

Types of Student's Speech Actions in Response to Teacher's Learning Strategy

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Abstract

Purpose: This study aims to determine the types of speech acts used by students responding to learning strategies used by teachers. To find out and describe the forms of speech acts used by students responding to learning strategies used by teachers.

Methodology: This research uses a qualitative descriptive approach, with data sources from interviews with students. The data collection techniques used in this research are interviews, listen freely and engage in conversation (SBLC), record, and note. After the data were collected, the data were analyzed by (1) Analyzing raw data from students in the form of interview results, (2) identifying data based on types of speech acts, and forms of speech (3) classifying data based on types of speech acts, and forms of speech, (4) analyzing data based on types of speech acts, and forms of speech, (5) concluding data based on data collection. First, the type of speech acts used by students is assertive illocutionary speech acts.

Results: First, the type of speech acts used by students is assertive illocutionary speech acts. Second, the forms of students' speech acts found are stating 4 speech acts, reinforcing 2 speech acts, informing/announcing 3 speech acts, expressing opinions 5 speech acts.

Applications/Originality/Value: Based on the results of the research, the main points of this study are the types of speech acts used, namely assertive speech acts, the forms of speech used by students are four forms of speech.

Introduction

Language plays an important role in human existence. Language is used as a special tool to communicate with different people. It is impossible for anyone to live without oral and written communication. People can express their perspectives, thoughts, goals, feelings, and emotions through correspondence. Correspondence also means building social relationships, and language skills are also necessary. If the delivery technique is done correctly, the message will be conveyed correctly. Therefore, if the interlocutor does not understand the speaker's language, the correspondence cycle is not enough, so it must be delivered in a pleasant way and give the impression of conveying a positive message.

Communication is important in conveying messages. When transportation materials and techniques are in place, the message can actually be conveyed. To convey a good message, it is important to speak respectfully. Through communication, the speaker actually wants to convey his message or purpose to the questioner. Good communication is communication that takes place directly between the speaker and the interlocutor. Good communication will lead to strong and effective goals. Poor communication can lead to serious mistakes. Therefore, good communication is indispensable. Communication in this study refers to vocal actions performed in response to something. Speech acts are utterances spoken by a speaker to his interlocutor. However, linguistic acts in this study are not just forms of speech performed by speakers or interlocutors.

Speech act itself is one of the branches of pragmatics. Speech acts have the ability to pursue something and not pursue something wrong, while other speech acts are strongly influenced by the structure and process of speech acts in the play (Dyah Ayu Safitri, 2020). Speech acts are widely used in communication, both directly and indirectly. The speech acts discussed in this study are the speech acts of students' responses to the learning strategies used by the teacher. Students are the main actors who express their speech in the form of their own answers and reactions to learning strategies.

Learning strategies are the object of this research, in a lesson the teacher is the teacher and the students are the ones being taught or given this lesson. In this case how the teacher in the classroom brings a classroom atmosphere that makes these students comfortable. One of them is through the learning strategy used by the teacher. Here students act as the correspondence of the learning strategy. How are the speech acts used by students in responding to learning strategies. There are many things that researchers will ask students about students' responses to this. One of them is how the teacher opens learning today, how the material the teacher uses, and others.

Students' responses to learning strategies are the main objective in this study, where these responses are obtained from direct interviews with students. As in the research (Lutfi, 2023), verbal command behavior became a problem observed by the researcher of Smp Negeri 1 Jaken. In the class where the researcher also teaches Indonesian language

subjects, the researcher feels a less pleasant learning situation. A less conducive classroom atmosphere will lead to an ineffective learning situation. Another complicating factor is students' lack of concentration in learning, because they always like to have fun and are busy in class. Therefore, students do not pay attention to the teacher's talk.

There are different types of speech acts. Searle (1969) developed the hypothesis that almost every word contains an action. Therefore, the statements not only have performative verbs, but there is always a desired action behind the statement. According to him, the smallest element in communication is verbal action such as: stating, giving orders, explaining, apologizing, praising, etc.

There is also research with the same goal of studying affirmative speech behavior, the results show that speech behavior affirms, suggests, complains, boasts, confirms (Safriani, 2018).

One of the studies is the study of assertive verbal behavior in Pramoedya Ananta Toer's romances. This research has implications for Indonesian language learning in class VIII secondary schools using drama texts. The data is used as an example of dramatic dialog text (Arsenalis, 2017).

