# SPEECH FUNCTION BY LECTURERS AND STUDENTS IN THE COMMUNICATION USING WHATSAPP: SOCIOPRAGMATICS STUDY

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**Abstract:** This study is to investigate the lecturers and students communication using the technology of social media. It is particularly WhatsApp. Related to this issue, researcher would like to state some questions, namely; a, what are the types of speech function made by lecturers and students in the conducting their communication by using WhatsApp? b, what is the most dominant of speech function produced by lecturers and students? c, what are the meanings of speech function made by lecturers and students in their texting to each other using WhatsApp's? It is a qualitative descriptive research. There are one hundred and thirty four students and fifteen lecturers used as samples. To analyze the data, researcher used theory of speech function developed by Holmes, Janet, (2013) cited in, Wiliany, Megah, & Iriyana, (2018). The findings revealed that there are four types of speech functions made by students and lecturers; namely; expressive, directive, referential, and phatic speech function. Students produced referential speech function the in the highest level. Furthermore, lecturers preferred to developed expressive and referential speech function equally. It was 81 utterances of directive speech function developed by lecturers. Students produced expressive speech function 211 utterances and lecturers produced 117 utterances of expressive speech function. Referential speech function was the highest speech functions produced by students and lecturers. Students produced 232 utterances, and lecturers produced 195 utterances of referential speech function. Phatic speech function was higher produced by students produced by lecturers. The meaning of speech functions depends on the context of using speech function itself. Speech functions made by lecturers and students have different meanings. The facts students were always to create intimacy to the lecturers, and lecturers appreciated and respected the student's texting. WhatsApp is useable to achieve students and lecturers' academic purposes.
**Keyword**: *communication; lecturers; students; speech function; sociopragmatics; WhatsApp.*

## INTRODUCTION

WhatsApp is one of the polular and commonly used as a tool of taking communication. WhatsApp is mosly used in the society by any people in any levels of social. This study is one the research about WhatsApp used in the field of education. It was WhatsAPP used by students and lecturers. Researcher assumed that WhatApp is common socialmedia platform that also used popularly by lecturers and students. Here researcher argued by referring to experts who conducted researchs about using WhatsApp in the field of education, and it is as a main tool of communication. Lakhal, Maonim, (2021), conducted his study about using social media to develop students's wrting ability. His report fidings stated that most students in Morrocan universities regarded social media was as a habit to their study, further social media particularly the using WhapsApp can be used as an effective and convinient tool for developing studengts' writing skills. Further using whapsApp is possible and an alternative tool for conduncting teaching and learning, and it is included in English. Further study was a research about using WhatsApp conducted by Mabeifam and Kaleinasho, (2018). They conducted their study in Durban University of Technology; in South Africa. It was a small university. The findings of their research stated thatWhasApp was able to enhance lecturers and students in communication. It was also stated that WhasApp was able to create students to lecturer, and students to student's intimacy in their interaction. Furthermore, WhatsApp was recommended as a tool of teaching ang learning, in South Africa. It was because WhatsApp was not only as an effective social media platfrom, but is also possible to get entertain themselves reducing feeling borred both lecturers and students. Nuraeni and Nurmalia, (2020), conducted their research focused on using

WhasApp as significant social media for helping lecturers and also students to acieve their teaching and learning goals. They argued that WhatsApp platform has several benefits such as; it can be used to sending texts, conducting call, to share vedio, audio, location, documents and also it can be used to send pictures.Their research findings stated that WhatsApp gave significant practical used both lecturers and students. They argued that WhatsApp was simply operated. Further, WhatsApp was useable both inside and outside the classroom for lecturers and also students to enhance teaching and learning activities.WhatsApp was significant alternative social media platform used by lecturers and students, and it can be used both inside and utside the calssroom. Afsyah, (2019) she investigated the using of WhatsApp to develop students's vocabulary improvement. Her research findings stated that WhatsApp was able to be used by teachers and students of senior high schools to learn English, particularly learning vocabulary which resources were taken from any references, such as journals, books, aarticles, and also and advertisement from English newspapers. The level of vocabulary mastery difficulties depends on the level of students and their needs. Arteta, Vasquez, Calcina, Reyes, and Cundori, (2022) conducted their research focused on the using WhatsApp in as tutoring resources in the University of Nasional of Peru. Their research findings stated that WahtsApp was allowed to be used as resources in their learning process. They argued that WhatsApp was spontanouslly and familiarly used as a communication between instructurs and their students.WhatsApp was able to achieved objectives of university tutorial. Hinze, Nicholas, Timpany, Cunningham, Saravani, Wilkinson, (2022) they observed and investigated the using of WhatsApp or mobileApp both by academics and students in the New Zelands. Their research findings stated that WhatsApp was used by academics and students for taking documents of research, further whatsApp was also used to storage to exchange and to commnunicate among of the researchers. Related to those previous researches, it is interesting and necessary to investigating and describing the WhatsApp used by lecturers and students when they conducted their communication both inside and outside the classroom in Purworejo Muhammadiyah University. The researcher conducted a study of speech function texting among of lecturers and students. Furthemore, describing philosophy of speech function itself is also a part of the theories needed in this paper.

