

The Lecturers' Speech Act on Online Learning During the Covid-19 Pandemic at PGRI Wiranegara University

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Abstract. The Covid-19 pandemic has resulted in the teaching and learning activities in the conventional classes of face to face to be limited. Online learning is offered as one of the best options to deal with the current situation. In online learning, lecturers undoubtedly play an important role; thus, lecturers must commit to being more interactive in the online classes for achieving higher learning outcomes. Communication is essential to make online teaching and learning effectively in forms of the lecturers' appropriate speech acts based on the learning context, the theme, and the social and psychological relationship between lecturers and students. Therefore, the current research aimed at obtaining an accurate description of the speech acts delivered by lecturers on online learning during the COVID-19 pandemic at PGRI Wiranegara University. This research was designed as a descriptive qualitative. The data of this research were taken from the lecturers' utterances and their contexts. The data was from the lecturers of Civic Education (PPKn) Study Program at UNIWARA in the academic year 2019/2020. Data collection employed "observe, listen, and note" technique. At the same time, the main instrument in this study was the researchers themselves. The analysis was done through (1) data reduction, (2) data presentation, (3) data verification, and (4) data conclusion. This research revealed that the lecturers' speech acts were in the forms of signs, elicit act, informative act, accepting act, replying act, commenting act, and functions toward the lecturers' speech acts in online learning during the COVID-19 pandemic at UNIWARA.

Keyword: *speech act, lecturer, online learning, speech event*

INTRODUCTION

During the COVID-19 pandemic, all sectors undeniably were affected. The impact is massive and happens so fast. The world of education is

forced to change the working pattern of services from conventional to online-based services. It was stated by the issuance of the Minister of Education and Culture Circular Number: 36962/MPK.A/HK/2020 dated 17 March 2020 concerning Online Learning and Working From Home in the prevention of COVID-19 spread. Online learning is considered to be a solution for teaching and learning activities during the COVID-19 pandemic; therefore, PGRI Wiranegara University follows up this appeal by implementing online-based learning.

UNIWARA applies the fully online learning method for all courses. In the online learning system, lecturers have significant roles. Lecturers must commit to being more interactive in the teaching-learning process to achieve quality results. To be more interactive, the existence of lecturers' speech acts that are appropriate to the context, theme, social relations, and psychological relationships are essentially needed to determine smooth communication during classroom learning activities.

Language acts in Indonesian terms refer to speech, acts of speech, or acts of communication. This distinction cannot be separated from a specific act (act), speaking is the performance of an action [1]. Levinson expressed his opinion that speech acts are part of speech events that have actual phenomena [2],[3]. The actuality of the phenomenon refers to speech acts in shaping discourse. The use of language is related to participants' communication, place, the atmosphere of communication, facilities, norms, and types of communication [4]. This phenomenon is a marker that the speech act by the context will describe the characteristic behavior of the speaker. Rivers believed, that meaning is part of the context, and its interpreting requires an understanding of verbal and nonverbal acts. Thus, their presence is marked by interaction. The view of speech acts as stated could be conceived that speech acts are the performance of a particular action by the interactional variety that it could affect the application of various functions of language acts. Accordingly, the lecturers are interacting in learning, one of which is through speech acts [5].

The study of speech acts in learning interactions has been carried out by several researchers. The assessment is in the form of observations and applied research into the function of language action in learning interaction. Flanders based his observations on the discourse of learning interactions in terms of the type of language act (speech act) function [6]. This is similar to a study by Sinclair and Coulthard [7]. While in terms of the speech act function of lecturers, there are social functions and educational functions [8].

Research on speech acts in learning is also reviewed by domestic researchers, among others, by Susmiati *et al*, who reviewed the expressive speech acts of teachers towards students in Indonesian learning in class VIII of SMPN 7 Jember, and Puspitasari, who investigated the speech acts of teachers in learning Indonesian in class VII of MTSN 4 Palu [9],[10].

The speech act is a significant part of communicating. Therefore, the use of lecturers' speech acts is an exciting topic to study because the existence of lecturers' speech acts in learning interactions is very influential in students learning activities and the achievement of learning objectives. Conversations that occur between lecturers and students are not only the exchanges of information but also the conversations that aim more than giving information.

Based on the description above, researchers are interested in examining *the speech acts of lecturers in online learning during the COVID-19 pandemic at PGRI Wiranegara University*. In general, the problem raised in this study is "How was the Lecturer Speech Act in online learning during the COVID-19 pandemic at UNIWARA?"

METHOD

The research design applied was in the form of a qualitative research design. The research data are in the form of lecturers' speech segments and the accompanying contexts during the learning process, which is suspected as speech acts.