Expressive speech act research was also researched by Vanessa (2024), Kartika Kencana (2023), Dianti (2017), Supri & Rahmatiany (2021) the four researchers conducted research with a focus on expressive speech acts. The variables of some of these studies are different, some focus on learning, movies, novels, types of methodology, and elements of expressive speech acts.

In contrast to research according to Puteri et al. (2023), Waljinah et al. (2019), they discuss directive speech acts used in news programs. Another problem factor is the lack of student concentration in learning because they actually prefer to play and be busy in class. Therefore, students are less focused on the speech acts delivered by the teacher in delivering lessons.

Learning speech acts have been studied by Damayanti et al. (2022) and Suryanda-ru (2022) in learning also found discourse acts that are utilized in learning. In PGRI 1 Cilongok Center School Students' Learning. The illocutionary discourse acts found and investigated do not have multiple and direct implications, while the illocutionary discourse acts have different purposes from the actual meaning.

Verbal behavior in written feedback has also been studied by Pabrian et al. (2024) with the results of their research including the types of evaluative speech acts, including: first, evaluative speech acts of praise, second, critical evaluative speech acts, third, verbal behavior of assessing flattery, and fourth, verbal evaluation. blaming behavior. and fifth, the act of regulating evaluative speech.

In general, speech acts have also been studied by several researchers, such as Nur-rohman et al. (2020), van Lente et al. (2020), Numanovich & Abbosxonovich (2020), Iskandarsyah Siregar, Salsabila (2021), Zhong & Zhang (2023), Alghazo et al. (2021), Motschenbacher (2020), House et al. (2021), Tomasello (2023) they examine speech acts in general, ranging from learning, education, literature, and so on.

METHOD

In this study, researchers used a qualitative descriptive method. According to Sugiyono (Safrudin et al., 2023), qualitative research is defined as natural conditions where the researcher is the main instrument and the data collection technique used is inductive data analysis. These findings emphasize meaning over generalization. The type of research used is qualitative research. This is because it aims to produce descriptive data in the form of the types of speech acts used by students in responding to the learning strategies carried out by the teacher. The second is the content of students' responses, and the last is the politeness of students' language when giving responses. The research used in this study is a qualitative descriptive method, because it is not carried out on the basis of numbers, but rather on an in-depth understanding of the interaction between the concepts studied empirically.

The data source in this study is the results of interviews by researchers with students regarding students' responses to the learning strategies used by teachers.

The data collection techniques used in this study were interviews, interviews conducted by interviewing several students to give their responses to the learning strategies used by the teacher during the learning process. Then with open-ended listening technique (SBLC), audio recording, and note taking. SBLC is a data collection technique carried out by listening to the use of language without being directly involved in the conversation process, but only as an observer of the data that has been formed from the use of language, as well as linguistic events that are outside the language used, in this case the researcher records interviews conducted to students to find data on the speech acts of students' responses to the learning strategies used by the teacher.

The data analysis method used in this research consists of (1) analyzing students' raw data in the form of interview results, (2) identifying data based on types of speech acts and linguistic forms, and (3) classifying data based on types of speech acts, and forms of speech, (4) analyzing data based on types of speech acts and speech formats; and (5) drawing conclusions from the data based on the results of data collection.

RESULT AND DISCUSSION

Speech act is one of the elements that will be studied in this research because this research will discuss the type of speech act, the content of speech, and language politeness in speech act. This study will use relevant research from several researchers whose research objects are about speech acts used by teachers. There are several relevant studies that can be used as a reference for researchers in this study.

Based on the results of the research, the type of speech acts used by students in the interview is assertive illocutionary speech acts. The data was obtained by interviewing two students with the names HBKP and ANF. In the process of interviewing the forms of speech used by students, several forms of speech were found, namely in the form of forms of speech stating, strengthening, notifying/announcing, expressing opinions, the following is the data analysis based on the form of speech:

a. The form of speech states

The speech act of stating means that the speech partner says a statement that the speech partner sees or is involved in. In the data above, the form of speech acts stated amounted to 4 data. The speech act of stating is characterized by several words, namely tadi and biasanya.

(Data 1)

Siswa : “Tadi pagi guru membuka pembelajaran dengan sesuatu yang menarik, seperti sebuah cerita, pertanyaan, atau gambar yang itu bisa membuat kami lebih semangat untuk belajar.”