This study focuses on investigating the speech function made by lecturers and students when they were texting both inside and outdide the classroom. Speech fuction can be investigated both spoken and written language. *The contectx of this study is the* EFL lecturers and their students particularly in Universitas Muhammadiyah Purworejo. The researcher argued that WhatsApp is popularly used in any field of human life. It is also mostly lecturers and students used WhatsApp platform to achieve their academic purposes. Further, researher stated that some previous researchers used WhatsApp limited to use in the particular communication, for example to aks questions related to the subjects of study, on the other side, this study WhatsApp used by lecturers and their students to achieve their communication goals not only about certain subjects but it used to achieve any academic purposes. Previous studies were limited used in the classroom, on the otherhand this study focused the using WahsAppnot only in the classroom but also out side the classroom used by lecturersand students to communicate both to dicuss the subject of study and other topics of discussion. This study is conducted particularly to analyze lecturers and their student's speech functions from written text taken from their WhatsApp. Furher, researcher also refers to some researchs conducted by previous researchers.The following are some researchers who conducted research about speech function in the spoken and written language. Mulatsih and Fathonah, (2018), conducted their study about speech function used by speakers of shor story. The title is "speech fuction used by speakers in Alison L.Randall's Short Story End of the Line". In their study, they found that speech functions used by characters of the short story have different types and different fuctions.Furher, they stated that the most speech function higly used by the main charater. They found that the main character was more talkative than other characters. It stated by the number of specch functions produced by main charather was the higest.Refers to that findings, it means that speech fuction is possible not only in spoken language but it can be investigated in written language, for example in the form of short story.

Furhermore, Wilany, Megah, & Iriyana, (2018) investeigated the speech function found in the novel. The title of the novel was "A Little Princes of Frances Hudgson Burnett Novel". They analzed the use of speech function by the characters of that novel.They argued that speech function is able to be used to support the speakers of any languages. They stated by mastering types of speech function

the speakers or the writers are able to communicate among of others easily. They will not get misunderstanding to each others. Wilany, Megah and Iriyana are realy well informed about speech funtion. They argued that mastering types and performing how to form speech function in the communication both spoken and written langage help the speakers to communicate effectively. Then, Sitorus, Fitriany, and Noverina, (2021) conducted their study focused on analyzing speech fuction written in the advertasiments. They stated that speech functions used in the advertisements mostly are command and statement which the purposes are to persuite the readers of the advertisements. Other researchers, Andriani, Nova, (2018), she investigated the speech function particularly used in the cigarettes advertisement. The most speech functions used in the cigarettes advertisement was *statement speech function*. It means that speech function used in the cigarettes, the purpose is not to persuite the readers to smoke. On ther other hand, the statement speech functions in the advertisement have the meaning close to neutral. People in the society are not demanded to smoke, they would like to smoke or not it depends on their rights.Other speech function study was conducted by Fitriyani, Setia, and Lubis, (2019). They discussed speech function used in the *Fakes News*, social media twiter.The findings stated that speech function mostly used is *statement speech function*. It means that speech function used in the social media in the form of statement.Further, Batubara, Hasyimsyah, (2020), stated that speech function were written in any media. One of the data of speech function was written in the banking and daily need billboard texts. His study investigated speech function written in the form billboard texts. The findings revealed that speech function mosly used in the billboard text was statement. It means that the meaning of speech function declaring the messages wanted by the writers of the speech function in the form of texts. It was particularly used in the banking and daily need billboard texts.Speech Function is written not only in the texts, social media but is also written in the literary work. Speech Function is also used in the drama, for example; drama in the title *Romeo and Juliet*. The speech Function used in the Romeo and Juliet Drama was investigated by Artha and Listiani, (2018). Their finding of their analysis stated that *statement speech function* was dominant used by the characters of Romeo and Juliet drama. Further, speech function will lead the readers of drama undertanding the speech function meaning made by the characters.Further, speech function is

also founded in the classroom of English study. The example of this speech function was discussed by Mahendra and Zulham, (2017). Their discussion was on speech function on the title "*the analysis of speech functions used by an ELESP lecturer in English for Young Learner Class*". The findings stated that speech function in the classroom depend on the context and situation. It means that speech function used both in written and spoken language. Based on those previos researchers, it is necessary to dicuss the philosophy of speech function itself. Speech function is one of the linguistics studies. It is partuclarly discussed in sociolinguistics. Further, sociolinguistics is the study of language in the society.Then, this study described the language used in the certain setting, and it is the use of language by lecturers and students when they were texting to each other both inside and outside the classroom.

