METALINGUAL FUNCTION OF LANGUAGE TO AVOID MISUNDERSTANDING IN THE CLASSROOM

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Abstract: This study seeks to explore the metalingual functions of language to avoid misunderstanding in the classroom. This study employed a qualitative methodology. This research was conducted in schools located in Denpasar, Bali, with teachers and students as its subjects. The metalingual language functions utilized by the teacher and students can be mapped as 40 metalingual functions. From the results of the study, it can be concluded that metalingual function of language function can avoid misunderstanding in the classroom:the metalingual function facilitates communication in the classroom by elucidating the meaning or application of certain codes or words, the metalingual function facilitates the exchange of knowledge regarding language, namely the meaning and grammar of words, by talking about the language itself, the metalingual function might prevent misunderstandings over word usage, and by addressing the language itself, metalingual functions might prevent misunderstandings regarding the meaning of words or codes. it is hoped that future researchers will be able to utilize more samples and studies.

INTRODUCTION

One essential component of human life is language. It is thought that people couldn't communicate if they didn't have language According to Richard and Schmidt (2010), language is a system of human communication made up of a systematic arrangement of sounds into bigger units like words, sentences, utterances, and morphemes. To put it another way, language serves as a conduit for the sharing of knowledge and concepts.

Nonetheless, language serves a variety of purposes that seem to be the foundation of every circumstance in life. It is necessary to study language in all of its varied applications. When people talk about the purpose of language, they talk about why people use it. Communication is the main purpose of language, sometimes referred to as the function of speech; individuals use language to transmit and receive messages. It is challenging to understand the role of language since it is so embedded in human behaviour that it is

reasonable to presume that language is involved in very few facets of our conscious behaviour (Newmeyer, 2000).

A classroom is a carefully created area where students can learn without any disruptions. It is a location created especially to give students a learning atmosphere that will enhance their capacity to form their own opinions and perceptions. A classroom can also be described as a setting where teachers and students gather to engage with one another, acquire knowledge, and practise social skills (teachmint@wp, 2021).

This implies that classroom should be a place where teachers and students communicate and understand each other, so that they need to have the same language and code.

Therefore, how does metalingual function of language function to avoid misunderstanding in the classroom?

LITERATURE REVIEW

It is necessary to study language in all of its varied applications. When people talk about the purpose of language, they talk about why people use it. Communication is the main purpose of language, sometimes referred to as the function of speech; individuals use language to transmit and receive messages. It is challenging to understand the role of language since it is so embedded in human behaviour that it is reasonable to presume that language is involved in very few facets of our conscious behaviour (Newmeyer, 2000).

Effective verbal communication can be defined in terms of the six functions of language (also known as communication functions) defined by Roman Jakobson in (1960). There are certain factors linked to each of these roles.

First, the phatic function is focused on the interactions between speakers. Also, I won't keep you; wow!; and truly are examples of culturally or non-culturally constrained statements that can be used to withdraw/build, expand, check, confirm, or end this relationship. Apart from fortifying the connection between speakers, the phatic function improves the listener's assessment of the speaker's proficiency (Manoliu, 2017).

Second, the poetic function, according to Jakobson, is a "attitude towards the message itself, centred on the message itself." Emphasising the tangible side signs of language and enhancing the underlying contradiction between what is intelligible and what is comprehensible, between linguistic signs, constitute the poetic function, which cannot be boiled down to poetry or the poetic function of the message. Reality provides as a point of reference and a source of cognisable information (Manoliu, 2017).

Third, the metalingual function is employed when language is used to discuss language and when the sender and the recipient must ascertain whether they are using the same code. Using the following example: "What do you mean by "krill?" Metalingual actions are heavily utilised during mother tongue acquisition; for example, aphasia might be defined as a lack of metalingual action competence (Tribus, 2017). The most obvious example of the metalinguistic function is seen in metalinguistics, the language of grammar. But today, the metalingual function is used in regular conversation to control the interlocutor's use of the same language code (Manoliu, 2017).