The utterance in data (1) includes a form of speech act of stating characterized by the part of the utterance in the form of a student statement “Tadi pagi guru membuka pembelajaran” about the situation of the teacher opening the lesson this morning.

(Data 2)

Siswa : “Bu guru tadi pagi memberikan materi yang berasal dari buku paket.”

In data (2) the form of speech acts stated is characterized by student statements “tadi pagi memberikan” what they experience during the learning process.

(Data 3)

Siswa: “Bu guru tadi menggunakan berbagai media, seperti PPT, video, audio, dan sumber daya online untuk menyampaikan materi pelajaran.”

In data (3) the form of speech acts stated is characterized by student statements “Bu guru tadi menggunakan” according to the learning media usually used by the teacher. Regarding what kind of learning media is usually used by the teacher, the students answered that the teacher uses learning media in the form of PPT, videos, etc.

(Data 4)

Siswa : “Bu guru biasanya menutup pembelajaran dengan merangkum materi yang sudah diajarkan, dan juga melakukan evaluasi bersama-sama.”

In data (4) the form of speech act states is characterised by the student's statement “Bu guru biasanya menutup pembelajaran” according to the conditions they experience and see regarding how the teacher usually closes the lesson, then students answered that the teacher usually closes the lesson by summarising the material that has been taught and also evaluating together.

b. Reinforcing speech form

Reinforcing speech act is a form of speech act characterised by a strong expression from the speech partner. The form of reinforcing speech act is only found in one data. The speech act of reinforcing is characterised by several words, namely sangat.

Data (5)

Siswa : “Ya sangat menyenangkan, itu membuat kami lebih bersemangat untuk belajar.”

Data (5) includes a form of reinforcing speech acts, it can be seen in the words “sangat”. The utterance occurred when the researcher asked about whether or not she felt happy with the way the teacher opened the lesson.

Data (6)

Siswa : “Oh iya mas, motivasi yang diberikan guru sangat merubah sikap dan juga perilaku kami, karena kami bisa lebih memahami.”

Data (6) includes a form of reinforcing speech acts, it can be seen in the words “sangat”. The utterance occurred when the researcher asked about whether the motivation given by the teacher can change the students' attitude or behaviour in learning.

c. Forms of speech notifying/announcing

The speech act of telling/announcing is a form of speech act spoken by the speaker by telling the speech partner about something that the speaker knows. The speech act of telling/announcing is characterised by several words, namely sering, tadi, and biasanya.

Data (7)

Siswa: “Bu guru sering memberikan pujian dan pengakuan atas usaha dan prestasi kami. Bu guru juga berbagi cerita inspiratif atau beberapa motivasi untuk mendorong kami”

Data (7) including the form of telling/announcing can be seen in the utterance of “sering memberikan pujian dan pengakuan”. The utterance occurred when the researcher asked how the teacher motivated the students during learning, then the students answered by telling the researcher according to what information they got.

Data (8)

Siswa : “Izin menjawab, biasanya bu guru melakukan tanya jawab dengan menunjuk salah satu dari kami untuk menjawab pertanyaan dari guru.”

Data (8) includes a form of telling/announcing speech, it can be seen in the utterance “biasanya bu guru”. The utterance occurred when the researcher asked the student about how the teacher conducted questions and answers with students in the learning process. Then the student told the researcher about the information obtained.

Data (9)

Siswa : “Oh untuk hari ini ada, tadi waktu mata pelajaran Bahasa Indonesia, kita diajak keluar kelas untuk mengamati objek yang selanjutnya nanti akan dibuat bahan untuk membuat puisi.”

Data (9) includes a form of telling/announcing speech, it can be seen in the utterance “ada, tadi waktu mata pelajaran Bahasa Indonesia”. The utterance occurred when the researcher asked the students about the practical learning outside the classroom today, then the students answered by telling the researcher the information they got.

d. Forms of speech expressing opinions

The speech act of expressing an opinion is a form of speech act spoken by the speaker to the speech partner according to the direct speech or opinion of the speaker himself. The speech act of expressing an opinion is characterised by several words, namely saya merasa, menurut saya, ketika kita diminta, saya pikir.

Data (10)

Siswa: “Ya, tentu saja. Saya merasa terdorong dan termotivasi, saya lebih fokus dan produktif dalam belajar.”

