Implementation of Using Caretaker Speech in Distance Learning Assistance Activity

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ABSTRACT

The application of distance learning in elementary education using virtual technology is an activity that needs to be supported and considered to support good quality learning for the continuity of education during the Covid-19 pandemic. The learning process will not run without communication. Communication is important to convey information, both oral and written. The caretaker can be a teacher. The speech act is an utterance that is made as part of social interaction. So, the caretaker speech is the simplified form of speech used by people who think the listener has limited linguistic. The aim of this research is to describe the use of caretaker speech used in Distance Learning assistance activity. This is the descriptive qualitative research. The data were obtained by using observations, questionnaires and interview to the 10 teachers of elementary school first grade in Batang regency. The results showed that there were 5 categories of illocutionary speech acts in Distance Learning Assistance Activity as the following: 48% for assertive, 36% for directive, 3% for comissive, 13% for expressive; and 0% for declarative. The study concludes that the reason for using more directive speech acts was to make students able to achieve competence despite distance learning. This study is expected to add information related to the importance of teacher speech acts, especially in the context of distance learning in elementary schools.

Keywords: speech act, caretaker speech, distance learning

1. INTRODUCTION

The effect of the Covid-19 pandemic is that it greatly affects aspects of education, giving rise to new policies. One of the policies in the world of education is to implement Distance Learning (PJJ) at the elementary school to university level so that teaching and learning activities are carried out in a virtual way. One of the ways to suppress the spread of the virus is by conducting online learning [3]. The process of distance learning activities has become one of the effective methods in teaching and learning activities during the Covid-19 pandemic. Distance learning is learning that utilizes virtual technology and the internet [12];[15]. The application of distance learning in basic education using virtual technology is an activity that needs to be supported and considered to support good quality learning for the sake of continuing education.

The form of the parent's role is form of the teacher's role at school, such as providing motivation in everything, being a happy friend for learning, helping in solving problems and difficulties faced by children while studying and developing children's self-confidence [13];[14]. In this Distance Learning method, the role of parents or teachers is needed as a companion and supervisor in learning. Teachers as educators not only deliver material but also as figures that can stimulate students to actively participate in the learning process [22]. The delivery of learning materials by teachers/parents face-

to-face directly in class is different from indirectly (online). Therefore, the language of parents or teachers must be considered so that it is easily understood by children or students. The language in this case is the language of caregivers or called caretaker speech. The main function of caretaker speech is to facilitate language acquisition to be understood by children. Thus, communication will occur properly so that the learning process is maximized even with the Distance Learning method. Good communication is a process to achieve learning objectives that can generate desire, interest and motivation in learning activities.

1.1. Distance Learning

Learning can basically be anywhere and anytime. The learning media can also be anything according to their functions and needs. The most popular term used today in education is distance learning. Primasari & Zulela [20] stated that distance education is a formal educational activity which students and educators in separate locations so that they require a telecommunication, interactive system and various resources needed to connect the two of them. Online learning is learning that utilizes technology, where students try to overcome several tasks and make decisions at any time. [11]

To achieve a comprehensive understanding of distance learning requires good interaction and cooperation between components, namely children, parents and teachers so that the

learning process can run according to the objectives. Puspitasari & Islam [21] said that distance learning is often referred to as independent learning. With the concept of distance learning, it gives rise to the character that the ability to learn independently is higher than face-to-face [14]. Aditama & Sugiharto [1] stated that the use of gadgets independently by students affects the frequency of student learning. Distance learning is a new method for most Indonesians that have advantages for teachers, students and parents. Sobron & Bayu [27] stated that the distance learning for teachers can expand the learning community network, be more flexible in finding and determining the right learning rhythm for students. In addition, distance learning makes it easy for students to access learning materials through technological sophistication by downloading and studying at any time without limits and time to make students active in learning. Thus distance learning for students can provide a meaningful learning experience [7]. In the distance learning, communication can be spoken and written.

