



Teacher's Expressive Speech Actions in Indonesian Language Learning in Class VII of SMP Negeri 5 Satap Palakka, Bone Regency

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Abstract

This research is a descriptive qualitative research. Based on the problem, the purpose of the research is to know the function, strategy and mode of expressive speech acts of teachers in the process of learning Indonesian language in Class VIII SMPN 5 Satap Palakka.) The forms of expressive speech act functions of teachers in the process of learning Indonesian in Class VIII SMPN 5 Satap Palakka include, expressive speech acts of greeting, insinuating, criticising, angry, and praising; 2) The teacher's strategy in applying expressive speech acts towards students in Indonesian language learning in Class VIII SMPN 5 Satap Palakka is direct and indirect expressive speech strategies; 3) The mode of expressive speech acts applied by teachers towards students in Indonesian language learning in Class VIII SMPN 5 Satap Palakka Bone Regency includes optative, interrogative, and imperative.

Keywords: *Expressive Acts, Speech, Teacher*

Abstrak

Penelitian ini merupakan penelitian deskriptif kualitatif. Berdasarkan permasalahan tujuan penelitian untuk mengetahui fungsi, strategi dan modus tindak tutur ekspresif guru dalam proses pembelajaran bahasa Indonesia di Kelas VIII SMPN 5 Satap Palakka. Hasil penelitian menunjukkan bahwa 1) Bentuk-bentuk fungsi tindak tutur ekspresif guru dalam proses pembelajaran Bahasa Indonesia di Kelas VIII SMPN 5 Satap Palakka diantaranya, tindak tutur ekspresif menyapa, menyindir, mengkritik, marah, dan memuji; 2) Strategi guru dalam menerapkan tindak tutur ekspresif terhadap siswa pada pembelajaran Bahasa Indonesia di Kelas VIII SMPN 5 Satap Palakka yakni strategi tindak tutur ekspresif langsung dan tidak langsung; 3) Modus tindak tutur ekspresif yang diterapkan guru terhadap siswa dalam pembelajaran Bahasa Indonesia di Kelas VIII SMPN 5 Satap Palakka Kabupaten Bone meliputi optatif, interogatif, dan imperatif.

Kata Kunci: *Tindak, Tutur, Ekspresif, Guru*

Introduction

Language skills are closely related to nobility in language, because ethics in language is highly desired by speech partners, so that the correspondence cycle between speakers and speech partners can run well. Correspondence that runs well, will run with the delivery of messages and data between speakers and speech partners, without damaging social relations between the two. As a result, speakers and speech partners leave a deep impression because they appear polite. Humans are naturally polite, as evidenced by their actions and attitudes. When someone is called polite, it reflects the principles of politeness or ethics prevalent in the society in which they live. The goodness of a person is not only seen from their enlightened activities. Including the school environment, it greatly influences whether or not someone communicates politely.

Since students spend more time at school, their language politeness is greatly influenced. In the school climate, educators play an important role in shaping the language wisdom of their students. Because educators should be a model of attention in language for their students. Language use in school climate is the truth of educators' and learners' correspondence communication that occurs in educating and learning activities. A student should be polite to the teacher when they are learning. Conversely, teachers should be able to show students how to speak politely. As a result, teachers should implement changes that are beneficial to students and the environment. This correspondence is recognized through language acts, one of which is speech acts. Speech acts by teachers play an important role in the teaching and learning process. Teachers use speech acts as targets in classroom interaction to educate, direct, and accelerate the interaction process with students. Therefore, these speech acts play an

important role in the development of students' scientific, social and emotional personalities and are a way for results in concentrating on all subject areas, so educators must use good and polite speech acts. One of the speech acts performed by educators in the classroom is expressive speech acts.

According to Rizqika Amelia's research (2019), Indonesian language teachers in classes VII-b and VII-c of SMP Negeri 1 Enam Lingkung, Padang Pariaman Regency use four types of expressive speech acts: criticising, praising, blaming, and thanking. Expressive speech acts of criticising were found the most, while expressive speech acts of thanking someone were found the least. The seventh grade teacher of SMP Negeri 1 Enam Lingkung in Padang Pariaman Regency then used the following speaking strategies in Indonesian language learning: (1) speaking frankly without ado; (2) speaking frankly with positive politeness; (3) speaking with negative politeness; and (4) speaking vaguely. The strategy of speaking openly and without pleasantries is the most widely used by Indonesian language teachers in classes VII-b and VII-c, while the strategy of speaking vaguely is the least used.

