

Language Function As A Support To Teachers' Professionalism

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ABSTRACT: This study seeks to determine the functions of language for the professionalism of teachers who must communicate and convey information or material to students. This study employed a qualitative methodology. This research was conducted in schools located in Denpasar, Bali, with teachers as its subjects. The language functions utilized by the teacher can be mapped as follows: 44 phatic functions (23%), 34 metalingual functions (18%), 34 referential functions (18%), 34 conative functions (18%), 25 emotive functions (13%), and 19 poetic functions (10%). From the results of the study, it can be concluded that language functions in their professionalism as teachers, namely a phatic function that facilitates socialization and interaction between teachers and students; a metalingual function that teaches students the vocabulary they have not yet mastered; a referential function plays a role in conveying topics, information, or material to students; a conative function allows teachers to instruct something to students; an emotive function serves to motivate or develop relationships between teachers and students; and a poetic function plays a role for teachers who need poetic or aesthetic language when providing examples of poetry or other literary works.

Keywords: Language Function, Professionalism, Teachers

INTRODUCTION

Language is a crucial aspect of human existence. It is believed that without language, humans would be incapable of communicating. Language, as defined by Richard & Schmidt (2010), is a human communication system comprised of a structured arrangement of sounds into larger units, such as morphemes, words, sentences, and utterances. In other words, language is a medium through which people exchange ideas and information.

However, there are numerous functions of language that appear to be the basis of professionalism in every occupation. Language must be studied in all of its diverse functions. When discussing the function of language, people discuss the reasons for using it. The primary function of language, also known as the function of speech, is communication; people use language to send and receive messages. It is difficult to perceive

language's function because it is so ingrained in all human behavior that it can be assumed that there are few aspects of our conscious behavior in which language does not play a role (Newmeyer, 2000).

Teachers are professional educators whose primary responsibilities are to educate, teach, guide, direct, train, assess, and evaluate students in formal education, including elementary and secondary schools, according to PP No.74, 2008, chapter I, section 1 and verse 1.

Also, UU No.14, 2005, chapter I, section 1, verse 3 regarding teachers and lectures states that teachers, as agents of learning, are accountable for enhancing the quality of national education.

This implies that teachers should not only transfer knowledge to their students, but also provide character development and set a good example for their students' character

(Tirtawati, 2016). Therefore, what functions does language serve for teachers who must communicate and convey information or materials to their students? What is the connection between the function of language and a teacher's professionalism?

Language must be studied in all of its diverse functions (Wedananta, 2020). When discussing the function of language, people discuss the reasons for using it. The primary function of language, also known as the function of speech, is communication; people use language to send and receive messages. It is difficult to perceive language's function because it is so ingrained in all human behavior that it can be assumed that there are few aspects of our conscious behavior in which language does not play a role (Newmeyer, 2000).

According to Roman Jakobson's (1960) definition of six functions of language (or communication functions), the act of effective verbal communication can be described. Each of these functions is associated with specific factors.

Phatic Function

The phatic function is concerned with inter-speaker relationships. Its primary purpose is to withdraw/build, extend, check, confirm, or terminate this relationship, and it may consist of culturally or non-culturally bound expressions such as also, I won't keep you; wow! ; and really. In addition to strengthening the bond between speakers, the phatic function enhances the listener's perception of the speaker's competence (Manoliu, 2017).

The phatic function involves expressing empathy and solidarity with others. It facilitates communication and refers to communication channels. It opens a channel or verifies its functionality for social reasons. This function is for social interaction. In this function, therefore, vernacular terms are employed occasionally.

It is characterized primarily by speech, but it can also be observed in certain types of writing, such as letters, where Dear Sir/Madam and Yours Faithfully serve the same purpose (Zegarac and Clark, cited in Hassan & Jabbar, 2018). According to Coupland (2000), despite the growing number of publications on phatic communication, this type of social interaction requires additional research on a number of issues.

Poetic Function

Jakobson defines the poetic function as an "attitude toward the message itself, centered on the message itself." The poetic function cannot be reduced to poetry or the poetic function of the message; it consists of emphasizing the concrete side signs of language and deepening the fundamental contradiction between what is comprehensible and what is incomprehensible, between linguistic signs. As a source of cognizable information and point of reference, reality serves both (Manoliu, 2017).

The poetic function, also referred to as the Function of Aesthetics, focuses on language whose primary concern is the beauty of language itself. Richness of sound and texture, as well as equilibrium, which makes it an auditory work of art or poetic expression." Other functions are not required to be absent from poetry texts. As in other linguistic genres, the poetic function is not absent, but only appears in a subordinate capacity (in political slogans, advertisements, commemorative speeches, etc). (Holenstein cited in Hassan & Jabbar, 2018).