1.2. Caretaker Speech

Caretakers can mean parents, teachers, adults who are responsible for the survival and education of children. The language used by teachers to communicate with children is usually varied, repetitive and supported by movements that make it easier for children to understand what is being taught. According to Fauziati Caretaker Speech or so-called caregiver language is a language or expression addressed to children or toddlers from adults [9]. Pambudi [18] said that there are four characteristics of Caretaker Speech, namely tone of voice, discussing what children do, many ways to say different things, simple speech and use of names. Caretaker Speech is a simple language that is chosen by adults for children. Children are natural language learners. Almost without exception, they learn their mother tongue very easily. The child develops cognitively through active engagement with the environment. This shows that the role of the teacher in distance learning assistance is very important to support language acquisition. The more languages that are obtained, the children will understand the meaning conveyed to facilitate the learning process. On the other hand, the teacher's role is also greatly assisted by parental assistance in delivering learning materials to students. The term "caretaker speech" has a much meaning in it. Such as speech events, direct and indirect speech acts, etc.

1.3. Speech Act

Communication is a vital part of social life. With communication, humans will learn to interact more with their environment. From a pragmatic point of view, communication is a combination of the illocutionary function and the social function [23]. In learning activities, the interaction between teachers and students is the main and important thing. Teachers must have good language skills to convey information or messages to students. In addition, the use of language also affects the learning process.

In conveying information, the teacher does not only speak but also acts and students will also respond to what is conveyed. Suardana [28] said that utterances made by teachers are a key in achieving educational goals. Birner [5] pointed out that saying something means doing something. Through speech acts, speakers can convey physical actions only through words and phrases. Hidayat [12] said that the words conveyed are very important for the actions taken. Communication must not only be smooth but must also fulfil social speech. In communicate on sometimes the utterances delivered by speakers do not only have one meaning (the real meaning), but there are certain goals that the speaker wants to reach to his speech partner (the other person). [25]

Dylgjeri pointed out that speech act is the people demonstrate various actions through the use of words and when utterances are made, a particular act is performed.[8] Speech acts spoken by the teacher in class sometimes have varied meanings. Not all students are able to understand what is conveyed. Understanding is a mental process experienced by the listener in capturing the sounds spoken by the speaker [2]. Teachers are expected to know how to speak to students and adjust the language they use because the teacher's speech acts provide opportunities for students to hear the language they more or less understand [4]. Rahmini [26] proved that the appropriate speech acts have a positive effect on student engagement and student behaviour. Grundy [10] explained that when people say something, they involve three dimensions, namely locutions, illocutions and perlocutions. In this paper, the researcher used to the Searle's concept of illocutionary act which is divided into five categories, they are;

1.3.1. Assertive

In assertive speech act, the speaker's intention is to assert the speaker's belief. The function of this acts are stating, complaining and informing.

1.3.2. Directive

This type of speech act aims to make someone else to do something that the speaker desires. The intention of these utterances is to make the hearer to perform the action conveyed in the utterance itself. Directives are also known as asking, ordering, requesting, inviting, advising, and begging.

1.3.3. Comissive

Comissives speech acts are the act of committing to future actions. This types of speech act shows the intention of the speaker in the future which will be made to happen in later moment. In simple English, the term of this speech act is commonly called promise.

1.3.4. Expressive

Expressive speech acts are speech acts that intended by the speaker so that his utterance is interpreted as an evaluation of things mentioned in the speech.

1.3.5. Declarative

Declarative is the speech act that makes the propositional content corresponds with the reality. This type of speech act is the same as Austin's performative sentence. In order to perform a declarations effectively, the speaker must have a special contextual privileges that allow him/her to perform an also contextual declaration. The function of this speech is validating, deciding, forbidding.

The goal of this study is to support teacher, parent and student in getting new experience in learning, maximize their abilities, and to succeed the learning objectives during the pandemic. Based on the phenomena, the objective of this study is to describe the use of caretaker speech in distance learning assistance activity.

2. METHOD

This research is descriptive qualitative. The data in this study are the results of observations, questionnaires and interviews with first grade elementary school teachers in Batang district. The amounts of data in this study were 10 teachers that randomly selected. Researchers observed distance learning activities done by the teacher. Most of the teachers are often using presentation method by explaining the material and the last learning activity; teachers were giving the assignment to the students based on the topic explained. The teachers use the *WhatsApp Group* application as a means of distance learning. The research data is in the form of illocutionary speech act segments used by teachers in distance learning assistance. Data collection techniques used is observation, questionnaire and interview. Observation is one of the main psychological assessment methods, apart from interviews [16]. The data analysis technique is using content analysis. According to Richard & Lockhart [24] content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding.

