

THE FORM OF TEACHER'S DIRECT SPEECH ACT WITH GRADE XI STUDENTS IN LEARNING OF INDONESIAN LANGUAGE IN SMA PGRI 1 PADANG

Yolla Alvaritsci¹, Yenni Hayati², Lusi Widia Ardianto³
{yollaritsci@gmail.com¹, yennihayati@yahoo.com², lusiwidia95@gmail.com³}

^{1,2,3}Master program student, Faculty of Language and Art, Universitas Negeri Padang,
Padang, Indonesia, 25131

Abstract. This study aims to describe "The Form of Teacher's Direct Speech Act with Grade XI Students in Learning of Indonesian Language in SMA 1 PGRI Padang". The focus of the research is teacher speech acts direct speech acts (declarative) news sentences and direct interrogative sentences with students in the process of learning Indonesian in class XI SMA PGRI 1 Padang. This type of research is qualitative research using descriptive methods. The technique of collecting data is collecting data by discussing teacher-student speeches and learning while the teaching and learning process takes place. Observations were carried out as long as the teacher carried out the teaching and learning process in the classroom, for 21 days and the number of students who studied as many as 40 people. For teachers who release only 1 person but the class receives as many as 2 classes. The data analysis technique used in analyzing data is: (1) transcribing the teacher's speech into writing. (2) Analyzing speech based on the teaching and learning process. The results of the study showed that the speech act directly passed 112 data. 83 data in the form of conventional functioning news sentences to say something and 29 data in the form of question sentences that are conventional functions to request. Based on the results of the study it can be concluded that the speech acts often used by Indonesian Language teachers in class XI SMA PGRI 1 Padang in the teaching and learning process are acts of direct speech acts in the form of conventional sentence sentences to allow material where students are more easily looking for subject matter given the teacher.

Keywords: direct speech act, news sentence (declarative), interrogative sentence

1. Introduction

Language represents a communication device or system, meaning that the language is made up of some components that are patterned and can be edited. [1] discussing a process of communication indeed often does not run smoothly because there are difficulties or difficulties.

Furthermore, communication is a fundamental thing that cannot be separated from human life. It arises and develops along with the benefits of human-acquired communication. This

benefit consists of self-identity support, to build social contact with people around us, both in the home, school, campus, and work environment [2].

One aspect of communication is verbal communication, verbal communication is a form of communication where messages are conveyed through writing. Besides, it involves several elements that support the ongoing process of communication, namely the existence of a curriculum as a message material to be conveyed, the teacher as a communicator, students as communicants, and various objects and activities as an intermediary to transfer the message [3].

Furthermore [1] says that there are two kinds of language communication, namely, direct communication and two-way communication. In unidirectional communication, the sender remains the sender, and the recipient remains the recipient. This unidirectional communication occurs for example, in informational communication, sermons in mosques or churches, lectures followed by question and answer, and so on. In two-way communication, the sender and recipient of information alternately establish continuous communication through the same media. This two-way communication occurs, for example in meetings, negotiations, discussions, in the learning process of teachers and students, and so on. In practice, these sequences of processes can take place quickly. Moreover, if those involved in the communication process have very high language skills. The higher the language skills of the two parties who communicate, the more smoothly the communication process takes place.

The smoothness of the communication process can also experience obstacles due to elements of interference. For example, the absence of awareness from one of the participants is an obstacle, disturbance or another obstacle, for example, the hearing power of one participant is not good, noise in the place of communication takes place or also the ability to use language that is not right.

Furthermore, language can affect human behavior. So if the speaker wants to know the listener's response to his speech, he can see feedback, which can be in the form of certain behaviors that listeners do after hearing the hearer's speech.

Thus, feedback functions as a system to check the response, which is shown the speaker can adjust in conveying the message / subsequent speech. Of course, this feedback is only on two-way communication.

Likewise, communication occurs in teaching and learning activities, which are teacher-centered (teacher center). Communication is determined by the teacher. The teacher arranges everything so that students become passive, communication between students and students are interrupted, as well as communication between students and teachers.

Not so with the case of student-centered teaching and learning activities (pupil center), it is expected that students can develop all their abilities, both the ability to ask express opinions, draw conclusions and skills in the discussion.

All these developments require good communication, communication between students, communication with the teacher or with other people who have certain skills, to obtain answers or solve problems. With this activity, students are trained to ask questions well or answer questions correctly [4].

The communication process that must be considered is the skill of "understanding" and the ability to present information. In the learning situation when in class that occurs in SMA PGRI 1 Padang is more active teachers than students.

Students are more likely to wait for the material explained by the teacher than to find out for themselves. So that is more instrumental in the teaching and learning process that is teachers than students. Although the teacher has stimulated the mindset of students with various interesting questions and uses the right method. However, students are still not

independent but wait for the teacher about the material explained. Because in the learning process that students pay attention to the teacher is a way of speaking the teacher with students in using good and correct Indonesian to deliver the learning material.