Metalingual Function

When the sender and receiver need to determine whether they are using the same code and when language is used to discuss language, the metalingual function is used. As an illustration: "What do you mean by "krill?" In the process of language acquisition, mother tongue acquisition makes extensive use of

metalingual actions; for instance, aphasia can be described as a loss of metalingual action ability (Tribus, 2017).

Metalinguistics, the language of grammar, is the clearest manifestation of the metalinguistic function. However, the metalingual function is currently present in everyday conversation as a means of regulating the interlocutor's use of the same language code (Manoliu, 2017).

Emotive Function

It is also referred to as the "expressive or affective function." The emotive function emphasizes "greeting." This option appears when we wish to express our emotions despite the fact that no one is speaking to provide information. As an illustration, an interjection is a word or phrase used to express sudden surprise, pleasure, or irritation, such as "Bah!", "Oh!", "Yuck!" "Ouch", "Aie." They are not components but sentence equivalents (Tribus, 2017).

Conative Function

The conative function is recipient-focused. This function identifies the purest grammatical expressions in vocative and imperative sentences and helps us persuade people to take action, including through the use of commands. Such as "Drink!" or "Go" (Ibid.). This is updated by the elements of the message that are sent directly to the recipient, indicating that the speaker intends to influence the listener in some way, thereby involving him in receiving the message. The most frequent grammatical expressions of this function involve direct forms of greeting the listener with imperative verbal forms. The conative function is frequently expressed by the receiver's spontaneous intervention at specific times during message transmission, using formulas such as "you know," "no violation," etc (Manoliu, 2017).

The Referential function

According to Context factors, the referential function describes a situation, object, or mental state. A descriptive statement of a referential function may include a specific description and deictic words, for example, "The autumn leaves are all falling now." Similarly, referential functions are related to elements whose true value is uncertain, particularly when the truth values in the real and assumed universes are identical (Tritsman cited in Hassan & Jabbar, 2018).

The referential function of each and every term is to provide a positive answer to the question: which individual is being discussed? or to accomplish reference determination. The 'specifier' of the term is what enables a single term to perform this function (Putri, 2018). Demonstrations are not deictic term determinants because they can fulfill their referential function by appealing to the relative uniqueness of the utterance or by promoting a candidate in the context of the surrounding discourse or perceptual environment (Jakobson, 1960).

The Definition of Teacher

Teachers are professional educators whose primary responsibilities are to educate, teach, guide, direct, train, assess, and evaluate students in formal education, including elementary and secondary schools, according to PP No.74, 2008, chapter I, section 1 and verse 1.

Also, UU No.14, 2005, chapter I, section 1, verse 3 regarding teachers and lectures states that teachers, as agents of learning, are accountable for enhancing the quality of national education. This implies that teachers should not only transfer knowledge to their students, but also provide character development and set a good example for their students' character.

Then, Syaiful Sagala explains that a teacher is a competent and accountable

individual for the individual or classical education of students in and out of school. It implies that all students' behavior in and out of school must be constantly monitored by teachers. The lexical definition of teacher is "person who teaches, especially in schools." Given the preceding explanations, it is clear that a teacher is a person who imparts knowledge to students and carries a great deal of responsibility for doing so. All of the teacher's actions and words will affect the students. Due to these substantial responsibilities, it is essential that teachers be competent.

Previous Studies

The research of Junieles and Arindita (2020), which aimed to analyze the characteristics and functions of language in chat application advertisements on YouTube, was among the previous studies that discussed language functions. The method used in this study is qualitative and descriptive, with a sociolinguistic approach. In addition, research by Junaidi et al. (2020) aims to describe the various types of bejeghum and language functions in bejeghum-based communication. This research utilizes a qualitative methodology.

Theoretically, the purpose of this study is to develop a theory concerning the function of language, particularly in the realm of education, with a particular emphasis on the function of language used by teachers. This study is limited by a lack of research time and minimal data sampling, so it is hoped that future researchers will be able to utilize more samples and studies.

RESEARCH METHODOLOGY

This study employed a qualitative methodology. Patton, as cited in Brikci (2007), stated that qualitative research is distinguished by its objectives, which are related to comprehending certain aspects of social life, and methods that (generally)

generate words, not numbers, as the data to be analyzed. Therefore, the purpose of this study is not to collect numbers, but rather to identify and comprehend the function of the language utilized by teachers.