Cohen [6] stated "triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour". Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Denzin in Patton [19] said there are four techniques in triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation. In this study, triangulation techniques used are triangulation of data sources by using documentation of chat history in the WhatsApp Group, questionnaire and interview records with the teacher, also triangulation of technique of collecting data, which are documentation and interview. The data were analyzed by using content analysis technique. The step of analyzing data followed the following step. First, categorizing illocutionary act used by the teacher during learning activity. Second, describing the category of illocutionary act used by the

teacher. Wiersma [29] stated that data analysis in the method of qualitative research as a process of categorization, description, and synthesis. Reduction of the data is necessary for the description and interpretation of the phenomenon under study. It means that data analysis is systematically process to analyze collected data.

3. RESULT AND DISCUSSION

3.1. The Speech Act in Distance Learning Activity

Based on the results of the research, there are 10 teachers who provide distance learning assistance. Here are the results found.

Table 1. Caretaker Speech in Distance Learning Assistance

NO.	Assertive	Directive	Commissive	Expressive	Declarative	Total Speech Act
Data 01	3	4	0	1	0	8
Data 02	2	1	0	1	0	4
Data 03	5	6	0	4	0	15
Data 04	2	2	0	1	0	5
Data 05	3	3	1	1	0	8
Data 06	8	4	0	1	0	13
Data 07	4	3	0	2	0	9
Data 08	6	3	1	1	0	11
Data 09	6	3	1	0	0	10
Data 010	10	8	0	1	0	19
Total	49	37	3	13	0	102
Average	48%	36%	3%	13%	0%	

After identifying the data sources on the use of caretaker speech in distance learning assistance, it was found that there a total of 49 assertive utterances from 10 teachers with an average use of 48%. Directive utterances 37 with an average use of 36%, comissive utterances 3 with an average of 3%, expressive utterances 13 with an average of 13% and 0% declarative utterances. Based on the table above, the total counts of speech act used by the teacher during distance learning activity are following; Data 01, the teacher used 8 total speech acts. Data 02, the teacher used 4 total speech acts. Data 03, the teacher used 15 speech acts. Data 04, the teacher used 5 speech acts. Data 05, the teacher used 8 speech acts. Data 06, the teacher used 13 speech acts. Data 07, the teacher used 9 total speech acts. Data 08, the teacher used 11 speech acts. Data 09, the teacher used 10 speech acts, and the last data 010, the teacher used 19 speech acts. It means that in online learning, every teacher has their own way of delivering material so that the speech acts used are different. Ogunyemi & Olagbaju stated that the assertive communication style was found to be more effective in raising students' self-esteem level and their general academic achievement. [17]

3.2. The Use of Caretaker Speech in Distance Learning Activity Carried Out by Elementary School Teacher by Using WhatsApp Chat Group History

Based on the analysis of the documentation and interview results, it can be shown that there were some dominant speech acts that used by the teacher in doing distance learning activity. Teachers have their own teaching styles to make learning active and fun. The samples were showed as follows:

3.2.1. Assertive

Data 02/2:
"Jenis dongeng yang pemerannya adalah hewan atau tumbuhan yang seolah dapat berperilaku seperti manusia disebut dongeng fable"
[A type of fairy tale whose characters are animals or plants that seem to be able to behave like humans are called fable fairy tales]
Data 10/2:
"Hari ini kita belajar tema 8 sub tema 2"
[Today we learn theme 8 sub theme 2]
Data 06/2:
"Anak-anak, hari ini kamis tgl 1 April 2021 Pembelajaran Daring yaa..."
[Children, today is Thursday, April 1, 2021, online learning.

Based on the results of the data found that there are 49 utterances assertive speech acts dominate in distance learning, namely 48% of the total 10 sample data. Data 02/1 are teachers from Rejosari Barat Elementary School, data 010/1 are teachers from Karanggeneng 1 Elementary School and data 06/1 are teachers from Karanganom 1 Elementary School. The three examples above can be analyzed those teachers often use statement expressions that function to convey information.