Fourth, alternative names for emotive function include the "expressive or affective function." Additionally, the emotional feature highlights "greeting." When we want to

communicate our feelings even when no one is speaking to give us information, this option comes up. For example, an interjection is a word or phrase like "Bah!", "Oh!", "Yuck!", "Ouch," or "Aie" that is used to convey abrupt surprise, pleasure, or annoyance. They are sentence equivalents rather than components. (Tribus, 2017).

Fifth, the conative function focusses on the recipient. This feature helps us convince others to act, even by giving instructions, and recognises the most grammatically correct language in vocative and imperative sentences. like "Go" or "Drink!" (Ibid.). This is updated by the message's components that are delivered straight to the recipient, showing that the speaker hopes to sway the listener in some way and include him in the message's delivery. Direct greetings using imperative verbal forms are the most common grammatical expressions of this function. Using phrases like "you know," "no violation," etc., the conative function is commonly indicated by the recipient's spontaneous intervention at particular points during message transmission (Manoliu, 2017).

Sixth, context factors state that the referential function characterises a circumstance, item, or state of mind. Deictic terms with a precise description can be found in a descriptive statement of a referential function, such as "The autumn leaves are all falling now." Likewise, items with an unknown true value are associated with referential functions, especially when the truth values in the assumed and real universes are the same. (Tritsman cited in Hassan & Jabbar, 2018).
In this research, the writers focused on metalingual function of the language only, where it will explore how metalingual function of language function can avoid misunderstanding in the classroom.

The Definition of Classroom
A classroom is a thoughtfully designed space where learners may concentrate without interruption. It is a place designed specifically to provide kids with an educational environment that will improve their ability to develop their own thoughts and perspectives. Another way to define a classroom is as a place where students and teachers come together to interact, learn, and develop social skills (teachmint@wp, 2021).

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.

RESEARCH METHODE
This study employed a qualitative methodology. Patton, as cited in Brikci (2007), stated that Qualitative research is characterised by its goals, which are tied to understanding certain facets of social life, and its techniques, which typically produce verbal data rather than numerical data for analysis. Therefore, this study's goal is to detect and understand the metalingual function of the language that teachers and students use, not to gather statistics.

This research was conducted in Denpasar, Bali, schools. The research subjects were experienced teachers and students where they involve in classroom communication.

Three approaches were used to gather data for this study: documentation, interviews, and observation. Since the researcher did not participate in classroom discussion, the first method—non-participant observation—was used in this study. Information about the teachers' and students' use of metalingual functions was obtained through non-participant observation. The data gathered for this investigation were converted into transcripts before they were prepared for analysis. In-depth enquiries were the subject of interviews, which served as the study's second technique of data collecting. This kind of interview was carried out in order to validate the information obtained from observations and to thoroughly examine the attitudes and factors associated with the research issue. The last one used the documentation approach, where the researcher collects information and publications about metalingual functions to compare with the findings of interviews and observations.

Here, the main research tool was the researchers themselves. Nevertheless, the researcher used a notebook, an interview guide, and an observation checklist to gather the required data in accordance with the previously mentioned data collecting approach. Triangulation of sources and techniques was employed in this investigation. Miles and Huberman's (1987) interactive data analysis technique was used to qualitatively analyse observational and interview-based data. The data analysis method includes three steps: data reduction, data presentation, and conclusion.

RESULTS AND DISCUSSION

The results of this study indicated that metalingual functions were present. There were 40 metalingual functions which are the ability of a language to teach or explain itself. Since we must use language to define things or explain the meaning of words, we obviously encounter this function frequently during the teaching and learning process. As a result, language's metalingual function is common in this context.

Excerpt 1:
Student : Madam, what is the difference between "I" and "Me"?
Teacher : "I" is a subject pronoun which refers to first singular person, whereas "Me is its object pronoun.