The language used in certain area, it is included the scope of pragmatics study. Furthermore, this paper analyzed the language used in certain setting of conducting communication among of the lecturers and their students, and then the researcher would like to investigate that language phenomenon from the sociopragmatics study. Why sociopragmatics? It is the combination between sociolinguistics and pragmatics. Speech Functions is one of the topic discussions in the socilinguitics. While, it is combined with pragmatics, because it is about the language used in certain setting and by particular participants, it was the communication among of the lecturers and their students, when they were texting to each other. The texting was conducted through WhatsApp, both inside and out site the classroom. Further, the researcher would like to discuss the language used by lecturers and students from sociopragmatics study.Pragmatically this study analyzing the language used in the communication. This paper focuses on the communication among of the EFL lecturers and their students. It is again to explain speech function made by lecturers and their students both insiden and outsisde classroom. Holmes, Janet, (2013) cited in Wilany, Megah and Iriyana, (2018) described the term of speech functions, She argued that language used in everyday interaction has different function. She stated that speech function eatlest has two function namely; social function and referential function. Furhermore, Holmes, Janet preferred to identify the speech functions in the following categorizations;

Table: 1. *Theory of speech Function by Holmes:*

*(2013) cited in Wiliany et al. (2018)*

| No | Types of Speech Function | Meaning | Example |
|----|--------------------------|---------|---------|
| 1 | Expressive | to express speakers's feelings | I am happy today. |
| 2 | Directive | speaker wants some one to do something. | Come to my house! |
| 3 | Referential | to provide information, | all students will pass the toefl test. |
| 4 | Metaliguistics | to give comment on the language itself. | Uforia is word used in certain phenomena. |
| 5 | Poetic | focuses on aesthetics features of language; | a word dirive from a poem, word taken from wise-word. |
| 6 | Phatic | to express solidaity and emphaty with others | Hi, how are you, cheerfull is it! |
| 7 | Heuristic | To change the name of something to another words, | Classroom is over, Time is over. |
| 8 | Commisives | Promises threats, or to declaration | I will clean my class, I promise. |

The theory of speech function is necessary to be described deeply. Here, researcher still would like to explore the philosophy of speech function itself according to any linguists. The following are some linguists' ideas about speech function and its implementation in the real communication both spoken and written language. Halliday, (1994) cited in Sumarsih and Ritonga, (2022), stated that speech function has four basics purposes, namely; *offering, giving statement, commading, and asking question*. Based on those classifications, Halliday emphazised that *offering speech function* to some one else as a patner of communication is necessary. Further, as usally, speakers or writers would like to declare their statement, the speakers need responses from ther listener, or readers. Next, *commanding speech function* is usually used by speakers to invite the activities done by listeners, it is also common happened in the conducting a communication among of the speakers and listeners. Later on, *asking a question speech function* is also basic and common speech used in

the communication, further Halliday, (1994) cited in Sumarsih and Ritonga (2022) emphazsed to the four speech functions really appeared in the conducting communication both spoken and written language, namely; *offering, giving statement, commading, and asking question* speech functions.

