about eating healthy.

In the speech above, the teacher provides information about immunity. The term immunity has been used in the previous sentence and the teacher gives back information about immunity as antibody formation. The teacher repeats information that functions to construct meaning. An informative-assertive type is given by repeating the information presented earlier by explaining words or terms that have been used or understood by students.

B. Suggestive-reflective

Suggestive-reflective speech uses directive speech acts by acting assertively or statements with literal indirect speech acts [8]. This speech type has reflective content about the state of the human being that is related to the physical, the need for the environment, and dependence on other humans. Based on these limitations, the teacher advised to do things to overcome these weaknesses. Therefore, the reflective-suggestive explanative speech type leads to changes in mindset and behavior based on the material presented by the teacher.

Teacher: The respiratory system is very vulnerable because of air pollution. It is easily disturbed. Our lungs are important organs that must be protected from pollutants.

Context: The teacher expressed it to convince students of the respiratory organs. Therefore, it needs to be protected. This explanation is an introduction to explain the respiratory system.

In this data, the teacher reflects with the awareness of the vulnerability of the human body organs which are the basis for giving advice to be protected. The teacher strengthens advice by presenting facts that refer to weaknesses (human). The referential function or standard leverage is emphasized by seeking to involve the conative function or *appelfunktion*. The conative function emphasizes on the recipient of the message to think and behave as he wants [9]. In the structure of information, there are attempts to construct new knowledge (new information) based on previous information (given information) [19].

Advice is new information which begins with self-reflection as old information and students accept or understand it so there is a change from information that inactive concept semi active concept becomes active concept. Activating information in the form of reflection into suggestions (advice) that is acceptable and used as knowledge is the teacher's achievement in using the speech type. This type is formed by knowledge-transforming [20].

C. Informative-imperative

Factual information in this type is used to convey advice based on factual references and strengthen student's understanding of the material.

Teacher: Let us observe this picture of a swimming child then he/she turns on the radio or tape. Can the swimming child turn on the radio or tape?

Student: He/she cannot do it.

If the hands are wet, don't ever touch the devices that are electrified. The water can be a conductor; the human body is also easily stung because it consists of water. Then, if you take a shower, you should immediately use a towel. For example, something wet can directly hold a tool that has electricity.

Context: The teacher explains the danger of electrical contact with wet objects to convince students of the electrical hazards based on textbooks and material.

Knowledge is formed with knowledge-transforming, in which the teacher observes the state of the environment around students and their influence on the conditions of tourism. In a directive force, imperative speech is not needed. The directive action is interpreted as an effort to make the listener or speech partner do something as found in the proposition [21]. On the other hand, Clark states that the imperative has a very diverse variety of discourse functions including giving advice, permission requests, threatening, and expectations [22]. Thus, it can be stated that an informative-imperative type is a knowledge-transforming form with an information construct in the feature of speech questions, directive speech acts, and indirect and literal modes. In terms of imperative speech, the teacher's statement is a form of neutral imperative speech.

D. Informative-interpretative

This type contains objective information in the form of facts and opinions followed by the teacher's interpretation of the concepts contained in the speech material. Data showing the speech type are described in the following data.

Teacher: Look at his ears, what does he use?

Student: Earrings

Teacher: Yes, it's earrings. Are you, boy, wearing earrings?

Student: No, we are not.

Teacher: No. If there is a boy wearing earrings (holding the ear of Dafa) he is a girl. This is the difference between boys and girls.

Context: The teacher directs students to explain differences in male and female students. To support the explanation, the teacher asked a male student named Dafa and a woman named Yasmin to come forward. Meanwhile, other students observe and mention the differences.

In this data, the teacher informs (1) girls wear earrings, (2) boys do not wear earrings. The interpretation stated by the teacher is that if boys wear earrings means, they are not men, but girls (women).

Interpretation is part of education or learning [23]. Interpretation is a form of claim because it is assertive [8]. Reed states that in the interaction of knowledge delivery, there are three things that need to be known, namely explaining,

understanding, and interpreting [24]. Interpreting is an act of exposing the theory and evidence that is usually united by causality. Definitions can be created on their own based on experience and knowledge. The meaning of an object is based on the knowledge and experience of the speaker. Thus, this type is developed with knowledge-transforming.

E. Illustrative-applicative

The application is a taxonomic part of the C3 cognitive domain in Bloom's taxonomy. Krathwohl state that application means using concepts in new situations or in the circumstances needed; apply the things learned in class in real new situations [25]. In it there are actions to implement, change, construct, demonstrate, manipulate, modify, predict, produce, to solve problems. The third level of taxonomy bloom indicates application actions that have a basic description of applying concepts and principles in new situations [26]. The teacher's efforts can be observed in the application of illustrative-applicative types.

Teacher: I saw a frog in front jumping up and down, jumping up and down (while moving hands like a frog jumping). Want to eat there, there are mosquitoes, huh (while pointing about 1.5 meters from a standing position), do you want to go there? do you think we can go there or not?

Student: I can't.

Teacher: You can't. What should you do?

Student: Jump

Teacher: Jump. Pung..pung..pung (while mimicking the frog's jumping motion). Well, it just arrived at the place of the mosquito because frogs like to eat mosquitoes. It can't, hey mosquitoes come here (followed by the movement of reaching out from the mouth), he has to jump one by one (followed by a double jump). It turned out that after I saw the frog jump up to seven times to get to the mosquito. One ... two ... three ... seventh ... until the new mosquitoes are fed (followed by jumping movements such as frogs and ends with a hand stretching out of the mouth describing frogs eating mosquitoes). Then each jump was five inches long each jump five inches ... five inches ... five inches (followed by a jumping motion) up to seven jumps.