Data (10) includes a form of speech act expressing an opinion, it can be seen in the words “saya merasa”. The researcher asked the students whether the motivation provided by the teacher had helped in learning.

Data (11)

Siswa : “Menurut saya itu masih kurang si mas.”

Data (11) includes a form of speech act expressing an opinion, it can be seen in the words “menurut saya”. The researcher asked the students about the extent to which the students understood the subject matter delivered by the teacher.

Data (12)

Siswa: “Ya, tentu saja. Ketika kita diminta untuk menjawab pertanyaan, kita terpaksa untuk memikirkan materi dengan lebih dalam dan itu membantu kita untuk memahaminya dengan lebih baik.”

Data (12) includes a form of speech act expressing an opinion, it can be seen in the words “ketika kita diminta untuk menjawab pertanyaan”. The researcher asked students about the questions and answers conducted by the teacher and students whether it had helped students in understanding the subject matter, then the students answered with their opinions.

Data (13)

Siswa: “Ya, saya pikir begitu. Misalnya, video atau animasi sering membantu saya memvisualisasikan konsep yang sulit, yang membuatnya lebih mudah dipahami.”

Data (13) includes a form of speech act expressing an opinion, it can be seen in the words “saya pikir”. The researcher asked students about the learning media used by the teacher whether it had helped in understanding the subject matter, students answered with their own opinions.

Data (14)

Siswa : “Media pembelajaran yang paling efektif menurut saya adalah PPT.”

Data (14) includes a form of speech act expressing an opinion, it can be seen in the words “menurut saya”. The researcher asked students about the learning media used by the teacher what was the most effective for learning, students answered with their own opinions, namely PPT media which they thought was the most effective.

Based on the research findings, the speech acts of students' responses to the learning strategies used by teachers differ in their forms of speech. The forms of speech used by students are expressing opinions, stating, reinforcing, and telling.

The speech acts of students' responses to the learning strategies used by teachers in this study are speech acts obtained from the results of interviews with students directly. Researchers found only one type of assertive illocutionary speech acts in students' speech. This is in line with the opinion of Safriani (2018) and Arsenalis (2017) who found assertive speech acts in their research. According to Safriani (2018) in her research, the speech acts found are assertive speech acts of stating, suggesting, complaining, boasting, and claiming, it has similarities with this research in the types of speech acts used, but there are differences in the forms of speech used. Different case according to Arsenalis (2017) in his research, assertive speech acts found in romances by Pramoedya Ananta Toer, this research is implied in Indonesian language learning in junior high school grade VIII on drama text material. The data is used as an example of drama text dialogue, there is a difference with this research, the difference is in the data source used, this research is more about direct speech acts, while in Arsenalis' research (2017) the data source used is dialogue in the romance text. The speech data found is also not like in this study, namely expressing opinions, stating, reinforcing, and informing.

An utterance that is studied is not only related to direct speech, there are many types of speech acts used, one of which is directive speech act, an utterance that is done with the intention that the speech partner or listener performs the action mentioned in the utterance. The research has been researched by (Lutfi, 2023), directive speech acts became a problem observed by researchers at SMP Negeri 1 Jaken. In a class where the researcher is also a teacher of Indonesian language subjects, the researcher feels that the learning situation is not conducive. The less conducive classroom atmosphere causes the learning situation to be less effective. Another factor of the problem is the lack of student focus in learning because they still like to play and are busy in class. Therefore, students do not pay attention to the utterances delivered by the teacher. There are other studies that discuss directive speech acts, such as in research by Puteri et al. (2023), Waljinah et al. (2019), they discussed the directive speech acts used in news shows, the speech acts used in news shows are indirect, because the utterances obtained are not directly sourced from the speakers. Meanwhile, according to Waljinal et al. (2019) there are problem factors found in the learning process, these factors are students' lack of concentration in learning, because they actually prefer to play and be busy in class. Therefore, students are less focused on the speech acts delivered by the teacher in delivering lessons. The above research is not in line with this research, because the types of speech acts used are different, so it can be said that the form of speech obtained must also be different.