Furthermore, previous researcsers usch as; Derakhshan & Arabmofrad (2018), Kauffeld & Goodwin (2022), Lee (2022), Oluoch (2020), Rakaj (2022), Santosa & Kurniadi (2021), Susilawati (2019), Uspayanti, (2020), Nita & Lestari (2021) cited in Taridi,Fitria, Deska, and Supriusman, (2022), they deeply analyzed speech function using the theories of speech functions developed by Holmes, (2013). They identified into eight classifications based on their findings of the research such as; *expressive, directive, referential, metalinguistic, poetic, and phatic, heuristic, and commisive speech functions*. Those theories of speech function were developed by Holmes, Janet, (2013) cited by Wilany, Megah, and Iriyana, (2018).Wardhana and Maharani, (2023) stated that speech functions can be investigated in the data of movie scripts. They investigated the speech functions used by the characters implemented in the movie. Their research findings revealed that there were three types of speech functions used by the characters of the movie in the title" *Turning Red"*. The three types of speech functions in that movie namely; *expressive, directive and phatics speech functions*. Among of three speech functions directive speech functions was mostly used by the main character of that movie. Napitupulu and Bram, (2021) also described the speech functions used in the story book in the tittle "Categories *of Speech Functions Used by Totto-Chanand Mr. Kobayashi in Totto-Chan: The Little Girl at the Window"*. The researchers of this story book focused on investigating the types of speech functions used by the characters written in the story book. The finding of the research stated that there were seven types of speech functions used by the main characters, such as; *directive, referential, poetic, phatic, commisive, performative, and metalinguistics speech functions*, among of the seventh speech functions, there were three dominant speech functions used by the main character they were; *referential, phatics and directive speech functions.* Furthermore, Mawarni andi Bram, (2023), they discussed speech functions used in the Shampoo Slogans. They analyzed the speech functions used concretely written in the Shampoo Slogans. They argued that speech functions were not only found in the oral

language but it was also found in the written language. The example of research was investigating speech functions used in the Shampoo Slogans.Their research findings stated that there were three types of speech functions used in the Shampoo Slogans namely; *statement, commands, and questions speech functions.* Furthermore, Rahman, Husein, and Meisuri, (2019), they described that speech functions was not only researchable in the written language, but it was also able to be investigated in the verbal communication. The example was a research about speech functions done by Rahman, Husein, and Meisuri, (2019), they investigated the speech functions used by teachers and students when they were donducting an interaction in the classroom. It is stated in their research tittle;*" Speech Function of Teachers and Students' Utterances in Classroom Interaction atthe Elementary School"*

Their research findings revealed that there were five types of speech functions used by teachers and students in the classroom interaction, such as; *statement, questions, command, offer, and minor speech function.* Based on the researchers' findings, teachers are oftent used *statement speech functions* whent they interact to their students. Then, *questions, command, and offer speech function* are the next speech functions used by teachers. On the other sides, they did not explain clearly the speech functions used by students in the classroom. My research is not only explaining the speech functions used by lecturers but also speech functions used by students when they were texting to each other inside and outside the classroom. Dwiningtyas, Krisnawati, and Malini, (2020) argued that speech functions was also used by the main characters of movie. They described the using of speech functions by the main characters in the movie of title "*Speech functions analysis used by the main character in "over the moon" movie.* Their research findings explained that, there were five categories of speech functions found in the movie namely; *expressive, directive, referential, poetic, and phatic.* Among the five speech functions, the *directive speech function* was the most used speech function in the conversation of that movie. Referring those research findings of speech functions, it was clearly stated that speech functions was not only in the written language but also spoken language.

Furthermore, linguists who was concerned to discussed speech function, Holmes, Janet, (2001) she described that speech functions was really needed by any people of any societies. It means that by mastering a good copentences in speech functions any persons are able to convey the massages taken from others. On the other hand, people who were not agood understanding of speech functions, they will be not easy to understand the massages coming from their societies. Isda, (2019) stated in her research that speech functions has encential rules in perfoming the speaker's or writer's ideas, feeling, and also thoughts. She argued that speech functions have main roles in the commucication both spoken and written language. Her arguments revealed that speech functions needed by the language users. In her research findings, she stated that there were four types of speech functions made by salers and customers in their interaction. The four tyes of speech functions are as follows; *statement, question, offer, and command speech functions.* Among of four speech functions, *the statement speech function* was dominantly used by the sellers. It means that the sellers prered to promote their goods using *statement speech function.* Furthermore, Hadiningrum, (2020), argued her ideas about speech functions. She stated that speech function can be used and be investigated both in verbal and non-verbal language, it means that verbal speeches were the speech whis was used in oral communication, on the other sides, non-verbal comuunication is a communication that conducted by using the text written in printed or onlie platform, for example; using email, whatsApp, etc. She conducted her study was about investigating the speech function in the oral-debate. She analyzed the speech functions used by the first speaker of debater. Her research findings described that there were four types of speech functions, namely; *opening and continuing speech functions* by the speaker of affirmative team, than there were two speech functions by negative teams, such as; *continuing and reacting speech functions.* Based on her research finding, affirmative and negative team of debate made equal speech functions. It means that the using of speech functions can be conducted equally in the interaction. Furher study was conducted by Wiyanto, (2020), he analyzed the speech functions used by English teacher in the classroom. He argued that speech function was also used directly by teacher in the classroom. His research findings mentioned that there were six types of speech function made by English teacher, such as; *expressive, directive, referential, metalinguistic, poetic, and phatic speech functions.* The six types of speech functions were used varitvely in the claasroom when the teacher interacted with students. Furthermore, it is still talk about speech