The data source of this research are lecturers of PPKn Education Study Program at UNIWARA. Lecturers' speech acts are obtained from the interaction between lecturers and students during the learning process.

The data collection techniques are conducted using the note and note record techniques in the even semester of the 2019/2020 academic year, while the research instrument is the researcher himself. The researcher as a key instrument is based on the consideration that by understanding the context as a whole, the researcher can explain and interpret the data.

At the end, the data that has been collected is analyzed. Some of the steps undertaken for data analysis include (1) data reduction, (2) data

presentation, (3) verification of data analysis results, and (4) interpretation and concluding.

RESULT & DISCUSSION

1. Types of speech acts used by lecturers in online learning during the COVID-19 pandemic at UNIWARA.

a. Sign Act

The act of sign is a speech act carried out by a lecturer, which contains the intention of giving information to the student (mt). The lecturer did the speech acts by sign found in three utterances, and one of the findings is delivered below:

"It was seen first whether Indonesia participated as a member of the international agreement/convention."

Lecturers can use various signs on students by using statements, questions, or phrases during the learning process so that students can understand the learning material easily and can answer elicit practices. Sign act is applied to direct and focus students' attention on the learning materials. As in the data above, the lecturer gives a marker to students with the phrase "Seen first ...". It is the lecturer's way to provide a sign for the students so that they can focus on the learning material discussed and help them to elicit practices or fulfill directive actions.

b. Elicit Act

Elicit act is a speech act used by lecturers using several questions that provoke students' initial understanding to provide paralinguistic responses. Based on the data obtained, there are five elicit acts. The data below is one of the elicit acts.

"We had discussed about International Law, whether the law could benefit our country?"

"Based on the International Law, if a diplomatic representative is making a mistake in our country, will they be returned to their country of origin?"

The questions of "Can the law benefit our country?" or "will they returned to their country?" is an elicit act to arouse the students' opinions or responses (Mt). By elicit act used by the Lecturer (Pn) as illustrated in the data above, it can be understood that in the context of creating communicative interaction situations, the lecturer uses the inducement question. In reality, this action always accompanies other actions, especially after the lecturer has realized the informative act. The lecturer carried out the elicit act by adjusting the context, theme (learning material), social relations between Pn (lecturer) and Mt (students), and the psychological relationship so that communicative communication was established. The lecturer engages the students by encouraging them to

increase their activity and participation during the learning process.

c. Informative Act

The informative act is the speech act used by lecturers (Pn) which functions to provide information in the forms of facts, opinions, ideas, or new information for students. The responses could be in the form of students' understanding. The speech acts found in the data collection include six speech acts; one of which is as follows:

"I tell you the purpose of teaching inclusion is to ensnare criminal threats to all those involved in the crime even though they did not participate."

Lecturers use informative acts by giving information related to the party subject to threats. Responses only take the form of attention to knowledge and understand it. Through speech acts giving information, lecturers provide ample opportunities for students to absorb information into the cognitive structure or adjust the cognitive structure with new information. By using informative acts, learning objectives are expected to be achieved optimally.

d. Accept Act

Accept act or give acknowledgment is the act of speech used by Pn in the form of ideas, behaviors, or feelings to affirm that the lecturer listens, accepts, reflects, encourages, feelings of students in learning, and agrees to students' responses. Thus for students, it is useful to strengthen and maintain their understanding. Pn says realization of the use of the accept act or gives acknowledgment as in one of the following speech data:

"That's right."

The use of the approval words "that's right" is an act of accepting or giving acknowledgment of students' responses. The lecturer (Pn) shows the accepting or giving acknowledgment act of the answer from the student (Mt). In this case, the occurrence of this action is possible as an "assessment" or feedback from the lecturer.

e. Reply Act

Reply act is a speech act used by lecturers (Pn) to obtain verbal responses that are appropriate to the inducement question. The reply act is meant to create a communicative and interactive atmosphere in the learning process, pointing, focusing, not differentiating, instructing, and uniting. The reply act was told by the lecturer (Pn) as in the case of one of the following speech data:

Lecturer: "It had already been discussed ..., whether the law can benefit our country?"

Student: "In my opinion ..."