This research was conducted in Denpasar, Bali, schools. The research subjects were experienced teachers so that their credibility in communicating with students through the use of language can be assessed. This study collected data using three methods: observation, interviews, and documentation. This study employed the first method, non-participant observation, because the researcher did not take part in classroom communication. Using non-participant observation, information regarding the language functions utilized by the teachers was gathered. Before they were ready to be analyzed, the data collected for this study were transcribed into transcripts. As the second method of data collection in this study, interviews focused on in-depth questions. This type of interview was conducted to confirm the data gathered from observations and to explore in depth the perceptions and causes related to the research problem. And the final one employed the documentation method, in which the researcher gathers articles and information pertaining to language functions to match with the results of observations and interviews.

Researchers here served as the primary research instrument. Nevertheless, based on the data collection method described previously, the researcher utilized an observation checklist, a notebook, and an interview guide to collect the necessary data.

Technique and source triangulation was used in this study. Observational and interview-based data were analyzed qualitatively using the interactive data analysis model proposed by Miles and Huberman (1987). The data analysis method includes three steps: data reduction, data presentation, and conclusion.

RESULTS AND DISCUSSION

The results of this study indicated that six linguistic functions were present, but in varying proportions and uses. There were 190 utterances with various functions, specifically 44 phatic functions, 34 metalingual functions, 34 referential functions, 34 conative functions, 25 emotive functions, and 19 poetic functions.

First, phatic function is the most prevalent here because language's social function is also an essential component of the classroom. The interaction between teachers and students is an example of a phatic function; the teacher does not want this interaction to break up, so conversations with students in class must be maintained.

Excerpt 1:

Teacher : How students? are you ready for studying?

Student : We are ready Madam, what are we studying now?

Teacher : We will study about ecosystem

As can be seen in the excerpt of the conversation above, the teacher initiated communication with the students in the hopes that there would be interaction in the classroom, and when students responded, the teacher responded so that communication with students continued smoothly. The socialization and interaction function of language, also known as the phatic function, is crucial in the classroom.

The second function is metalingual, which is the ability of a language to teach or explain itself. Obviously, we encounter this function frequently in the teaching and learning process, as we must use language to explain the definition of something or the meaning of words; therefore, the function of language as a metalingual function is prevalent in this context,

Excerpt 2:

Student : Madam, what is the difference between "saya" and "aku"?

Teacher : KBBI defines "saya" as the first person who is more polite than "aku." While "aku" is typically used in close conversations, such as those between friends in the game or village, siblings, parents to children, and in prayer.

The above excerpt demonstrates that the teacher was explaining the distinction between the words "saya" and "aku" to students who are still confused despite the fact that both words have the same meaning. Therefore, the teacher must use language to explain the definition or meaning of words that the students do not comprehend. The function of language as a metalingual function plays a significant role in the teaching and learning process, it can be concluded.

The third function of language is referential function, in which the language focuses on context; that is, on the reference or subject matter, as well as what it refers to. The function of reference is to convey information. As a result, this function occurs frequently in the teaching and learning process, as the objective of the teacher in the classroom is to convey vital teaching materials or information to his students.

Excerpt 3:

Teacher : Metamorphosis is the transformation of an animal's shape, size, and body parts from one phase to the next. Butterflies, frogs, cockroaches, and

mosquitoes are examples of animals that undergo metamorphosis.

Due to the fact that the lesson at the time was a Natural Science lesson, the teacher imparted information about metamorphosis in this passage. Thus, the function of language is to convey a topic, subject, or piece of information. And this referential function plays a crucial role in the classroom, where students need clear information about the topic being taught, and where the language here serves as a means of communicating it.

The fourth function is the conative function, which aims to elicit a specific response from the recipient. This function employs vocative and imperative sentences and aids in persuading others to perform an action, including the issuing of commands. This function also occurs frequently in the classroom or during the teaching and learning process, as the teacher typically instructs the students to perform a certain action.

Excerpt 4:

Teacher : Alright kids, turn to page 25 and read carefully about how an ecosystem is formed.

The excerpt demonstrates that language served as a means for teacher to give instructions or commands to students. Obviously, this conative function is crucial to the teaching and learning process, as stated above, and its function will also be highly optimal for the teaching and learning process, given that students require clear instructions or directives.

The fifth is an emotional function that occurs less frequently than the preceding four. This option appears when we wish to express our emotions despite the fact that no one is speaking to provide information. For instance: interjection, a word or phrase used

to express sudden surprise, pleasure, or irritation.

Excerpt 5:

Teacher : Wow! You are great Putu!

This function depends on how a person feels about what occurred, whether as a result of events, conversations, or specific topics. As in the preceding excerpt, where the teacher was astounded by the actions of a student named Putu. This demonstrates that this emotive function injects feelings into the provided information. This function typically occurs unintentionally because spontaneity is associated with it. And in the teaching and learning process, this function is required to motivate or build rapport between teachers and students, such as when teachers express pride and enthusiasm when students answer questions well.