Research Method

Language is a system of symbols in the form of sounds, arbitrary, used by a speech community to cooperate, communicate and identify themselves (Chaer, 2006: 1). As a system, language is formed by certain rules, rules, or patterns, both in the field of sound system, word form, and sentence form. If the rules or rules are disturbed, then communication can also be disrupted. Through language a person conveys thoughts, experiences, ideas, opinions, feelings, desires, hopes to fellow human beings. With language,

people can also inherit and pass on, receive and convey all experiences and inner and outer knowledge (Poerwadarminta, 1984: 5).

Result and Discussion

1. Pragmatics

Leech in Jumanto (2017: 39) says pragmatics is the study of how speech has meaning in situations. Speech that becomes utterances, words conveyed by speakers or writers or people who talk that have meaning or intent in certain ongoing circumstances. In contrast to Richards' opinion in Jumanto (2017: 39) pragmatics is the study of language use in communication, especially the relationship that occurs between the sentence and the context and situation in which the sentence is used. Language in communication has several relationships, one of which occurs between the sentence and the context or situation or position used in the sentence to communicate. Similarly, Nunan's opinion in Jumanto (2017: 40) pragmatics is the study of the way language is used in certain contexts to achieve certain goals. The study of how the language itself is used in certain situations that are in accordance with the situation in order to achieve certain goals.

In contrast to Schiffirin's opinion in Jumanto (2017: 40) pragmatics is a broad approach to discourse, which deals with three concepts: meaning, context, and communication which are very broad and infinite. Yule in Jumanto (2017:40) pragmatics is the study of the meaning communicated by speakers (or writers) and interpreted by speakers (or readers), which includes: speaker meaning, contextual meaning, hidden meaning, and expressions about the relative distance between speakers and speakers.

Thomas in Jumanto (2017: 41) pragmatics is the meaning that exists in interaction, namely the meaning produced as a dynamic process, which includes the negotiation of meaning between speakers and speakers, the context of the utterance (physically, socially, and linguistically), and the potential meaning of the utterance.

2. Speech Actions

Speech events and speech acts are two language symptoms that occur in a communication process. According to Cunningsworth (via Tarigan, 1990: 41), speech act theory is a theory that focuses on the way language is used in communicating the speaker's intentions and goals as well as the intentions of the language use that is carried out. A speech act is a piece of speech produced as part of social interaction (Sumarsono, 2009: 323). Chaer and Agustina (2004: 50) define speech acts as individual symptoms that are psychological in nature and their continuity is determined by the speaker's language skills in dealing with certain situations. This speech act emphasises more on the meaning of the action in an utterance.

3. Expressive Speech Actions

Expressive speech acts are speech acts intended by the speaker so that the utterance is interpreted as an evaluation of the thing mentioned in the utterance (Rustono, 1999: 39). Expressive speech acts are also called evaluative speech acts. Types of (a) expressive speech acts with indicators of criticising, (b) expressive speech acts with indicators of complaining, (c) expressive speech acts with indicators of blaming, (d) expressive speech acts with indicators of praising, (e) expressive speech acts with indicators of thanking, (f) expressive speech acts with indicators of congratulating, (g) expressive speech

acts with indicators of flattering (Chamalalah and Turahmat. 2016: 6).

Expressive speech acts also called evaluative speech acts are speech acts intended by speakers so that their utterances are interpreted as evaluations of the things mentioned in the speech (Searle, 1979). Yule (2006: 93) states that expressive speech act is a type of speech act that states something that is felt by the speaker. Halliday (in Rusminto, 2009: 72) classifies the f

4. Learning Bahasa Indonesia

Learning is an effort to provide something to be able to do better learning activities to someone by means of guidance, presentation of knowledge in order to understand something (Sutardji 1989: 166). Teaching and learning are related but they are independent processes. Sometimes teaching leads people into learning, but not always. Although the teacher facilitates the learning process, the student himself seeks his learning (Myron H. Dembo in Sahabuddin, 1999: 3). Other experts see education as an activity that involves two parties, namely teachers and students, in which the quality of the learning experience is determined by the nature of the relationship between the two. Teaching is only useful if it facilitates learning activities. In other words, teaching for learning George H. Mouly (in Sahabuddin, 1999: 3).