Responses regarding speech acts are also found in research with a focus on directive speech acts with the results of this research finding 65 data including directive speech acts, namely (a) 19 directive speech acts ordering, (b) 2 directive speech acts expecting, (c) 9 speech acts of asking, (d) 9 speech acts of prohibiting, (e) 9 forms of speech acts of demanding, (f) 11 speech acts of suggesting, (g) 2 speech acts of inviting, and (h) 4 speech acts reminded speech (Dyah Ayu Safitri, 2020).

The forms of speech obtained in this study are data from interviews directly conducted by researchers with students. The utterances obtained have been analysed according to the theory used, the researcher found four forms of speech, namely stating, reinforcing, informing, and expressing opinions, which in fact have a relationship with learning,

especially in terms of learning strategies used by teachers. Speech acts in learning have been researched by Damayanti et al. (2022) and Suryandaru (2022). In learning, there are also discourse acts that are utilised in learning. In PGRI 1 Cilongok Centre School Students' Learning. The illocutionary discourse acts found and investigated do not have multiple and direct implications, while the illocutionary discourse acts have different purposes from the actual meaning. This has a difference with this study, which in fact focuses more on the students' response speech to the learning strategy used by the teacher.

In addition to assertive speech acts and directive speech acts, there is one type of speech act that has been studied by several researchers, namely expressive speech acts. This expressive speech act usually contains expressions of feelings or emotional conditions that have expressive properties. There are many kinds of expressive speech acts studied, such as in the research of Vanessa (2024), Kartika Kencana (2023), Dianti (2017), Supri & Rahmatiany (2021) the four researchers conducted research with a focus on expressive speech acts. The variables of some of these studies are different, some focus on learning, films, novels, types of methodology, and elements of expressive speech acts. This is certainly not in line with this research, there are differences in the types of speech acts and certainly also different forms of speech, while the similarity lies in speech acts as the main object of study.

An utterance must also be contained in a text, usually the speech act studied is the speech act contained in the response text. Speech acts in response texts have also been researched by Pabrian et al. (2024) with the results of this study which include types of evaluative speech acts including, first, Evaluative Speech Acts of Praising, second Evaluative Speech Acts of Criticising, third Evaluative Speech Acts of Flattering, fourth Evaluative Speech Acts of Blaming, and fifth Evaluative Speech Acts of Correcting. The responses are the similarities in this research, while the difference lies in the types or kinds of speech acts found.

In general, speech acts have also been studied by several researchers, such as Nurrohman et al. (2020), van Lente et al. (2020), Numanovich & Abbosxonovich (2020), Iskandarsyah Siregar, Salsabila (2021), Zhong & Zhang (2023), Alghazo et al. (2021), Motschenbacher (2020), House et al. (2021), Tomasello (2023) they examine speech acts in general, ranging from learning, education, literature, and so on. The similarity of speech act research in general with this research lies in the research on a speech act. The difference lies in the implications obtained, in general research there are no types of assertive illocutionary speech acts and forms of speech expressing, strengthening, informing, and expressing opinions.

In other studies there are also some speech acts used in the world of education, especially during the learning process. This speech act arises because of the communication or conversation that occurs between speakers and speech partners. Usually what often happens is the speech acts of students to teachers and vice versa. In the study (Kentary et al., 2016) speech acts were found, especially all illocutionary discourse acts in Searle's class were traced in conventional exercises. Meanwhile, in non-formal exercises only three classifications were found. Secondly, in formal and non-formal training, the speaking techniques used by educators are direct system and roundabout methodology.

CONCLUSION

Based on the analysis, it can be concluded that the type of speech acts of students' responses to the teacher's learning strategy is the type of assertive illocutionary speech acts. The forms of speech acts used by students are (1) stating 4 speech acts, (2) reinforcing 2 speech acts, (3) telling 3 speech acts, and (4) expressing opinions 5 speech acts. Based on this result, it means that students' responses to the learning strategy used by the teacher are the least stating utterances and the most stating utterances. This research has important implications for the development of more effective learning strategies. By understanding the types of speech acts that students use in responding to teachers' learning strategies, teachers can adjust teaching methods to increase student interaction and engagement. The findings of this study can help teachers to improve classroom communication, strengthen student participation, and create a more inclusive and interactive learning environment. In addition, the results of this study can also enrich the theory of speech acts in educational contexts and provide insights for curriculum development that is more responsive to students' needs. Some things that need to be considered by teachers and students are how to create a conducive classroom learning atmosphere, there is good reciprocity between teachers and students in the learning process.

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