



Teacher Expressive Speech Action Strategies in Indonesian Language Learning

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Abstract. This study uses a qualitative descriptive approach method in presenting the results of teacher expressive speech acts in Indonesian learning. The technique used is the Simak Bebas Libat Cakap (SBLC) technique. This technique is one of the author's tapping activities while listening and not participating in teacher conversations with students who pay attention to the use of the teacher's expressive speech acts. The next technique uses recording techniques and note-taking techniques. The recording technique is used to record conversations between teachers and students. The results of data analysis can be in the form of an explanation of the situation under study and presented in the form of a descriptive explanation. The research material used is expressive conversational speech during learning. The subject of this study was a teacher to the students who discussed at SMP Negeri 3 Polokarto. Based on data from the results obtained, this study produces teacher expressive speech act strategies in Indonesian learning including strategies for speaking a Frankly Speech Strategy Without Politness, Frankly Speech Strategy With Positive Politness and Vague Speech Strategy. Researchers found 10 expressive speech act strategies that included teachers' expressive speech act strategies in a percentage of a 30% Frankly Speech Strategy Without Politness, a 60% Frankly Speech Strategy With Positive Politness and a 10% Vague Speech Strategy. This study provides evidence of how expressive speech action strategies are in Indonesian learning. This research focuses on teachers' expressive speech acts and provides an overview of how teachers' speech is in the learning process. This study found data from teachers who taught in the classroom expressively cheerful and joyful. Thus creating a classroom atmosphere by being lively and active.

Keywords: Speech Act · Expressive · Indonesian Language Learning

1 Introduction

Language is the sense that individuals or people use to connect and relate to everyday circumstances using others, and well individuals are also not group. A stylistic accent connection has a more important role to be the sense of connection connection. The language used in everyday circumstances is the reality of relationship connections that take place in correlation. Individuals or people and stylistic accents are not to be restricted,

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because rules are the result of a series of individual or human thoughts. If individuals or people do not have a stylistic accent then the connection of relations between people's public relations does not almost occur. Languages according to Webster [1] It is a systematic sense to talk about a thought using indications, sounds, gestures, or indications that agree on the meaning of an understandable definition. Opinion [1] Stylistic accents in addition to functioning as the choice of the sense of connection of the main relationship, stylistic accents are also one of the skills that only the individual or person has, this situation is what is special between the correlations of all living beings. Languages by [2] It deserves or not to be one aspect that will be discussed in pragmatic science, since in the original man still forgets the thing described due to some circumstances.

Language is the application of rules or doubling of technology for understanding that is caught in the mind to narrate a knowledge [3]. In classroom education, there are speech events between teachers or educators and students and it is difficult to distinguish language politeness. [4] Every teacher Indonesian always strives to advance the achievement of their learning, such as carrying out learning updates that are successful, active, creative, and interesting. Because, learning Indonesian mean the point of coordinating knowledge expertise, saying that the students are entrusted with the series of learning, and skills in the world of work. Education is the reality of relationship connections that take place during a series of classroom teaching and learning or class correlations. Class correlations manifest during speech acts attempted by speech participants (teachers or educators and students). The activity of speaking in the classroom should be different from the speaking activities in the natural business community. In the classroom, there are manners, manners, and ethics which are stylistic accent directions expressed by not connecting relationships surrounded by various contexts. But the problem is according to [5] sometimes the appearance of linguistic symptoms, such as interference from slang, which is also used unconsciously in the official variety of Indonesian.

In line with this, the image in Indonesian is not good. Therefore, understanding Indonesian according to the rules appropriately requires students to have positive behavior towards Indonesian. A positive attitude in Indonesian can be manifested in the form of language loyalty, language pride, and awareness of applicable language norms. Language is a primary key in the situation of connecting relationships that are owned and used for individuals or people to correlate with each other in more or less their area of life. The existence of stylistic accents almost covers the entire field of state because all objects that are lived, natural, passed and imagined for a person with the intention of using language have been expressed. It is undoubtedly understood that the connection of the relationship is not the series of delivery of the record that takes place, if the word between the speech and the friend of the word (petutur) has a tendency to mean the definition of the record to which the relationship is connected. The similarity in the meaning of the definition between saying & saying is more dependent during the context of the speech. That is, the meaning of the definition of a utterance is not almost the same using the context in which the speech is not aligned. Speech or speech act is an analysis of the science of accent style, namely pragmatics.