Language is a communication tool used by humans to interact and communicate. Through language, the culture of a nation can be formed, fostered, and developed and can be passed down to future generations. Communication through language allows each person to adjust to their physical environment and social environment. It

allows each person to learn their own habits, customs, culture and background (Nasucha, et al, 2010: 6).

1. Forms of Expressive Acts of Teachers in the Learning Process of Indonesian Language in Class VIII of SMP Negeri 5 Satap Palakka, Bone Regency.

a. Expressive Acts of Greeting

The expressive speech act of congratulating or greeting is an utterance that contains prayers, wishes for prosperity or congratulations on an achievement. The expressive speech act of congratulation is a speech act that occurs due to several factors, namely the speaker gets something special, the speaker gives a special welcome to the speech partner, or as a greeting or time marker greeting. The expressive speech act of greeting function found various characteristics of expressive function of greeting. First, the greeting speech used by teachers and students when starting learning as a form of respect for fellow Muslims. Second, congratulatory speech used by teachers to greet students at the beginning of learning as a form of closeness and warmth of teachers towards students. Third, the utterance of students' condition which is used by teachers to greet students at the beginning of learning as a form of teachers' attention and concern for students.

b. Expressive Acts of Praise

The expressive speech act of praising is a discourse of communicating respect for something. Praising is the act of inspiring admiration and gratitude for something that is considered positive. In the notion of speech act,

praising is an expressive speech act that takes place as a statement of the speaker's appreciation for something that the speaker thinks is very good. The expressive speech act of adulation tracks the different qualities of the elements of expressive praise. First, the teacher praises the students whose behaviour is considered good by the teacher with utterances that praise the students' abilities. Second, the teacher uses the expression "appreciate the student's ability" to congratulate the student who gives the correct answer, prompting the teacher to applaud proudly.

c. Expressive Acts of Satirising

Various characteristics of the expressive function of insinuating are identified in the speech act of insinuating. First, the insinuation of students' ability to read is used by the educator to suggest students who do not immediately complete the tasks given by the educator. Second, insinuation about the unfriendly classroom environment used by the teacher to scold students for creating a crowded and unfriendly classroom environment. Third, the teacher's use of allusions to students' poor behaviour to indicate that students often make ambiguous statements without being able to provide useful feedback.

Expressive Acts of Criticising

Expressive speech acts of criticising are speech acts that occur because the speaker dislikes or disagrees with what the interlocutor does or says. Speech criticism usually takes the form of a response, sometimes accompanied by a favourable or unfavourable evaluation of a work, opinion, etc. There are different attributes of expressive ability to scrutinise. First, the teacher

used the noisy students' speech to criticise the students who did not pay attention to other students when writing answers on the board. She also criticises students who make the class noisy. Second, comments made by the teacher about students' rude behaviour when she criticised a student who raised his leg in class. Third, the speech to students who need the centre of attention that the teacher uses to examine students who are not focused when the teacher understands the material. Students who talk while the teacher is teaching are also criticised by the teacher.

e. Expressive Acts of Anger

One of the negative emotions that individuals experience when they are disappointed with themselves is anger. Utterances that express the speaker's annoyance towards the interlocutor are called angry speech acts. Various characteristics of the expressive function of anger are found through expressive speech acts. First, when a student refused to come to the front of the class, the teacher used an expression of anger towards the student's behaviour to express his anger. Secondly, the expression of boisterous students reprimanding is used by the teacher to express his displeasure when students are not serious when doing assignments and disturb other friends.

f. Expressive Acts of Complaining

Complaining with expressive speech is a form of speech intended to convey frustration, disappointment, or suffering. Complaints expressed expressively by speakers are known as expressive complaints. This study tracks the expression of whining used by educators and

students during Indonesian language education learning. The expressive speech act of complaining was found in as many as one out of a thousand students. This is due to students being passive during the learning process so that learning is not interactive and the teacher only explains the material. This causes relatively few expressive discourse acts to appear. The information found in this study of expressive discourse acts of whining by educators occurs considering the activities of students who do not obey and respect the teacher. While students complain about their friends who do not return their belongings, they use expressive speech data to express their displeasure. The purpose of the teacher's expressive speech act of complaining is to express the students' disappointment over their behaviour.

g. Expressive Speech Acts of Apologising

The expressive speech act of apologising is a speech act that occurs when the speaker has negative feelings towards the interlocutor for interrupting the interlocutor's time or having made a mistake. The emotional expression of the speaker's guilt over something that happened to the speech partner is an expressive speech act of apologising. This research identifies apologetic expressive speech acts. The teacher provides responses and explanations to students' questions about the assignment. Since the teacher mispronounces a word when explaining the given task, the above utterance is included in the expressive speech act of congratulation. The teacher speaks in a soft voice.

