Investigation of Students' toward Environmental Awareness through Responses of Caring Speech Acts: A Case Study of Polytechnic's Student in Surakarta, Indonesia

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ABSTRACT

This study is aimed to investigates caring speech act in reminding of utterances used by students of polytechnic in Surakarta, Indonesia while in other's wrongdoing in laboratory of pharmacy. This research was a qualitative study employing the pragmatics approach. The subjects comprised the 80 students pharmacy's program study in Polytechnic Indonusa of Surakarta, Indonesia, deriving 5 male students and 75 female students participated in the study. The research data consist of three types, namely: (1) the data of speech act, (2) the data of observation note, and (3) the data of discourse completion test/DCTs. The first data obtained through observation techniques assisted recording using a handycam, the second data obtained through interviews, and the third data responses obtained from situation the written DCT. The datas were analyzed using the interactive analysis model by Miles and Huberman in three steps: (1) data reduction,(2) data display, and (3) conclusion finding and verification. According to the result, speech acts in reminding utterances used by students of polytechnic in Surakarta, Indonesia as responses in other's wrongdoing are assertives, directives, commisives, and expressives.

Keywords: *Environmental Awareness, Speech Act, Student, Polytechnic*

1. INTRODUCTION

Language is a social activity in academics. Language activities include speech acts that can be achieved if humans are involved in the communication. Communication occurs when the person with the other one intentionally perform an interaction, for example, faculty communicate with students to establish communication using speech acts. Lecturers' and student's utterances contain some intention that an act which was implicated by speakers.

Speech act is a basis for analysis in pragmatics area. The concepts are related to the action that use of language.

Utterances in academic communication used by student's higher education has been studied by researchers in different countries and from different aspects but utterances used by student's polytechnic in Surakarta, Indonesia have as yet to be studied. This research investigates how student's polyctechnic examines use speech act to their friend in some situation wrongdoing setting by design. The emphasis is wrongdoing by student's Pharmacy Program Study in Polytechnic Indonusa of Surakarta in Surakarta, Indonesia.

1.1 Speech Act Theory

The speech act theory (SAT) states that "speakers do not merely use languageto say things, but to things and that hus utterances could be regarded as speech acts" [1]. The term "speech act" is defined as an "attempt by language users to perform specific actions, in particular interpersonal functions such as compliments, apologies, requests, or complaints" [2]

Using a language to performing speech acts in particular contexts appropriately can be considered as one kind of pragmatic ability [3]. Searle [4] also distinguishes two types of speech acts: the direct speech acts and the indirect speech acts. In a direct speech act, "there is a transparent relationship between form and function', and in an indirect speech act, "the illocutionary force of the acts is not derivable from the source structure". For example, in making a request, saying "I request you to pass the salt" is a direct speech act, in which an imperative is used, while saying "Can you pass the salt?" is an indirect speech act. In pragmatic theories, speech act theory has been broadly applied to explain the language use in social contexts [3].

1.2 Theory of Contexts

Theoretically, context can be broadly defined as "any relevant features of the dynamic setting or environment in which a linguistic unit is systematically used". Context plays a role in how language functions. That is, language is variously understood and interpreted by the people involved in the interaction in different contexts. Paltridge divided context into three types: the situational context, the background knowledge context, and the co-textual context [5].

The situational context refers to the context in which "people know about what they can see around them," the background knowledge context refers to the context in which "people know about each other and the world", and the co-textual context refers to the context in which "people know what they have been saying" [6]

Similar to Patridge's definitions of context, Hayland [7] defines three types of context: the physical context, which refers to "the physical setting of the utterance," the linguistic context, which refers to "the surrounding utterance in the same discourse," and the general knowledge context, which refers to the background knowledge context shared by the speaker and the addressee. The communicative purpose of an utterance would be determined by contexts and, therefore, the theory of contexts can be applied for explanations of language uses in terms of pragmatic perspectives [8].