According to [6] There is a speech partner with one speech point according to the conditions of the speech situation. A speech act is an utterance accompanied by an intent of purpose and a strong reason to convey the intended purpose. This can have an impact

on the character of the Indonesian nation which is known to be polite will be further eroded, and may even become extinct. This is in line with the opinion of [7]. This contact-connected activity unwittingly has a definition meaning that makes the second person able to place synchronous answers through what the first person expects. According to [8] Learning Indonesian aimed at increasing the advantages of students to better connect relationships using Indonesian, both orally and in writing to become a tribute to a work. Opinion [9] stated that learning Indonesian that implements discussion activities in it can encourage students to have good speech skills in the delivery of questions, statements, criticisms, and objections. Language is the sense that individuals or people use to connect and relate to everyday circumstances using others, and well individuals are also not group. It aligns with [10] Emotions sometimes often lead to language impropriety in various communications, including forbidden languages.

Speech acts have the highest location in pragmatics because speech acts are units in their analysis. Speech acts are a form of communication process relationships. Therefore, speech acts are the highest position in pragmatics. Then [11] divides illocutionary speech acts into 5 groups or types, namely declarative speech acts, representative speech acts, expressive speech acts, directive speech acts, and commissive speech acts. Then, expressive speech acts, that is, speech acts of this type reflect the expressive speech acts of praising, saying thank you, begging for forgiveness, happiness or pleasure, and complaining. Then based on Searle (in [12]) suggests that expressive, is the expression of character and feelings about a state or reaction to the character and deeds of people. Opinion says Chamalalah (in [13]). Expressive speech acts are classified as speech acts during perlocution. A speech act during expressive is a speech act that is carried out using the intention of the point of intention or will to judge or sort out a situation described during the speech [14].

This situation is intended or misaligned by Yule that expressive speech acts are psychological affirmations and can be expressed using explanations of heartache, difficulty, passion, hatred, or misery. Speech acts according to [15] is an analysis of pragmatic science, which is a branch of linguistics that examines tuturab with the intention of expressing the goals achieved by speakers. When the speaker and the speech partner are connected to the communication relationship, that is when the speech situation will arise. [16] Expressing an incident regarding speech is the emergence of a relationship of interaction between languages in including two parties, namely the speaker and the speech partner. Speech acts or speech acts [17] is an identity that is the center point and the highest level in pragmatic science. Speech acts are the initial theory for the study of points in other pragmatic sciences such as presumption, the principle of cooperation, and the principle of civility. Speech acts have a variety of forms in expressing meaning or intent. Expressive speech acts according to [18] is a type of speech act that expresses a speaker's psychological actions about current conditions.

This is in line with opinion [19] Speech acts are characters that are presented missed speech. Speech act in opinion [20] communicating their message can be traced back to their inability to pragmatically competent speech acts [21] The use of female language appears to be more expressive than that of men to express similar meanings. Characteristics in expressive acts [22] the most prominent, and the one that has attracted a lot of attention from linguists and semanticists in recent years. Speech acts according to

[23] is the act of the speech opponent knowing the meaning expressed by the speaker. Expressive speech acts according to [24] which ostensibly performs a communicative function to make up for the face-to-face absence of resources, in terms of streamlining transactional and task-oriented communication. Linguistic practice according to [25] the use of instruments and so on, is as part of the emerging properties of an organism, the system of development it lies, as nucleotides.