The above excerpt demonstrates that the teacher was explaining the distinction between the words "I" and "Me" to students who are still confused despite the fact that both words have the same meaning. Therefore, when students are struggling to understand a word, the teacher must utilise language to clarify its definition. In the teaching and learning process, language's metalingual function is crucial, it might be said.

Excerpt 2:
Teacher : What do you mean by "AFK"?
Student : It is the condition when we, as a player, walk out from the game

Based on the above excerpt, the teacher asked a code that they don't know about. Because this term is only recognized by students/ kids who play Mobile Legend. That's why the students used language to explain the meaning of the word asked in order to make the same understanding of the word.

Excerpt 3   :
Student 1   : Sir, when do we use "is' and "are"?
Teacher   : We use to be "is" when the subject is singular, whereas the use of "are" must be used when the subject is plural
Student 2   : What is about "am"?
Teacher   : "am" is the exception because "am" has to be used for the pronoun "I"

Based on the excerpt above, there were discussion of the use of language by some students and a teacher. The metalingual function plays a role to make them having the same understanding when dealing with that kind of grammar. The teacher wants to convey the correct way to use to be "is" and "are", while another student is still confused with "am", so that the teacher explain the understanding of the word "am" as well.

Based on the findings, the language functions utilized by teachers and students can be mapped as follows 40 metalingual functions where is employed when language is used to discuss language and when the sender and the recipient must ascertain whether they are using the same code.

To confirm the results of the preceding observations, interviews were also conducted with two teachers and two students. The results of the interview revealed that all three respondents agreed with Roman Jakobson's theory that language has metalingual functions. In addition, the four subjects provided the following statements regarding how metalingual function of language function to avoid misunderstanding in the classroom:

Question   : How does metalingual function of language function to avoid misunderstanding in the classroom?
Subject 1   : This kind of function helps communication in the classroom by explaining the meaning or how to use some kind of codes or words.
Subject 2   : It helps us to share information about language, namely words' meaning and grammar of the language.
Subject 3   : We can avoid misunderstanding of the use of words by discussing the language itself.
Subject 4   : We can avoid misunderstanding of the meaning of words or codes by discussing the language itself.

On the basis of the responses of all the subjects, it can be concluded that the metalingual function is employed when language is used to discuss language and when the sender and the recipient must ascertain whether they are using the same code. Consequently, based on the results of observations, interviews, and documentation, how metalingual function of language function to avoid misunderstanding in the classroom:

1. Metalingual function helps communication in the classroom by explaining the meaning or how to use some kind of codes or words.
2. Metalingual function helps us to share information about language, namely words' meaning and grammar of the language.
3. Metalingual function can avoid misunderstanding of the use of words by discussing the language itself.
4. Metalingual function can avoid misunderstanding of the meaning of words or codes by discussing the language itself.

Previous research by Junieles and Arindita (2020) revealed that there were regional language characteristics, slang characteristics, and foreign language characteristics in chat application business advertisements on YouTube. Information function, expressive function, and directive function are examples of language functions. Moreover, research by Junaidi et al (2020) According to the findings of their study, the language employed can take the form of requests, orders, invitations, and notifications. This demonstrates that bejeghum has many functions of language based on its purpose. Compared to previous research, this study has its own distinguishing features, namely its emphasis on metalingual functions based on Roman Jakobson's theory, which is implemented by teachers and students.

CONCLUSION

Based on the results of interviews with all subjects, observations, and documentation, it can be concluded that metalingual function of language function can avoid misunderstanding in the classroom:

1. The metalingual function facilitates communication in the classroom by elucidating the meaning or application of certain codes or words.
2. The metalingual function facilitates the exchange of knowledge regarding language, namely the meaning and grammar of words.
3. By talking about the language itself, the metalingual function might prevent misunderstandings over word usage.
4. By addressing the language itself, metalingual functions might prevent misunderstandings regarding the meaning of words or codes.

Implication And Limitation

Theoretically, the purpose of this study is to develop a theory concerning the metalingual function of language, particularly in the realm of education, with a particular emphasis on the metalingual function of language used by teachers and students.

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.

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