Conclusion

Based on the discussion that has been done, it can be concluded that first, the forms of expressive

speech acts of teachers in the process of learning Indonesian Language in Class VIII SMP Negeri 5 Satap Palakka Bone Regency include, expressive speech acts of greeting, expressive speech acts of praising, expressive speech acts of insinuating, expressive speech acts of criticising, expressive speech acts of anger, expressive speech acts of complaining and expressive speech acts of apologising; Second, the teacher's strategy in applying expressive speech acts to students in Indonesian language learning in Class VIII SMP Negeri 5 Satap Palakka, Bone Regency, namely direct expressive speech act strategies include greeting mode, praise mode and command mode and indirect expressive speech act strategies include praise and command mode; third, the mode of expressive speech acts applied by teachers to students in Indonesian language learning in Class VIII SMP Negeri 5 Satap Palakka, Bone Regency includes optative mode, interrogative mode, and imperative mode. Therefore, it is expected that Indonesian Language and Literature teachers are expected to use the right expressive speech act function, use language according to the context and good and correct language rules, so as to create an informative and communicative teaching and learning interaction atmosphere. In addition, teachers in language learning should always explain to students in detail the forms and strategies of expressive speech acts.

2. Teacher's Strategy in Applying Expressive Acts to Students in Indonesian Language Learning in Class VIII of SMP Negeri 5 Satap Palakka, Bone Regency.

Speech acts that are uttered in the same way and with the same intention as the intention to be conveyed are called direct literal speech acts. The speech act known as "Indirect Literal Speech Act" is a speech act in which the speaker's

intention is conveyed in the form of a sentence, but the words that make up the speech act do not have the same meaning as the speaker's intention. Based on the findings of this study, the VIII grade students of SMP Negeri 5 SatapPalakka, Bone Regency use speech acts in communication at school. The findings above have significant implications. The consequence of this study is that scientists urge all parties to work on the quality and nature of progress by leading the exploration and ability to create in the structure, work, and type of speech acts of educators in learning, especially for educational institutions, especially schools. Schools can use the findings of this study as input, including regarding communication processes and language use among students. Schools and other educational institutions should start to criticise the findings of educational research. Better education will greatly benefit from the findings of this research. These research findings should be consulted by educational institutions, especially students. The intended reference is that students should have a good understanding of how to speak considering that the communication they do everyday cannot be separated from speaking and discussing activities.

3. Modes of Expressive Acts Applied by Teachers to Students in Indonesian Language Learning in Class VIII of SMP Negeri 5 Satap Palakka, Bone Regency.

a. Mode of Declarative Expressive Acts

The declarative mode of speech act is found to have various characteristics of the optative mode. First, the motivational speech given by the teacher to the students when they are learning. In his remarks, the teacher said that he wanted the students to always be enthusiastic in learning and not to make the classroom atmosphere noisy while studying. Second, when students are

learning, the speech compares the teacher's and students' responses. In the utterance, the teacher believes that students' responses are different. Third, the expression of the teacher's hope that students will understand the material as they learnt it. In his remarks, the teacher expressed his hope that the students would understand the material he presented.

b. Modes of Interrogative Expressive Speech Acts

Interrogative speech acts have several characteristics of interrogative mode. First, the expression of the topic of anxiety about the students' situation used by the teacher towards the students during the learning process. In this discourse, the teacher gets some information about the students' condition as a form of respect for the students. Second, the use of the expression "ready" by the teacher during the learning process with students. In the utterance, the teacher asks about students' readiness to learn in class. Third, the teacher's practice of asking questions about the state of students in the classroom while they are learning. In the utterance, the teacher asked about the students' sleepy state due to lack of sleep.

c. Modes of Imperative Expressive Acts

The imperative speech act mode has a number of characteristics. Firstly, the order to distribute books to the teacher to be used with the students during learning. In this speech, the teacher tells the students to take out their notebooks and complete the task. Second, the reprimand or prohibition of sitting that a teacher uses against students while they are studying. In this speech, the teacher forbids students to return to their seats because students have not finished writing answers on the blackboard. Third, the expression of reading orders used by educators towards students when learning is taking place. In the

utterance, the teacher directs the students to read and finish their assignments.

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