Expressive speech acts according to [26] serves to express considerations of behavior or behavior of this speech act, namely the act of saying sorry, thanking you, conveying congratulations, praising, and criticizing. The relationship of connection when communicating there is at least a speaker and a speech partner according to [27]. This makes expressive speech to the teacher very important. Teachers with expressive speech can train students to express their circumstances during learning. Teachers and students can communicate feelings and attract language skills. Speech acts according to [28]. Finding different effects of receptive language and expressive pictorial comprehension ability and broader symbolic ability. Despite the significant growth of new evidence and theories about how children acquire their pragmatics (for now) an overview [29]. Praise of expressive speech or expressive speech act praises as a speech act that occurs in aspects : that is, because the recipient's situation is synchronous with the reality that pleases the speaker, because it means the speech act. The speaker, the speech of the speaker, is a commendable act performed by the speaker [30].

In previous studies conducted by [31] entitled "The Strategy and Structure of Malay Civility in Mentor Criticism: A Televisyen Reality Design". Next on the study [23]. "The strategy of speaking in expressive speech acts Indonesian in discussion activities." During class learning, there are expressive speech acts carried out by the teacher. The purpose of the speech act is to express a teacher's expression or thought based on the circumstances in question. In the teacher's narrative, there can be many expression strategies described. Other expressions according to [32] is the act when the teacher expresses his feelings of annoyance with an expression of wrath or anger. So that it can produce a teacher if they do not express the expressiveness that is felt will actually have an impact on the loss of students' confidence in learning. A reliable teacher will not only teach and how to think about teaching, Expressive speech acts according to [33] is a speech act that intends to express the expression of the meaning of the feeling that will be expressed to the speaker of the speech partner in an event, in this case the speech is addressed to the speaker for self-evaluation of the thing that has been expressed in the expression or utterance. This can have an impact on the character of the Indonesian nation which is known to be polite will be further eroded, and may even become extinct. This is in line with the opinion of [7]. This act of connecting contacts has a definition that makes it possible to place an answer.

The teacher's expressive speech acts that researchers find in the teaching process are always cheerful and very expressive. The teacher's speech can increase the learning experience of students in the classroom and liven up the classroom atmosphere to be active and enthusiastic. The teacher teaches cheerfully and enjoys giving poetry material to students in the classroom. The teacher's expressive speech gives color to the learning. The speech delivered by the teacher contains ideas that want to be conveyed to students to describe the conditions during learning. The teacher's expressive speech act is a positive

action taken in learning. Expressive speech can instill the value of character education obtained from the form of teacher speech. The strategy in the teacher's speech can be seen from the expressions depicted and when linked by learning get a positive value in speech. Brown and Levinson in [34] includes: negative politeness speaking strategy (BTDKN), (4) vague speaking strategy (BSS) and (5) silent or silent speaking strategy (BDH). Brown and Levinson divide speaking strategies according to the order of increasing the degree of unsustainability. His speech strategies are (1) speaking frankly without further ado, (2) speaking frankly with positive politeness, (3) speaking with negative politeness, (4) speaking vaguely, (5) speaking with the heart.

Speech strategy according to [35] is the way in which a person gets an interesting speech that is understood by the interlocutor. While the strategy according to [35] which is used by the speaker in communication in order to function properly generally refers to the term linguistic customs. There are various learning activities and teaching strategies that can be used in the teaching and learning process of Moral Education according to [36] Various Active Learning Strategies include face-to-face teaching with face-to-face and online learning activities, actively used to help students develop their compound intelligence. Expressive speech acts [37] has the function of expressing the expression that the speaker wants to convey to the auditor depending on the expected circumstances. Based on the background above, researchers feel interested in focusing research using the title "Teacher Expressive Speech Acts Strategies in Indonesian Learning". Based on this background, the researcher conducted a study with the formulation of the problem with how the teacher's expressive speech act strategy in Indonesian learning. In connection with the formulation of the problem above, researchers can identify teacher expressive speech act strategies in Indonesian learning.