functions analyzed by other researchers; such as; Indari, Rezeki, and Sagala, (2021), they argued that speech function also applicable used in the online classroom. It was researched by Indari, Rezeki and Sagala. They transcribed the lecturers and students speech functions from on-line classes. They stated that speech functions were able to be used by lecturers and students online and offline classes. In their research, they found that there were four types of speech functions made by lecturers and students; namely; *statement, question, offer, and command speech functions.* Based on the four types of speech functions, the *statement speech function* was the highest speech function used by lecturers. It means that lecturers were more dominant in using statement speech function in their interaction with the students.Furthermore, Sibarani and Santoso, (2019), have different ideas about the using of speech functions. They argued that speech functions were usedable in the E-Talk Show Program. It was a program in the TVone program. They investigated the speech functions performed by the guests in the E-Talk Show Program. The findings of their research stated that the guests of E-Talk Show Program produced some speech functions, they were *statement, question, command, and offer speech functions.* In the sensitive topic, *interrogative speech function* was mostly developed by by the host. The guest mostly made *statement speech function* to avoid more questions from the host. Furhermore, speech function highly produced by the guest in the E-talk show program was *statement speech function.* Further, Kanaza, (2020) argued that speech function was a part of sociolinguistics discussion. She observed and investigated the using of speech functions used in Meghan Markle's Speech of the story. Her analysis of speech functions used in that story revealed that there were five types of speech functions dominantly used in that story namely; *conative, emotive, referential, phatic, and poetic speech functions.* One of the five speech functions, *conative speech function* was highly used in that story. Then followed by *emotive, referential, phatic,* and the lowest speech function used in that story was *poetic speech function*. Further ideas about speech function was argued by Aprilia, (2022) she investigated the using of speech functions used in the vedio of Ellen Degeneres Show, she analyzed the speech functions perfomed by the speakers and her guest. Her research findings revealed that there were five types of speech functions made by the Ellen. The dominat speech functions made by Ellen were heuristic *and regulatory speech functions.* On the other sides, the guest was dominantly used *interactional, regulatory, and representational speech functions.* Further, speech function was used flexible by any speakers of any contexts. Based on those theories of speech function, here researchser would like to investigate and describe the speech functions made by lecturers and their students in conducting their texting both inside and outside classroom. To narrow down the discussion, researcher stated the following questions; (1) What are the types of speech function made by lecturers and students in the conducting their communication by using WhatsApp's? (2) What is the most dominant of speech function produced by lecturers and students? (3) What are the meanings of speech function made by lecturers and students in their texting to each other using WhatsApp's?

## METHOD
It is a descriptive qualitative research design.Conducting this study, researcher fully empower himself as a comprehensive researcher. Furher, researcher described the data taken from the trancritptions of lecturers and their students speech functions when they were texting to each other both inside and outside the classroom. The participant of this study was taken randomly. It meant that the participants were from different classes, different subject of studies. Lecturers and students were also taken randomly, not limited lecturer from particular sucject of study, but they were from different subject of studies in English education program.

The data of this study is transcriptions of lecturers and students utterances containing speech functions. There are two types of speech functions namely; first is the speech functions produced by students, and second is the speech functions developed by lecturers both inside and outside the classroom when they were texting to each other.

Further, there were one hundred fourthy one (141) moves of texting made by lecturers and students.

The unit analysis of this data research is utterances of texting made by students and lecturers containing speech functions.

The data of this research is transcriptions of students and lecturers texting taken from their communication using WhatsApp both inside and outside the classroom. The steps to collect the data are, firstly researcher collects the written data in the form of texts of WhatsApp made by students and lecturers, secondly retyping the raw data of texts of WhatsApp, the third identifying the texts of WhatsApp containing of speech functions made

by students and lecturers. The last step was coding the texts of WhatsApp containing Speech functions differently based on the theory of Speech Function developed by Holmes, Janet, (2013).

To analyze the data, the researcher used the theories of speech function developed by Holmes, Janet, (2013) cited in Wilany,Megah, and Iriyana, (2018).The technique of interpretatiting the data, researchser counducted the following steps; data gathering, data identifiying, coding the data, interpretating the meaning of speech function based on the theory, and taking conclusion of data interpretations.