The sixth and final function is poetic. This function is also known as the aesthetic function and pertains to the aspect of language that focuses primarily on the beauty of the language itself. This function occurs when instructors require poetic or aesthetic language, such as when citing specific poems or literary works as examples.

Excerpt 6:

Teacher : Like a cool dew drop

Based on the above excerpt, the teacher provided an example of a poem. Obviously, the poem contains numerous aesthetic languages. This poetic function is only present when the teacher is presenting poetry or other literary works.

Based on the findings, the language functions utilized by teachers can be mapped as follows: 44 phatic functions (23%), 34 metalingual functions (18%), 34 referential functions (18%), 34 conative functions (18%), 25 emotive functions (13%), and 19

poetic functions (10%). From this it can be seen that the most common language function is the phatic function, where language is predominantly used as a means of communication between teachers and students or so that conversations and conversations in class run smoothly, although this function only wins by a small margin over the other three functions, namely the metalingual function, the referential function, and the conative function, which also contribute significantly to the teaching and learning process. One rung below it is an emotive function that also contributes, albeit less so than the four functions above it. Even so, the poetic function must occupy the lowest position because the use of the function is only carried out from time to time when the teacher reads poetry or other literary works.

To confirm the results of the preceding observations, interviews were also conducted with three teachers from diverse backgrounds: subject 1 is a recent graduate who has only practiced teaching in lectures, subject 2 is a young teacher with about two years of experience, and subject 3 is a senior teacher with nearly seven years of experience.

The results of the interview revealed that all three respondents agreed with Roman Jakobson's theory that language has six functions, namely that language has six functions. In addition, the three subjects provided the following statements regarding the relationship between language functions and their professionalism:

Question : How is the relationship between language functions and teacher

professionalism?

Subject 1 : Language has many functions within our professionalism as teachers.

For example, when we convey the

materials, instructs something, etc.

In addition, another important thing is to socialize with student and

communicate to understanding the students.

Subject 2 : Of course, language has a function in our professionalism as teachers

because without language how we communicate and convey material

to students.

Subject 3 : Language has many functions, especially in the teaching and learning

process and our performance and quality are greatly assisted by the

use of correct and appropriate language.

On the basis of the responses of all the subjects, we can conclude that language plays a vital role in their professionalism. Consequently, based on the results of observations, interviews, and documentation, language aids their professionalism as educators; specifically, language functions to:

1. The socialization and interaction function of language, known as the phatic function, is crucial in the classroom. Because intense interaction and communication are undoubtedly beneficial to teacher-student relationships.
2. The function of language as a metalingual function plays an important role in the teaching and learning process, in which the teacher is responsible for teaching vocabulary that the students have not yet mastered.
3. The purpose of language is to convey the subject, topic, or information. And this

referential function plays a crucial role in the classroom, where students need clear information about the topic being taught, and the language serves as a means to convey it.

4. The function of language as a means for teacher to give instructions or commands to students. Obviously, this conative function is essential to the teaching and learning process, as students require clear instructions or directives.
5. The function of language as an emotive function is necessary to motivate or build rapport between teachers and students; for instance, teachers must express enthusiasm and pride when students answer questions well.
6. The poetic function of language is also referred to as its aesthetic function, as it relates to language whose primary focus is the beauty of language itself. When a teacher requires poetic or aesthetic language, such as when providing examples of poetry or other literary works, this function is activated.

CONCLUSION

Based on the results of interviews with all subjects, observations, and documentation, it can be concluded that language functions in their professionalism as teachers, specifically language functions to:

1. The socialization and interaction function of language, known as the phatic function, is crucial in the classroom. Because intense interaction and communication are undoubtedly beneficial to teacher-student relationships.
2. The function of language as a metalingual function plays an important role in the teaching and learning process, in which the teacher is responsible for teaching vocabulary that the students have not yet mastered.
3. The purpose of language is to convey the subject, topic, or information. And this referential function plays a crucial role in the classroom, where students need clear

information about the topic being taught, and the language serves as a means to convey it.

4. The function of language as a means for teacher to give instructions or commands to students. Obviously, this conative function is essential to the teaching and learning process, as students require clear instructions or directives.
5. The function of language as an emotive function is necessary to motivate or build rapport between teachers and students; for instance, teachers must express enthusiasm and pride when students answer questions well.
6. The poetic function of language is also referred to as its aesthetic function, as it relates to language whose primary focus is the beauty of language itself. When a teacher requires poetic or aesthetic language, such as when providing examples of poetry or other literary works, this function is activated.

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