2 Method

This research uses methods in a qualitative descriptive approach. Researchers choose this topic in the presentation of the results of teacher expressive speech acts in Indonesian learning. This research was conducted with a technique presented by Sudaryanto (in [38]). The technique used is the Simak Bebas Libat Cakap (SBLC) technique. This technique is one of the eavesdropping activities carried out by the author while listening and not participating in the teacher's conversation with students paying attention to the use of expressive speech acts by the teacher. Furthermore, note-taking techniques and note-taking techniques are described. Recording techniques are used to record conversations between teachers and students. In the technique of taking notes, each utterance is recorded with stationery. Qualitative methods really treat participants as subjects. The information obtained from participants is very valuable, because the information of participants is useful in supporting the sustainability of the research.

The results of data analysis can be in the form of an explanation of the conditions studied and presented in the form of a descriptive explanation. This study uses a descriptive qualitative approach. There is also a method used in collecting this research information is observation after that followed by direct observation afterwards with the method of recording and recording methods. This research was conducted in class 8D – 8F at SMP Negeri 3 Polokarto. Teachers who are objects in with Indonesian subjects. The research

is carried out with the guidance and direction of the teacher very clearly. This research uses methods in a qualitative descriptive approach. Researchers choose this topic in the presentation of the results of teacher expressive speech acts in Indonesian learning. This research was conducted with a technique presented by Sudaryanto (in [38]). The technique used is the Simak Bebas Libat Cakap (SBLC) technique. This technique is one of the eavesdropping activities carried out by the author while listening and not participating in the teacher's conversation with students paying attention to the use of expressive speech acts by the teacher. Furthermore, note-taking techniques and note-taking techniques are described. Recording techniques are used to record conversations between teachers and students. In the technique of taking notes, each utterance is recorded with stationery. Qualitative methods really treat participants as subjects. The information obtained from participants is very valuable, because the information of participants is useful in supporting the sustainability of the research.

Data collection of research materials was carried out in September 2022. The research material used is expressive conversational speech during learning. The subject of this study was a teacher to the students who discussed at SMP Negeri 3 Polokarto in the subject Indonesian devoted to assignments on the material of poetry. This research collects data through recording techniques and note-taking techniques. The recording technique is a method of collecting data through recording the learning activities of poetry material, while the recording technique is a method of collecting data through recording field conditions and preparing reflective notes. The note-taking technique is used to record the number of speeches made to his speech partners during the learning discussion

3 Result and Discussion

Based on the results of research on the starategi of teacher expressive speech acts in Indonesian learning at SMP Negeri 3 Polokarto, there are 3 strategies for teacher expressive speech acts. This research resulted in a teacher's expressive speech act strategy including: Frankly Speech Startegy Without Politness, Frankly Speech Strategy With Positive Politness and Vague Speech Strategy. Researchers found 10 expressive speech act strategies that included teachers' expressive speech act strategies in a percentage of a 30% Frankly Speech Startegy Without Politness, a 60% Frankly Speech Strategy With Positive Politness and a 10% Vague Speech Strategy.

Because not all teachers can realize the essence of the teacher is that in addition to teaching, it should also educate students. One of them is by instilling good ethics and becoming a good suri tauladan for students. So that teachers with good speech and manners indirectly affect the personality of a student when they are in school. Speech strategy is an example of an effort that a person uses to express a narrative. The following is an explanation and description of the results of the teacher's expressive speech action strategy data in Indonesian learning at SMP Negeri 3 Polokarto (Fig. 1).

1. Frankly Speech Strategy Without Politness

Based on the kriteria of politeness and the continuity of the strategy of speaking without further ado, it is a form that is carried out to control an Action directly without further ado.