**RESULTS AND DISCUSSION**
Table 2. *Students' and lecturers' transcription of textings containing speech function*

| No | Speech Function | Students | Lecturers | Total |
|----|-----------------|----------|-----------|-------|
| 1 | Expressive | 211 | 117 | 328 |
| 2 | Directive | - | 81 | 81 |
| 3 | Referential | 232 | 195 | 427 |
| 4 | Metaliguistics | - | - | - |
| 5 | Poetic | - | - | - |
| 6 | Phatic | 212 | 113 | 325 |
| 7 | Heuristic | - | - | |
| 8 | Commisive | - | - | |

The first research question of this study is "What are the types of speech function made by lecturers and students in the conducting their communication by using WhatsApp's?" Based on the data analysis taken from the transcription of WhatsApp produced by lecturers and students, it found that there are four types of speech functions developed by students and lecturers when they were texting to each others. The four types of speech functions developed by lecturers and students were *expressive, directive, refential and phatic speech functions.*The highest speech function developed by students when they were texting to their lecturers was *referential seech function.* There were two hundreds and two (232) speech functions of *referential speech function* produced by students when they were texting to their lecturers.These speeches functions are which aim to provide information to others. Students developed *refential speech function* afther they texting to their lecturer by using *phatic speech function.* Phatic speech function means speech functions which *express the solidarity and emphaty to others.* Students developed *phatic*

*speech function* in the total number of two hundreds and twelves, (212). This is the second high level of speech function developed by students. Further, the third type of speech functions developed by students was *expressive speech functions.* Expressive speech function aims to express speaker's atau writer's feelings, thought, ideas. Students made *expressive speech functions* when they responded the speech functions initiated by lecturers. Expressive speech functions were at the third grade developed by students. It was two hundreds and eleventh (211) *expressive speech functions.* Students did not produce *directive speech function* when they were texting to their lecturers.

Furthermore, researcher would like to describe the speech functions produced by lecturers when they were conducting the texting to respond their students both inside and outside the classroom. *Expressive and phatic speeches functions* were mostly equally developed by lecturers when they responded their student's texting. *Phatic speech function* was on hundred and thirteen (113) utterances of speeches function, while *expressive speech function* produced by lecturers was one hundred and seventeen (117) utterances of speech function. Furthermore, the highest speech function developed by lecturers was *referential speech functions.* It was two hundreds and thirty two (232) utterances of speech functions. This speech function used by lecturers when they would like to described the information to their students. The last type of speech function developed by lecturers was *directive speech function.* It was eighty one (81) utterances containg of *directive speech functions.* The directive speech function used by lecturers aimed to make students to do some activities wanted by lecturers.

Table 3. T*he example of students' speech funtion when they were texting to their lecturers*

| No | Types of Speech Function | Students'Speech Function | Lectures's Speech Function |
|----|--------------------------|--------------------------|----------------------------|
| 1 | Phatic | Assalamualaikum wr.wb,// Good afternoon sir, ……….. ………wassalamu alaikum wr.wb.// | ….Waala ikumsala m wr.wb,// ….. |
| 2 | Referential | -//I am sorry to disturb your time.// -// I'm Dwike Arti one of from PBI 5A, // | …….it is an off line class//. |

| | | |
|---|---|---|
| | -//I need a permission to ask,// -//if second language acquisition on semester 7 will be held in this evening, sir?// | |
| 3 | Expressive | ……….Thank ok,…… you,// |

Most students of EFL of this study in texting to their lecturers used *phatic speech functions.* Further, this study revealed that *phatic speech function* used by students was *Islamic phatic speech function*. They used Islamic phatic speech function when they begin texting to their lecturers.

*For example; asslamu'alaikum wr, wb……* It described that Islamic phatic speech function to make students being solidariry and to show their emphaty to their lecturers. It is like the examples written in the table 1.3. Furthermore, after producing phatic speech function, students would like to develop their *referential speech function*. It means that students would like to inform to their lecturers when they were texting to them. For example, students woul like to tell….. *-//I am sorry to disturb your time.//…..// I'm Dwike Arti one of from PBI 5A, // I need a permission to ask,//,* these

are the examples of referential speech functions. It means that these speeches would like to inform the lecturers about the students themselves, including the aims of texting to lecturers. Further, students would like to produce *the expressive speech function.* Expressive speech function means the speech to expresses the *personal feeling, thoughts,ideas, opinions* of the speakers of speech functios. The example of expressive speech function made by students when they were texting to their lecturers was the speech of...*" thank you…..*students would like to expresses their feeling, thought, ideas after they got the feecback speech functions from lecturer.