The lecturer's question in the data above is a speech act that requires a reply from the student, and then the student will act verbally by saying, "In my opinion ...". The lecturer used the replay act to

create an interactive communicative atmosphere. The learning process is not only in one direction, but it is made in two directions. The lecturer allows all students to respond so that the lecturer does not distinguish one student from another student. All students are given the same opportunity to reply to the inducement questions told by the lecturer.

f. Commenting Act

The commenting act is the speech act which shows the lecturer's responses to the student's responses. The types of the commenting act are in the form of giving examples, expanding, adding information, ensuring mastery, paying attention, or showing lecturers' dissatisfaction with the students' responses. An example of the commenting act made by the lecturer (Pn) can be seen in the following data:

"It's different ... the perpetrators are the ones who command them to do it while the executors can be said to be the perpetrators who carry out the desired results of the perpetrators."

This type of commenting act is marked by paralinguistic lecturers in the form of interrogation "It's different ..." (context: there is a pause when the lecturer speaks in initiating a comment). The lecturer used the commenting act to serve additional information for the students so that they can increase their understanding.

All of these speech acts are situated in special phenomena [2], [3].

2. The Functions of Lecturers' Speech Acts in Online Learning during the COVID-19 Pandemic at UNIWARA.

The functions of lecturers' illocutionary speech act in online learning during the COVID-19 pandemic at UNIWARA were found as follows:

a. The Illocution Function of Revealing Specific Things

Expressing specific things is essential in the learning process so that students do not misinterpret lecturer's instructions because the lecturer does not convey something specific. Five illocutionary speeches are expressing specific things, one of which can be seen in the following speech data:

Lecturer: "Desi, can you clarify the related theory in your example because it is not detail and unclear?"

Context: The classroom atmosphere is rather noisy because students do not understand the presenter's explanation (Desi).

Miscommunication often occurs from generalization. Generalization allows others to fill in the gaps with their understandings. The more specific the request, the greater the possibility of the students act as he wants. Based on the data above, the lecturer uses speech acts which function

to reveal specific things "... you clarify the related theory in your example...?". The word "theory" expresses specific intention to prevent confusion among students. Students can be more focused and specific on relevant theories to express their responses.

b. The Function of Building Conclusion

The function of building a conclusion is an attempt to find out the conclusions formulated by students, which can have two possibilities, right or wrong. The possibility is seen from the lecturers' responses or comments. The justified responses and comments by lecturers are found in four words, which can be seen in the following speech data:

Lecturer: "Yes, that's right ... please continue"

Context: The lecturer justifies the student's answer

In educational function, either the conclusions true or false is not really crucial. The most important thing is that the lecturer has made the students build their conclusions based on their concepts. These conclusions are in line with the principles of constructivism learning that students must develop understanding independently.

c. The Function of Controlling Learning Situations

Controlling the learning situation is an important educational function to be carried out so that the learning situation is controlled. With the situation under control, the learning process can run efficiently and effectively so that the input received by students can be maximized. In controlling the learning situation, lecturers can do it in various ways. There are six speech acts controlling the learning situation, one of which can be described in the following data:

"Keep Ubai and Lala's answers, please continue the discussions, so the discussion remains in focus."

To control the learning situation, the lecturer uses a way to give direction to students to keep focusing on the learning material.

d. Creating the Positive Impression on the Material

Lecturers should do many things when learning begins. One of them is creating a positive impression on the material to be taught. Existing studies show that students learn more if the learning material is satisfying, challenging, and students have the opportunity to build conclusions. There are two data found as speech acts of giving a positive impression on the material; one of the data is as follows:

Lecturer: "We will study some interesting theories. Indonesia is a multicultural country, where there are a lot of diversity (religion, ethnicity, language, etc.) and diverse community ethics."

Context: The lecturer asks by using inducement question about the material to be learned and reveals that the material is elementary to learn.

To create an impression of excitement, the lecturer begins by describing Indonesia as stated in the data above. This is to create a positive impression by conditioning students to be happy in learning material. In this case, lecturers must know what their students like to motivate students to learn the learning material. In conclusion, the functions are related to education and social functions [8].

CONCLUSION

Based on the findings, it can be concluded that (1) The type of speech acts that are used by lecturers in online learning during the COVID-19 pandemic at UNIWARA include sign act, elicit act, informative act, accept act, reply act, and commenting act. The type of speech act mostly used by the lecturers is an informative act. (2) The speech act functions in the online learning during the COVID-19 pandemic at UNIWARA are educational functions, including the illocutionary function of revealing specific things, the illocutionary function of building conclusions, the illocutionary functions of controlling the learning situation, and the illocutionary functions of creating the positive impression to the material. The most frequently found is the illocutionary speech act of controlling the learning situation. This is due to the condition of students who are busy and less focused during the learning process and the mastery of learning materials that are still beyond the expectation. Therefore, lecturers use more illocutionary speech acts that function to control the learning situation so that learning objectives can be achieved optimally.

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