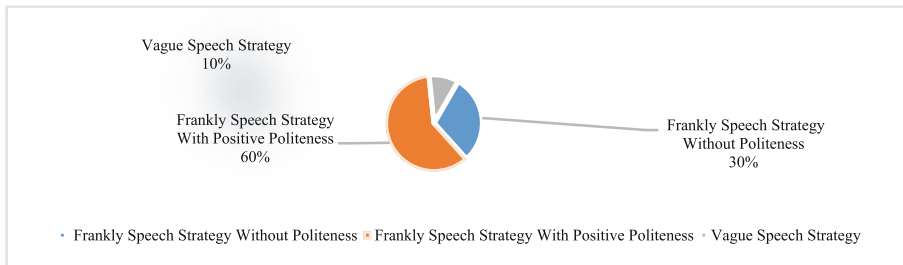


Fig. 1. Teacher Expressive Speech Action Strategies in Indonesian Learning

Because this is expressed by speakers with a variety of sentences used. When expressing his will, the speaker will express a command sentence without using lip service to make a good impression of his speech opponent. Speech acts carried out with a straightforward strategy without further ado are described with the following data (Fig. 2).

Context:

The act of asking questions carried out in this strategy is seen by the utterances that ask directly without worrying about the answers or responses obtained by being given by speakers marked with expressions of wonder that will result in the speaker having to reprimand unceremoniously at the student. In the office, it can be seen that the teacher is swearing at students who have forgotten the covenant when learning Indonesian take place (Fig. 3).

Context:

The act of asking questions carried out in this strategy appears to be a speech that asks directly without worrying about the answers or responses obtained by being expressed

Guru : “Hayo, kok ini pelajaran apa ? Pakai Bahasa Indonesia waktu pelajaran Bahasa Indonesia.”
In English :
 Teacher : « Hayo, how come this is what lesson ? Wear Indonesian Indonesian lesson time. »

Fig. 2. Data 1

Guru : “Tolong hargai temanmu. Jangan asik sendiri, ada teman-nya maju kalian malah asik sendiri tidak mendengarkan teman-nya”
 Siswa : “Iyaaa buu Siti”
In English
 Teacher : "Please cherish your friend. Don't be cool yourself, there are friends coming forward you are even cool yourself not listening to his friends"
 Student : « Yes, Mrs Siti »

Fig. 3. Data 2

by speakers marked by words from teachers who feel astonished because of students' bad habits towards their friends. Teachers frankly criticize students unceremoniously so that students know things are not good things. In this case, the teacher is in his speech which is a speech to get an explanation (Fig. 4).

Context:

The question speech act carried out in this strategy appears to be a speech that asks directly without worrying about the answer or response obtained by being given by speakers marked by words from teachers who feel surprised because students do not study at home or just read a group of student reading books. Teachers candidly criticize students so that students know the wrong thing is not a good thing.

2. Frankly Specch Strategy With Positive Politness

This speech strategy is used with polite language and attracts the attention of the interlocutor by using lip service The speech act of asking is carried out with a strategy of speaking frankly with positive pleasantries which is described with the following data (Fig. 5).

Guru : “kamu itu sedang dinilai atau tidak dinilai sama saja. Itu menunjukkan kebiasaan dirumah”

Siswa : “diaa buuu, saya ga rame ya buuu”

Guru : “sama saja, jangan saling menyalahkan ”

In English

Teacher : « you are being assessed or not being assessed is the same. It shows the habit of being at home »

Student : she is Mrs. Siti, I'm not busy, ma'am

Teacher : It's the same, don't blame each other

Fig. 4. Data 3

Guru: “Ini sebenarnya kenapa ya dari kok dari dulu yang cowok ini selalu belum menyiapkan bukunya, sedangkan yang cewek sudah siap dan rapi bukunya!”

Siswa Cewe: “Cowo malasss kokk buuuu”

Siswa Cowo: “Ya gakk lahhhh”

Guru: “sudahh sudahhh, ayo segera disiapkan bukunya”

In English

Teacher: "This is actually why from the beginning, this guy always hasn't prepared the book, while the girl is ready and neat the book!"

Student Girl : "This boy ia a lazy, Mrs.Siti”

Student Boy : "yes, it can't be like that”

Teacher : "alreadyhh, let's prepare the book immediately”

Fig. 5. Data 4

Context:

The speech act uses a straightforward strategy with positive politeness in the midst of learning. The use of this strategy can be characterized by the teacher asking students to recite poems in class, with lip service first to the students.