Then, lecturers also would like to responded the students speech function with *referential speech function……….*the example of lecturers' referential speech function was the pspeech function…..*it is an off line class.* Lecturers would like to responded students'phatic speech function. Most lecturers have also responded student's phatic speech function with Islamic phatics' speech function; for example it is written in the table.1.3. It is stated….*wa'alaikumussalam wr.wb.* Further, lecturers also responded students' personal speech function; for example.by producing the expressive speech function ...*ok.*

The second research question in this study was as the follow; "*What is the most dominant of speech function produced by lecturers and students?*

Based on the finding of data analysis, it is written in the table 4. It is described that students and lecturers similiarly used *referential speech functions* as the highest number of speech functions that they produced when students and lecturers were texting to each other. Students produced three hundreds and thirty two (232) utterances of speech functions and lecturers produced one hundred and ninety five (195) utterances of speech functions from the total number of speech function developed by lecturers.The following is the examples of *referential speech functions* used by students and lecturers when they were texting to each other both inside and outside the classroom.

Table 4. *Examples of referential speech functions used by students and lecturers*

| Speech Functions | Referential | Meanings |
|---|---|---|
| Students | // Hopefully you and your family will be always health and you get blessings from Allah SWT, Amin.// | The first speech function produced by student's means that they wanted their lecturer and her family were always in good condition, students prayed to Allah that their lecturer always get the blessing from God. |
| | -------------------------- //I am Muhammad Fajar from HIMA PBI,// // and I wanted to tell you, that tomorrow at 1 p.m.,// | The second speech function made by student was about telling information about him and his friend. Here students tell the lecturer about himself, he was from Hima PBI, he informed to the lecturer that the next daya he and his friend want to meet to discuss the update program that is going to do as soon as possible. It was about doing the makrab for the first semester students as new member of HIMA PBI.  This is idea |

| | | |
|---|---|---|
| | -// I and my team want to consult about the work program and makrab plans.// | stated in the last speech function developed by students. |
| Lecturers | // insya Allah// | The referential speech function used by lecturer was very simple. It was only to tell students about his responsobility, that he would like to meet and discuss together with students of HIMA PBI. The purpose of meeting was to talked about the makrab aactivities which will be done by the first semester. |

Based on the examples of *referential speech functions produced by students and lecturers,* most of the referential speech functions aim to inform to each other between students and lecturers. It was done inorder that students and lecturers not getting minsundertanding in conducting their communication through out WhatsApp as one of familiar and popular social media platform which is mostly used in the society included in the field of education. The last research question of this study is as follow; *what are the meanings of speech function made by lecturers and students in their texting to each other using WhatsApp's?*

Speech functions produced by students and lecturers when they were texting to each others have different meanings. Based of the data analysis, it is like in the table 2. There are four types of speech functions used by students and lecturers namenly; *expressive, referential, directive and phatics speech function.* The four type's speech functions made by students and lecturers have different meanings. The first type of speech function was *expressive speech function.* Expressive speech functions used by studens and lecturers have different meanings even the speech function was similar. The *expressive speech function* made by students closely to express students' *feeling, idea, and also about thoughts.* For example of expressive students; speech function mosly used by students are as follow; *..... Ok, Sir., ......thank you, Sir......*these are the examples of expressive speech function mosly used by students and the meanings is to acieve harmony and to make their communicitation using WhatsApp to their lecturers keep smoothly and

students are able to achieve the goals of texting to their lecturers.

Furthermore, *expressive speech functions* used by lecturers were also similar forms and the but the meaning is different from student's expressive speech functions. The following are the examples of *expressive speech function* used by lecturers such as; *……. ok, it is an offline class//.,……OK……., be carefully//, It was rainy,//……… Ok, // it is In A.4.3.2 room. // …….yes….right.* The *expressive speech function* used by leaturers commonly similar forms from the students's expressive speech function. The meanings of expressive speech function used by lecturers mosly to *express the lecturers' agreemen*t to the students ideas, feelings, and even the students's thoughts when they were texting to each others. The second meaning of speech functions used by lecturers and students are telling the informations that needed both by students and lecturers. It was expressive throught out the *referential speech functions.* It means that lecturers and students referential speech functions have similar meanings, it was to infmorm the issues needed both by lecturers and students. The third meaning of speech functions mostly used by lecturers was *directive speech function.* The meaning of directive speech functions is to make the listeners or the readers of the texts to do some activities. Lecturers' mosly used *direnctive speech functions* to make their students to do the activities.