3.2.2. Directive

There are 37 directive expressions expressed from 10 samples. Qadir & Rilof [23] said that there are several expressions in directive speech acts such as asking, ordering, commanding, requesting, etc. The following are:

Data 01/3
"Sebelumnya silahkan untuk presensi terlebih dahulu. dengan menuliskan nama sesuai urutan no. urut temen-teman di daftar kelas."
[Previously, please attend first by writing the names according to the serial number of friends on the class list.]
Data 04/3
"Silahkan untuk latihan pembelajaran dikerjakan dalam LKS masing-masing dengan bimbingan orangtua".
[Please do the learning exercises in each LKS with parental guidance.]
Data 07/3
"untuk kegiatan hari ini anak-anak menuliskan 5 contoh aturan agar kebersihan rumah terjaga"

[For today's activity is the children wrote 5 examples of rules to keep the house clean.]

Directive speech acts show the average number with a percentage of 36% from 10 samples. The examples above are some of the results of directive speech acts carried out by several teachers including data 01/2 are teachers from Depok 2 Elementary School, data 04/2 are teachers from Limpung Elementary School, and data 07/2 are teachers from Kandeman Elementary School.

3.2.3. Comissive

Commissives speech acts are the act of committing to future actions. These type of speech act shows the intention of the speaker in the future which will be made to happen in a later moment. In this case, three expressions have been found with an average number of 3% of the 10 samples, which are as follows:

Data 05/4
"Sebelumnya Kita jumpa besok lagi ya... wassalamualaikum"
[We'll see you tomorrow...wassalamualaikum]
Data 08/4
"Hari ini kita akan ulangan Bahasa Indonesia ya"
[Today we will have an Indonesian test, okay?]
Data 09/4
"Hari ini kita akan mulai pembelajaran seperti biasa ya karena liburan sudah selesai."
[Today we will start learning as usual, because the holidays are over.]

Based on the table above, the use of commissive speech acts was only found in 3 teachers in distance learning. The first data results from 05/3 are teachers from Tegalsari 3 Elementary School, the second data from 08/3 are teachers from Proyonanggan 1 Elementary Echool, and the last data is 09/3 teachers from Surjo 1 Elementary School

3.3.4. Expressive

Expressive are the type of speech act that shows the expression of the speaker via utterance. Yule stated that in expressive speech acts there are statements that describe what speakers feel [30]. Based on the data above, it was found 13 utterances where the percentage is 13% of the total 10 data. The following are the results of the speech acts used by the teacher in learning.

Data 05/5
"Saya ucapkan banyak terimakasih kepada seluruh wali murid yang telah membantu saya untuk membimbing anak-anak dirumah"
[I thank all the parents who have helped me to guide the children at home]

Data 02/5
"Terimakasih anak-anak."
[Thank you, students]

Data 03/5

"Terimakasih mas Heldi yang sudah mencoba menyanyikan lagu untuk keterampilan dan kepercayadirian."

[Thank you, Mas Heldi for trying to sing a song for skill and confidence.]

In the interview, most of the teacher always mentioned "thank you" as a good habit and reinforcement to the students after giving and receiving thing. Besides, teachers believed that the "thank you" can motivate student, solve the problem and pleasing.

3.3.5. Declarative

Declarative, i.e., illocutionary causes change or conformity between proposition and reality. Examples are baptizing, firing, naming, and punishing. In the results of this study, there were no declarative expressions expressed by the teacher in distance learning.

According to the finding, the caretaker speech which is called speech act can be done by the teacher in the distance learning assistance activity. The short sentence and simple language are the good way to keep going the teaching learning activity during pandemic.

4. CONCLUSION

During the pandemic, distance learning is different from learning in the classroom. Based policy, teachers must be able to carry out distance learning activities that are supported by using technology. Usually, most grade 1 elementary school students do not understand the use of technology and study far away so that their learning activities are supervised, assisted and helped by their parents. Especially for grade 1 elementary school teachers, this is something unique and full of challenges. Therefore, elementary school grade 1 teachers must use the right way of using written language or speech acts in distance learning activities.

The teacher said that using more directive speech acts is to make students able to achieve competence even though distance learning. In addition, directive speech acts are also the way the teacher creates regularity in including, concern for the level of student understanding given and students' attention to focus on learning. Thus, the selection of speech acts will greatly affect the learning process.

It means that learning in the classroom and outside the classroom using online learning is not an obstacle for teachers and children not to learn. Moreover, the government has also facilitated and supported distance learning to achieve educational goals. This is also in line with one of the government's newest programs in the education sector, namely independent learning.

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