The teacher as a speaker uses which word implies that the speaker wants to convey by showing curiosity towards students who want to read poems in front of the class.

This is directly expressed by the teacher which is a presumption of opinion on the problems of students when in class with learning takes place. This includes a stale strategy with positive politeness (Fig. 6).

The speech act uses a straightforward strategy with positive politeness in the midst of learning. The use of this strategy can be characterized by the teacher expressing a response or view so that the class does not misbehave in class.

This is directly expressed by the teacher which is a presumption of opinion on the problems of students when in class with learning takes place. This includes a stale strategy with positive politeness.

The context in this case the speaker asks for validation of the student indirectly with the utterances delivered. This is directly expressed by the teacher which is a presumption of opinion on the problems of students when in class with learning takes place (Fig. 7).

Context:

The speech act uses a straightforward strategy with positive politeness in the midst of learning. The use of this strategy can be characterized by the teacher expressing a response or view so that the class does not misbehave in class. Such behaviors can hinder classroom learning.

Guru : “Kenapa ini ? Kamu asik sendiri ? Apakah kamu sudah paham materinya ?”
 Siswa : “belum buuu”
 In English
 Teacher : "Why is this ? Are you cool yourself ? Have you understood the material ?"
 Student : Yes, Mrs Siiti

Fig. 6. Data 5

Guru : “Kalian juga harus tau, guru ketika serius dan guru ketika bercanda. Kalian seharusnya beda membedakan situasinya....”
 Siswa : “maaf bu, saya kira tadi bercanda”
 Guru : “Lain kali, dilihat situasi nya duluu. Ini Context nya sedang serius dan belajar dikelas.”
 Siswa : “Baik buu...”
In English
 Teacher : "You should also know, the teacher when serious and the teacher when joking.
 You should be different in distinguishing the situation...."
 Student : "sorry mom, I guess it was just kidding"
 Teacher : "Next time, look at the situation first. It's a serious context and learning in class."
 Student : “Yes, Mrs. Siti...”

Fig. 7. Data 6

This is directly expressed by the teacher which is a presumption of opinion on the problems of students when in class with learning takes place. This includes a stale strategy with positive politeness.

The speech act uses a straightforward strategy with positive politeness in the midst of learning. The use of this strategy can be characterized by the teacher asking students to recite poems in class.

The context in this case the speaker asks for validation of the student indirectly with the utterances delivered. This is directly expressed by the teacher which is a presumption of opinion on the problems of students when in class with learning takes place (Fig. 8).

Context:

The speech act uses a straightforward strategy with positive politeness in the midst of learning. It was on the issue in the classroom that the teacher asked for the truth that happened.

The context in this case the speaker asks for validation of the student indirectly with the utterances delivered.

This is directly expressed by the teacher which is a presumption of opinion on the problems of students when in class with learning takes place. This includes a stale strategy with positive politeness.

This is directly expressed by the teacher which is a presumption of opinion on the problems of students when in class with learning takes place. This includes a stale strategy with positive politeness (Fig. 9).

Context:

The speech act uses a straightforward strategy with positive politeness in the midst of learning. In the above utterance, it is known that indirectly the speaker begged the opinion of the speaker to think more about the necessity of the request to be diligent in schooling.

This is indirectly known by the utterances that the teacher utters to the students. Based on the teacher's guidance, this includes a stale strategy with positive politeness.

This is directly expressed by the teacher which is a presumption of opinion on the problems of students when in class with learning takes place. This includes a stale strategy with positive politeness (Fig. 10).