2. METHOD

During the observation, the researcher also applies the technique of video, and note taking. The main data sources are recorded through video and supported by note taking. Audio or video recording are increasingly important part of qualitative research. The steps conducted by the writer briefly are as follows: (1) firstly, the writer records the utterances appear during practicing in laboratory, (2) secondly, the writer listens to the data attentively, (3) thirdly, the writer makes list of excerpt containing speech act.

The other technique to collect data is by the discourse completion test (DCT). DCT is a written questionnaire in which a situation is given specifying the setting, the social distance between the participants, and their respective social status, followed by a brief dialogue with a blank for the respondent to provide a written response.[9] The subjects are asked to write down what they think they would say in the described situations. In a DCT, a number of situations are described in writing with spaces for research participants to fill in what they would say in such situations. It should be noted that the data collected through a discourse completion task does not exactly reflect the richness and complexity of natural data. But it provides us with the stereotypical forms of language used in specific situations. It provides us with language that is less complex and less variable than natural data, but is similar enough to authentic language.

3. RESULTS AND DISCUSSIONS

According to Scaruffi, the way language is related to the context: there is no speech without context. Thus, the only way to find out what a sentence really means is to analyze the context. Based on the previous analysis, the finding of the whole data can be summarized in the following description.

3.1 Results

The result of the speech act in reminding utterances used by polytechnic students' in Surakarta, Indonesia, deriving from 80 students of Pharmacy Program Study in Polytechnic Indonusa Surakarta can be seen in Table 1 below.

Table 1. The Student's Speech Act Responses in Wrongdoing

No.	Situation's Context	Student's Speech Act Responses	Number of Speech Act	Percentage
1	The class in practicum starts. You see your friend is still busy operating the cell phone, even though there is already a prohibition that the cell phone must not be active when practicing in the laboratory. In response to this wrongdoing, would you say to him/her?	Directive	24	30%
		Assertive	56	70%
		Commissive	0	0
		Expressive	0	0
		Declaration	0	0
		Total	80	100%
2	You start the practicum. Your friend takes the ingredients by bringing a bottle of	Directive	64	80%
		Assertive	16	20%

	Reagan everywhere. This is done so as not to stand in line, even though it should not be done. In response to your friend's wrongdoing, would you say to him/her?	Commissive	0	0
		Expressive	0	0
		Declaration	0	0
		Total	80	100%
3	The class practicing at the Pharmacy Laboratory, one of your friends holds a dropper pipette not according to the procedure or the wrongdoing to hold the dropper pipette. In response to this wrongdoing, would you say to him/her?	Directive	60	75%
		Assertive	20	25%
		Commissive	0	0
		Expressive	0	0
		Declaration	0	0
		Total	80	100%
4	After finishing the laboratory work, you see your friend throwing away bacterial growth media at the sink. In response to this wrongdoing, would you say to him/her?	Directive	68	85%
		Assertive	12	15%
		Commissive	0	0
		Expressive	0	0
		Declaration	0	0
		Total	80	100%
5	In the laboratory, there were students who did not bring cleaning equipment to practice, even though they had been instructed at the previous meeting. In response to your friend's wrongdoing, would you say to him/her?	Directive	44	55%
		Assertive	32	40%
		Commissive	0	0
		Expressive	4	5%
		Declaration	0	0
		Total	80	100%
6	Towards the practicum closing, there were students who did not give labels/information on the chemicals made, even though all of them were the same (liquid-clear). In response to your friend's wrongdoing, would you say to him/her?	Directive	28	35%
		Assertive	52	65%
		Commissive	0	0
		Expressive	0	0
		Declaration	0	0
		Total	80	100%
7	In the practicum class, there are students who do not carry and use the PPE (personal protective equipment), which make in inaccurate results suitable for contamination. In response to your friend's wrongdoing, would you say to him/her?	Directive	64	80%
		Assertive	16	20%
		Commissive	0	0
		Expressive	0	0
		Declaration	0	0
		Total	80	100%
8	In the practicum class, you see a friend who does not sterilize the sterilizer before use, by not turning on the UV lamp for 15-30 minutes. Your friend immediately wears it without going through the right procedure. In response to your friend's wrongdoing, would you say to him/her?	Directive	52	65%
		Assertive	28	35%
		Commissive	0	0
		Expressive	0	0
		Declaration	0	0
		Total	80	100%