The examples of lecturers' *directive speech functions* addressed to their students are as the following;

Table 5. *Examples of directive speech functions used by lecturers*

| Speech Functions | Lecturers | Meanings |
|---|---|---|
| Dirrective | …….. send a word documen t ya!// | The directive speech function is the the form of the word' send……it means that lecturer wanted students to submitted the document in form of words documents to lecturer. |
| Directive | …….. Make it better so,// it can pass the selection. // | Lecturer wanted the students to make the assignments getting better; it was stated by using directive speech function….make it…. |
| Directive | …….. Please | Lecturers wanted the students to take questions |

| | | |
|---|---|---|
| you take question sheet and answer sheet in class.// ......... ... take it home;// ........Saturday, you..... put it in my room.// | and answer sheet in the class by using directive speech function.....take questins and answer sheet...in class. The last examples of directive speech functions used by lecturers was.....put it....in my room. It means that students should to put something needed by lecturers. | |
| | | among of students and lecturers. |
| Lecturers | *Waalaikumsala mwr.wb.//......... ........ It will be next week ya, mba. //* | Lecturers used Islamic phatic speech function equally to rerspect their students in their communicaton. |

=Students in texting to other students never used directive speech functions. They preferred to use referential speech functions to inform the informations that they needed to each others.

The last meaning of speech functions commonly used by lecturers and students were *phatics speech functions.* Phatic speech functions means of speech to express the *solidarity, emphaty, and also to create getting closer* or making familiar among of the speakers. The data analysis stated that both students and lecturers used phatics speech functions when they begin or responded the speech functions among of them.

Table.6. *The examples of phatics speech functions made by students and lecturers*

| Speech Function | Phatics | Meaning |
|---|---|---|
| Students | *Assalamualaikum .wr.wb.//* *Good morning, sir.//..............* sorry to disturb the time,............ *wassalamualaikumwr.wb.* | Students used Islamic phatics speech functions, and ENgnlish speech function based on the time. It used to create close solidarity between students and lecturers. |
| Lecturers | *waalaikumsala mwr.wb,//......... ..... I hope you get well soon.//* | Lecturers responded the student's phatic speech function equally. It expresses the lecturers's respect to the students. |
| Students | *Assalamualaikum, wr.wb.//good morning, sir.//..............* *Sorry to disturbing you.//* | Students used Islamic speech function followed by English speech functions. It used by students to create close solidarity |

## CONCLUSION

In the section of conlcussion, researcher would like to write the summary of discussion based on the data analysis conducted in the previous section. Speech function is commonly used by any people in any levels of society. This study focused on investigating the speech functions developed by students and lecturers when they were texting to each other by using WhatsApp, as one of familiar and popular social media platform. Lecturers and students were texting to each other both inside and out side the classroom. Related to the data analysis, and research questions stated in the previous pages; there are four types of speech functions used by students and lecturers in conducting texting to each others such as; *expressive, referential, directive and phatics speech functions.* Among of those speech functions, *a referential speech function was* the dominant speech functions developed by students and lecturers.

Furthermore, students and lecturers used *phatics speech functions* equally. It means that students and lecturers were respected to each other when they were texting to each others. Then, students did not use *directive speech functions* when they were texting to their lecturers. On ther other hand, lecturers used *directive speech function* in order that they wanted their students to do some activities related to contains of textings, particularly, it was about the activities that should be done by students. Further, *phatics speech functions* was found and used by students and lecturers equally, it means that lecturers really respected to the students textings, and welcome to students purposes of conducting texting to the lecturers. Furtermore, the meaning of *expressive, directive, referential and pahatics speech functions* was really suitable with the context of developing speech functions both by students and lecturers. Then, using speech functions appropriately was nessary done by students and also lecturers, it was a cause of taking communications among of students and lecturers using WhatsApp can be an alternative platform of social media significantly pratical and economical to be used in the field of education. The findings of this study can be used

by lecturers and students, particularly in the teaching and learning the using of speech accurately depend on the purposes of speaking. It gave significant implementation mastery of speaking skill and writing skill. Students and lecturers were able to take knowledge how to speak and write effectively both spoken and written. Fuher researchers are able to conduct a research about speech function from different angles, for example speech functions taken from WhatsApp made by comedians, politician, actress, etc. Furhermore, the next researchers are able to conduct a research speech functions used by speakers or writers in different platforms of social media, for example, e-mail, blogs, instagram, wiki, etc.The researcher believe that any research activities gave constibutions to the following researchers.

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