Besides, the way the teacher brings a language that is good by itself the students will be interested and can receive what is conveyed by the teacher. Automatically a teacher who attracts the hearts of his students by speaking well without ever issuing abusive speech, then the students will be able to catch or understand the lesson the teacher explained well too.

In the teaching and learning process teachers need creativity in interacting with students, so that what is conveyed by teachers can easily be understood and accepted by students, especially in teacher speech acts both directly and indirectly can affect student learning outcomes later, speech acts delivered by the teacher when explain the lesson, sometimes not understood by students and sometimes students do not understand what the teacher said in learning. [5] states speech acts in teacher and student conversations using a variety of different speech strategies. Related to the various strategies used in the conversation. This underlies the need for a review of what speech acts students alike in the learning process. Research on speech acts in the learning process has been carried out by [6], [7], [8], [9], [10], [11], from several studies that state that the attitude of teacher speech acts can provide good impact on student attitudes when following the learning process in the classroom.

Based on this, the need for research on "The Form of Teacher's Direct Speech Act with Grade XI Students in Learning of Indonesian Language in SMA 1 PGRI Padang ". Things that need to be seen and examined are the forms of direct speech acts used by Indonesian Language teachers with students when the learning process takes place at SMA PGRI 1 Padang. This study aims to describe the teacher's direct speech acts declarative news sentences and interrogative sentences with students found in the learning process of the Indonesian language in class XI SMA PGRI 1 Padang.

2. Method

Based on the considerations discussed in this study, this research is a qualitative study. According to [12], qualitative research produces research procedures that produce descriptive data in the form of written or oral words from people and understandable research.

According to them, this discussion is aimed at the background and these individuals as a whole. So, in this case, it is not permissible to isolate an individual or organization into variables or hypotheses, but need to think of it as part of something wholeness. The author uses descriptive methods to achieve goals that are following the problems discussed.

The object of the research is the teacher and students working on the speech act problem in a special class of verbal communication in the teaching and learning process of Indonesian in class XI. The instrument of this research is the research itself which is equipped with aids in the form of a recording device. The recording device is used to read the teacher's speech acts with students in the learning process of Indonesian language class XI at SMA PGRI 1 Padang.

Data collection techniques are collected data by recording the teacher's speech with students and making observations while the learning process takes place. Observations were made when the teacher carried out the teaching and learning process in the classroom, for 21 days and many of the students who studied the study were 40 people. For the teacher studied only 1 person but the class studied was 2 classes.

The data analysis technique used in analyzing data is: (1) transcribing the teacher's speech into writing. (2) Analyzing speech based on the teaching and learning process. In this study, the technique used was the persistence observation technique. Persistence of observation

intends to find characteristics and elements in situations that are very relevant to the problem being sought so that all observations become clear.

3. Result and Discussion

The data of this study were obtained based on the teacher's direct speech acts with class XI students in the process of learning Indonesian in SMA PGRI 1 Padang from the first meeting to the fourth meeting. The said speech is described as follows. Based on the results of the research carried out, in this study found the form of teacher speech acts with students of class XI in the learning process of Indonesian language at SMA PGRI 1 Padang.

There are several forms of direct speech acts that are spoken by the teacher in the learning process, namely in the form of conventionally functioning news sentences to inform something, the conventional sentence functioned to ask questions.

Table 1. Number of Direct Speech Act Data

Direct speech acts (declarative) news sentences	83 data
Direct interrogative sentence	29 data
Total data amount	112 data

Direct speech acts in the form of news sentences that are functioned conventionally to inform something, often used by the teacher in delivering the subject matter, explaining questions asked by students and informing anything related to the description of the material discussed in the teaching and learning process, found 83 data.

Examples of direct speech sentence (declarative) sentence data, as follows:

Data 22

Place: Classroom during the lesson

Teacher: Before that, the paper that I sent you last Sunday was taken?

Because later you will write the contents of the short story on the paper according to the rules, namely 3344 spaces. This will continue to be done until you go to college starting from writing papers, theses and so on.

In data 22, when students are working on their assignments the speaker tells the teacher how to write the contents of the short story on the paper according to the rules and the spaces that have been determined.

Data 41

Place: In the classroom when the lesson takes place Teacher: In the printed book on page 9 it contains the value of the short story in it.

Student: Listen to the teacher's explanation

In data 41, when the lesson takes place a teacher speaker explains to students about short stories that are located on things. 9. Students respond and hear the teacher's explanation.

Data 80

Place: Classroom during the lesson

Teacher: Then the resolution and the last time.

Student: Listen to the teacher's explanation

On data 80, when the lesson takes place a teacher speaker explains the material about the short story structure to students. After the evaluation is resolution and students listen to the teacher's explanation.

Direct speech acts in the form of question sentences that are functioned conventionally to ask questions are often used to ask anything related to the description of the material discussed in the teaching and learning process.

Examples of direct speech act data are interrogative sentences, as follows:

Data 33

Place: In the classroom during the learning process

Teacher: What is the structure of the short story? The others are silent! (while looking at one student)

Student: (can't answer)

In data 33, when the learning process takes place the speaker of a teacher gives a question. What is the short story structure? While when the teacher asks students no one responds but silence cannot answer.