9	In the practicum class, you see a friend who does not spray gloves with 70% alcohol and brings media to grow bacteria everywhere. In response to your friend's wrongdoing, would you say to him/her?	Directive	40	50%
		Assertive	36	45,5%
		Commissive	0	0
		Expressive	4	0,5%
		Declaration	0	0
		Total	80	100%
10	In the practicum class, the students are not according to the procedure while observing bacterial colonies on colony counter devices. By the procedure, students see from the top through a magnifying glass. In response to your friend's wrongdoing, would you say to him/her?	Directive	48	60,75%
		Assertive	30	39%
		Commissive	2	0,25%
		Expressive	0	0
		Declaration	0	0
Total			80	100%

According to the table 1 above, the result of analysis shows that the speech actof directives have higher percentage. There are many sub-directives, such as, asking, ordering, advising, begging, requesting.The discourse completion test/task is a written questionnaire in which a situation is given specifying the setting, the social distance between the participants, and their respective social status, followed by a brief dialogue with a blank for the respondent to provide a written response. The subjects are asked to write down what they think they would say in the described situations. This type is called open-ended elicitations. Another type of DCT provides a follow-up response after the blank which helps to cue the respondents as to the appropriate content of the response to be filled in. An example of the DCT is seen below.

Figure 1. Discourse Completion Test (DCT)

Please write in the provided spaces whatever you would say in the following situation's context.

Situation's Context

In the practicum class, the students are not according to the procedure while observing bacterial colonies on colony counter devices. By the procedure, students see from the top through a magnifying glass. In response to your friend's wrongdoing, would you say to him/her?
Your response: _____
Example response:
Student 33   :   *Eh… ora ngono carane, kudune soko nduwur kene lho nontone.*
                         Eh…bukan begitu caranya, harusnya melihat dari arah atas.
                         Eh ... that's not the way it should be, it should look from the top.
Student 46   :   *Jane mudeng ora?*
                         Sebetulnya kamu paham tidak?
                         Do you understand?
Student 54   :   *Sek cah daripada salah koyok kae, moco sek module.*
                         Bentar ah, daripada salah seperti itu mending baca modulnya dulu.
Wait a minute, rather than being wrong to read the module first.

The three examples are the students' responses to DCTs given to them. It should be noted that the data collected through a discourse completion test does not exactly reflect the richness and complexity of natural data. But it provides us with the stereotypical forms of language used in specific situations. Using DCT is appropriate for the initial stages of learning the communicative functions of language. It provides us with language that is less complex and less variable than natural data, but is similar enough to authentic language.

3.2 Discussion

This section elaborates on the results and findings presented in the previous chapter. To discuss the results of the research, the research question raised earlier in the study will be referred to as follows: how are the students response to other's wrongdoing in training classes? Results of the study showed that the students were almost use directive's speech act than the other speech acts.

The urgency of this research is the phenomenon of the use of language politeness of students who tend to experience irregularities. The result of this research is the form of language politeness that students can use as part of the soft skill supplies in entering the world of work as well as the strengthening of polite character in the academic context. [10]

Activity speak is an actual event that someone does in his daily life. In a pragmatics study, the utterance is the smallest unit of verbal interaction that expresses action. All verbal communication involves speech acts. Language will be meaningful when used as a social tool that aims to communicate. In this case, the speech has a relation to the politeness of language because speak is a reflection of politeness in communicating.

4.   CONCLUSION

The conclusion in this research is student character can be built by using polite language through various speech events in the interaction between student and lecturer in academic activity. In the speech event, are various types of speech acts. Speech actions that have implications on the attitude of ignorance or care about a mistake is a form of politeness in the language that reflects the character of students who have competitiveness.

The researcher suggests the next researchers to conduct studies by obtaining data from different contexts and situations. The researcher also suggests the next researcher to use more theories in analysing the data, especially in analysing how another subject of the study in different ages, relationships, or status can applied politeness in daily life.

5.   ACKNOWLEDGEMENTS

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