<p>Guru: "kalian sudah baca dirumah?" Siswa: "belum buu" Guru: "kerjaan kalian dirumah ngapain kalua gak dibacaa?" Siswa: "main hp buuuu" Guru: "seharusnya anak SMP selalu belajar tidak hanya main saja!!" In English Teacher: "have you read it at home?" Student: "not yet buu" Teacher: "what are you doing at home if you don't read it?" Student: "play handphone Mrs. Siti" Teacher: "junior high school children should always learn not just play!!"</p>
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Fig. 8. Data 7

Guru: "Saya mau presensi dulu yaa..."
 Siswa: "Baik buuu"
 Guru: "Bagas, sudah pintar kamu sudah tidak bolos-bolos lagi. Jangan diulangi lagi bolosnya ya..."
 Bagas: "Saya sudah insaf bu, tidak bolosan lagi"
In English
 Teacher: "I want to attend first, okay..."
 Student: "Good Mrs.Siti"
 Teacher: "Bagas, it's smart that you don't skip class anymore. Don't repeat skipping class, okay..."
 Bagas: "I've converted mom, don't skip class anymore"

Fig. 9. Data 8

Guru: "Kok suaramu lemes to mas? Kalau menjawab pertanyaan itu sing tegas suarane"(kenapa suara kamu lemas ya mas? Kalau menjawab pertanyaan itu dengan tegas suaranya.)
 Siswa: "Iya buu, saya ngantuk"
 Guru: "Loh masih pagi seharusnya semangat, ayo focus lagi kedepan."
In English
 Teacher: "How come your voice is slowly ? If answering that question is a firm voice"
 Student: "Yes, Mrs, I'm sleepy"
 Teacher: "It's still early, it's supposed to be excited, let's focus again in the future."

Fig. 10. Data 9**Context:**

The speech act uses a straightforward strategy with positive politeness in the midst of learning. In the above utterance, it is known that indirectly the speaker asks for the opinion of the speaker to think more about the necessity of the request to answer the question raised by the teacher. This is indirectly known by the utterances that the teacher utters to the students. Based on the teacher's guidance, this includes a stale strategy with positive politeness.

3. Vaguely Speech Strategy

Of course, it is understood that a connection is also not a series of messages that take place, for example between the person speaking and the interlocutor (speaker) has a tendency to define the meaning of the note that is connected.

The similarity in the meaning of the definition between the said and the said friend depends mainly on the context of the utterance. That is, the meaning of the definition of an utterance is almost the same using the context of the utterance that is not aligned.

The questioning speech acts performed in the vague speech strategy can be described in the following data (Fig. 11).

Context:

The speech act, students use vague speech strategies in the speech. The substrategy uses a vague word. The student's speech makes the teacher a temporary presumption obtained

Guru : “Sebenarnya kelas ini aktif, tetapi banyak celotehnya. Kenapa begitu? Pengen tahu tidak?”

Siswa : “kenapa bu?”

Guru : “ya giniiii, disaat gurunya menjelaskan banyak yang asik sendiri, ngobrol sendiri.”

In English

Teacher : "Actually, this class is active, but there is a lot of babbling. Why is that? Want to know not?"

Student : "yes ma'am?"

Teacher : "like this, when the teacher explains a lot of fun himself, chat by himself."

Fig. 11. Data 10

from the speech given by the student. The vague speech strategy, the speaker seems not to suppress the speech partner so that the questioning speech act is felt politely by the speech partner.

4 Conclusion

During classroom learning, there are expressive speech act strategies carried out by the teacher. The purpose of the speech act is to express a teacher's expression or thought based on the circumstances in question. In the teacher's narrative, there can be many expression strategies described. Because not all teachers can realize the essence of the teacher is that in addition to teaching, it should also educate students. One of them is by instilling good ethics and being an example for his students. In line with that, teachers with good speech and manners indirectly affect the personality of a student while at school. A speech strategy is a way that a person uses to convey his speech. Based on the results of research on expressive speech act strategies in Indonesian learning at SMP Negeri 3 Polokarto, data were found on 3 teacher expressive speech act strategies. This research resulted in a teacher's expressive speech act strategy including: a Frankly Speech Startegy Without Politness, a Frankly Speech Strategy With Positive Politness and a Vague Speech Strategy. Researchers found 10 expressive speech act strategies that included teachers' expressive speech act strategies in a 30% Frankly Speech Startegy Without Politness, a 60% Frankly Speech Strategy With Positive Politness and a 10% Vague Speech Strategy.

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