Data 55

Place: In the classroom when the teacher continues the lesson

Teacher: What is meant by orientation?

Student: Students think about what the teacher asks

In data 55, when a teacher speaks the lesson the teacher asks what is meant by orientation. Students think about what the teacher says and responds to it.

Data 77

Place: Classroom during the lesson Teacher: After what orientation?

Student: Evaluation ...

In data 77, during the lesson, the teacher reminds students by asking what is the orientation after. It turns out that students understand that after the orientation there is an evaluation. However, this can occur after being given a (declarative) news sentence from the teacher functioning as an initial introduction.

From the results of data analysis, there have been 112 speech acts. Direct speech acts in the form of news sentences that are functioned conventionally to inform something found 83 data, and questionable questions that are functioned conventionally to ask as many as 29 data. Thus in this study, during the learning process of Indonesian language teachers at SMA PGRI 1 Padang, teachers used more direct speech acts than indirect speech acts, because direct speech acts were more easily understood by the listener because the speech was in the form of sentences with a straightforward meaning. Where the teacher uses more direct speech acts that are functioned conventionally to inform something, the teacher is often used in delivering the subject matter. This serves as an initial introduction for students to recognize the learning to be learned so that it can provide a good effect on the learning process of students.

4. Conclusion

The author concludes that in the learning process, the Indonesian language teacher of SMA PGRI 1 Padang, he explained and explained the learning material well because indirect speech

acts are rarely found when interacting in the learning process. This is because indirect speech acts can only be understood by the listener who is sufficiently trained to understand meaningful sentences.

Based on the conclusions above, the writer suggests the subject teachers, especially Indonesian language teachers, to be able to pay attention to the patterns of language use in the learning process, especially in the form of speech acts, because the form of speech acts can directly influence students' learning outcomes later or indirectly.

The results of this study are also expected to be useful for teachers in the field of study especially Indonesian language teachers so that they can become guidelines in the teaching and learning the process and for other writers, the opportunity to do the same research with different objects or with the same objects with more complex research.

References

- [1] Chaer, A, & Agustina, L, *Sosiolinguistik Perkenalan Awal*. Jakarta: Rineka Cipta (2004).
- [2] Indrayanti, T, *Penggunaan Tindak Ilokusi dalam SMS Mahasiswa Fakultas Ekonomi Angkatan 2014 UNIPA Surabaya*. Vol.3, No.1, *Jurnal Buana Bastra*, pp. 116-125 (2016).
- [3] Supratiknya, A, *Komunikasi Antarpribadi Tinjauan Psikologis*. Yogyakarta: Kanisius (Anggota IKAPI) (1995).
- [4] Masnur, et all, *Dasar-dasar Interaksi Belajar Mengajar Bahasa Indonesia*. Malang: Jemmars, (1987).
- [5] Rohmadi, M, *Kajian Pragmatik Percakapan Guru dan Siswa dalam Pembelajaran Bahasa Indonesia*. Vol.17, No.1, *Jurnal Paedagogia*, pp. 53-61 (2014).
- [6] Kurdghelashvili, T, *SpeechActs and Politeness Strategies in an EFL Classroom in Gergia*. Vol.9, No.1, *World Academy of Science, Engineering and Technology, International Journal of Cognitive and Language Science*, pp. 306-309 (2015).
- [7] Mujianto, G, *Tindak Tutar Guru dalam Pembelajaran Menulis dengan Komposisi Terarah Berdasarkan Tingkat Kognisi Siswa*. Vol.1, No.2, *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, pp.173-197 (2015).
- [8] Rachman, *Tindak Tutar dalam Proses Belajar-Mengajar pada Taman Kanak-kanak Dharma Wanita Kelurahan Wapunto Kecamatan Duruka Kabupaten Muna (Kajian Pragmatik)*. Vol.3, No. 15, *Jurnal Humanika*, pp.1-18 (2015).
- [9] Basra, S.M, & Thoyyibah, L, *A Speech Act Analysis of Teacher Talk in an ELF Classroom*. Vol.10, No.1, *International Journal of Education: Universitas Pendidikan Indonesia*, pp.73-81(2017).
- [10] Sulistyani, *The Power of Directive Speech Acts in ELF Classroom Interaction*. Vol.145, Published by Atlantis Press: *Advances in Social Science, Education and Humanities Research (ICONELT)*, pp.16-20 (2017).
- [11] Tisnasari, S, *Analisis Tindak Tutar Guru dalam Proses Pembelajaran Membaca Bersama di SDN Karundang, Kabupaten Serang, Provinsi Banten*. ISBN 978-602-19411-2-6, *Prosiding Seminar Nasional Pendidikan FKIP UNTIRTA*, pp. 377-384 (2017).
- [12] Moleong, L,J, *Metodologi penelitian kualitatif*. Bandung: Rosdakarya (2016).