Context: The teacher understands the meaning of multiplication by exemplifying a frog jump. The number of frog jumps and jump lengths will determine the number of jumps.

Russel and Levin reported that illustrations in speech and pictures improve students' memory and overall students' reasoning [27]. Through teacher speeches that are illustrative in understanding students to know the relationship, procedures, and details of events on objects can be improved. In the data above, the illustration is used by the teacher as a strategic step, namely to understand the concept of addition in multiplication. Thus, there are two illustrative characteristics in this type based on their objectives, namely (1) as a descriptive effort, to strengthen the image of the object, and (2) as a strategic effort

or as an effort of knowledge transforming and discourse production.

Teacher can relate theoretical concepts and ideas from real situations. This can involve students in various perspectives [28]. In the example data, the teacher gives a view of the difference between multipliers and those multiplied in the concept of the perspective of the jump length and the number of jumps. Through illustration, students can develop their imaginations to understand concept easily. Illustrative efforts relating to operational procedural explanations. To achieve this, Beetlestone reveals the need for adequate knowledge and language skills of teachers to build simple impressions leading to complex impressions [29]. The complex impression in question is a more meaningful impression. Teacher's question when explaining the procedure keep students focused.

Explanative speeches with illustrative-applicative types are assertive and declarative speech acts which are stated indirectly and literally, literal mode. With various references and creativity, this type is defined as knowledge transforming.

F. Solutive-suggestive

Through his experience and knowledge, the teacher presents solutions as suggested in the book or solutions that are known based on his experience. In this speech type, there is also advice or suggestion given by the teacher. The suggestion relates to the solution delivered or the expansion of the solution delivered. Data showing the type are described as follows.

Student: What about pollutants?

Teacher: Yes, it is not good for health. If there is garbage in the house, don't burn it. If your parents burn trash, notify them, Mrs. Lina said that she can't burn rubbish. Waste should be processed by itself. Already taught with Mrs. Lina. Large ex-lead is given land. Every day organic waste is put into it. For example, leaves, leftover vegetable stems, onion skins, wrapping leaves, fruit or anything else that is organically put into the former big bucket, yes. Then, closed again given the land. Over time, it becomes compost. What about inorganic? If you can recycle it, you can recycle it. For example, it is used as a place for plants like those in this class. Many benefits. If that cannot be recycled, it can be sold to the bank sampah 'trash bank'. Our school savings are a lot from the results of selling inorganic waste for mass recycling. The money is quite one million six hundred from selling the trash. So, it cannot be burned.

Context: The teacher explains to students to avoid burning trash. The teacher gives the completion of garbage disposal by making compost.

Camins shows that learning needs are solving problems through understanding how to work and the introduction of object characteristics [30]. Thus, minimal learning must lead to the resolving nature of a problem. The data shows the solution delivered by the teacher to recycle waste. The teacher describes the recycling procedure as a solutive action. The emphasis of suggestion lies in the teacher's statement that it is not permissible to burn garbage because it will cause pollution. In

the explanation of the type, teacher speech is strengthened by exposure to other alternatives that provide economic benefits. The solutions to recycle and sell are two alternatives solutions that are better than burning garbage. In speech that emphasizes advice, the teacher positions himself as someone who is more trusted by others. This was indicated by the teacher's statement asking students to provide information with statements based on her, she said, not allowed to burn trash. The statement *based on the words Mrs. Lina (teacher)* which was exemplified is an indication of the strength of the teacher's position as a person who is believed to be better knowledgeable in the eyes of parents.

There is an indication of his power in class as a person who has more knowledge than students and parents. The speech was stated in directive speech acts with indirect and literal modes. In classroom, power refers to knowledge. In discourse, power and knowledge are interrelated [31]. This implies that the teacher shows his power through knowledge. Dangel and Durden also show that Teacher talk is a tool to demonstrate mastery in the classroom [32]. In detail, Teachers instill the meaning of knowledge and values as they understand or master. Various studies show that the features of language and aspects of classroom management to the feedback used by the teacher indicate the mastery of the teacher in the classroom [33].

V. CONCLUSION

The teacher's speech function focuses on referential functions accompanied by conative functions and metalinguistic functions. The speech type refers to the production of discourse and speech patterns. Discourse production can be done with knowledge-telling and knowledge-transforming. There are three types of speech patterns based on information. First, the delivery of information, the use of information, and the produce of information.

The delivery of information type is an informative speech type that is not further developed as a reference material. The production of discourse used is knowledge-telling. The type occurs without processing and is conveyed as is in an assertive or representative speech act, as in the informative type. The use of information type means using information as a reference to convey knowledge, as in the informative-imperative type; informative-interpretative. The types that produce information are illustrative-applicative; suggestive-reflective with the involvement of conative functions. In this type there is a directive speech action.

Speech acts that play a role are direct or indirect; literal and not literal. In the reflective-suggestive type, the teacher tries to make students do what is he (she) said. The teacher shows mastery of knowledge in his position. Illustrative-applicative type, shows the role of the teacher creatively to make it easier for students to understand objects and concepts of learning in a fun way. The type produces information based on illustrations to understand objects or ways of working in solving problems. This shows the teacher's skill in knowledge-transforming efforts. Based on the description it is expected that the teacher can optimize referential functions by using a

knowledge-transforming type. The basis for selecting speech types needs to seek information and information generation. Both will develop students' ability to think analytically and critically through examples of teacher speech that they refer to, considering the age of development of primary students requires examples for the process of imitation. Teacher Language Awareness (TLA) is very necessary because class interaction influences changes in cognition and mental attitude.

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