

The Ethics of Teacher's Speech Acts in Indonesian Language Subject at Eighth Grade Students Of SMP Negeri 2 Palopo

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Abstract—The purpose of this research is to describe the ethics of teacher's speech acts of locution, illocution, and perlocution for Indonesian language subject at eighth grade students of SMP Negeri 2 Palopo. The research subjects are the eighth grade students and Indonesian language teacher of SMP Negeri 2 Palopo, Academic Year of 2016/2017. In line with that, the research objects are teacher's and students' locutionary, illocutionary, and perlocutionary acts in learning process of Indonesian language subject at eighth grade of SMP Negeri 2 Palopo, Academic Year of 2016/2017. Speech discourse produced from communication between teacher and students or vice versa in learning process becomes the source of natural language events in accordance with the socio-cultural class. The data obtained are analyzed through several stages of (1) identifying; (2) classifying; (3) preliminary concluding; (4) re-examining; and (5) final concluding. Based on each role, the teacher manages the class, regulates who, how, and when students speak, sets the type of questions by utilizing locutionary, illocutionary, and perlocutionary acts in evaluating students' answers, and giving feedback. In this context, speech acts including locution, illocution, and perlocution are used by teachers to convey certain communicative functions in class learning interaction. By the statement, it proves the research findings regarding speech acts uttered by the teacher are far greater than students in the learning process.

Keywords— *Design, Device, Client Server*

I. INTRODUCTION

Language plays an important role in human life as a communication tool for interacting and achieving cooperation between people [1]–[4]. A fact that a human uses language as a means of communication in life. Language belongs to human. It is one of the main distinguishing features of humanity with other living things in the world. This must be fully realized, especially for the teachers, that by using good language, learning objectives

will be easily comprehended by students. The criteria for good language is the accuracy of choosing a variety that suits communication needs. This is related to the topic discussed, the purpose of the conversation, the person invited to speak or the reader, and the place of discussion.

The actual use of language is realized through speech acts. One thing that is always related and inseparable from speech acts is the use of spoken language. Oral language tends to be easier to use and is more practical. The use of spoken language is often supported by expressions, gestures of the limbs, and intonation with the aim of clarifying the intent.

Speech acts are ongoing linguistic interactions in a form of speech which includes the expression of psychological situations and social actions such as influencing the behavior of others or making an agreement involving two parties, namely speaker and hearer. Speaking activities are not only limited to speech narration, but also what is behind the speech. Taken from the perspective of the speaker, the language functions personally or emotively. That is to say, the speaker expresses his attitude towards what he utters. If linked between speaker and hearer, a speech act and speech event will form. This speech event is basically a series of several organized speech acts to achieve specific purpose which becomes the content of a conversation.

In the learning process, the role of teacher's speech acts occupies a crucial position because it must be able to motivate and excite students' creativity in following the learning process. Good communication will enhance fun learning interaction. The interaction between teacher and students is inseparable from teacher's role in their efforts to educate and guide students so that they can truly follow the learning process well. In the process, the actions showed by teacher through producing a speech contains three

interconnected speech acts. Those are put forward by Austin in [5]. The first is locutionary act as a basic of speech acts which produces a meaningful linguistic expression (by uttering something). The second is illocutionary act as a speech formed by several functions in the mind (by doing action in saying something). Surely it is not as simple as creating speech that has a function without an effect (by taking action through uttering). This is what we call as the third speech act namely perlocution.

The exemplary behavior of a teacher is the realization of teaching and learning activities by embedding trustworthiness in students. Teachers who look capable and polite will attract students' behavior and vice versa. In addition to giving examples to students, teacher must be able to exemplify how to act objectively and openly to criticism and respect the opinions of others. They also must be able to influence and control their students. Teacher's behavior and personality will be a powerful part of changing students' behavior. They should respect the potential that exists in students' diversity. In educating, they should not only prioritize science or intellectual development, but also must pay attention to the personal development of their students either physical or spiritual development.

The learning orientation of Indonesian language subject at junior high school level aims at making students gain and foster the language comprehension and ideas, where it can enhance the language facts' acquisition, mastery, ideas, and rules. Through teaching Indonesian language subject, students are able to develop competencies to think chronologically and gain common knowledge. All of those are useful to understand and explain the development process and changes in society and socio-cultural diversity for discovering and fostering national identity in the midst of the world community.

In the initial observation, there is a tendency for one-way communication in Indonesian language learning. Many students only listen to what teacher explains, occasionally answer and carry out what the teacher instructs during learning activity. To judge from the kinds of speech acts used, the teacher uses a variety of speech acts. However, the speech events in Indonesian language learning are dominated by speech acts that require students to do what the teacher says or also knows as direct speech acts (locution). Such phenomenon is urged to be further studied so that the ethical interpretations of the speech acts used by teachers and students in Indonesian language learning are revealed.

Thereupon, the problem of communication in class becomes interesting to be studied because teacher-student interaction is an embodiment of the natural language process. A teacher must attract and maintain students' attention, instruct them to speak or be quiet, and try to check whether their students follow the learning process well. Teacher's speech is characterized by the number of speeches which trigger certain speech acts, such as informing, explaining, defining, asking, justifying, ordering, and praising. Based on the description, this research attempts to reveal the ethics of locutionary, illocutionary, and perlocutionary acts in the

Indonesian language learning at eighth grade students of SMP Negeri 2 Palopo.

II. RESEARCH METHODS

The research type uses qualitative with descriptive method. It examines the teacher's speech acts in learning process. The first thing that will be observed is about the ethics of teacher's and students' speech acts. Therefore, this research is categorized as qualitative research. According to Bogdan and Taylor in (Aminuddin, 1990, p.14), qualitative research is a procedure that produces descriptive data in the form of written or verbal words regarding individuals and their observable behavior. The teacher's social background and character greatly affect the speech uttered in the learning process.

The research subject is an Indonesian language subject teacher who taught in eighth grade students of SMP Negeri 2 Palopo, Academic Year of 2016/2017. While the research objects are the teacher's locutionary, illocutionary, and perlocutionary acts during teaching the subject at the eighth grade students of SMPN 2 Palopo, Academic Year of 2016/2017.

In qualitative research as with the research design, the researchers are natural observers in data collection. Therefore, the researchers are the main data collection tools or key instruments as termed by [6]. Researcher as an instrument in qualitative research seems very difficult to avoid, because when obtaining soft data and understanding the phenomena that will be observed are difficult to do by other instruments [7].

The main data of this research are the results of the teacher's speech acts. The data is obtained from observations, field notes, recordings, and acts of verbal and non-verbal language in the learning interactions. The data source is the interactions occurring during teaching the subject as a forum for the teacher's speech acts in Indonesian. The utterance data is obtained from the Indonesian language teacher of SMP Negeri 2 Palopo.

The data analysis process is administered through: (1) identifying the teacher's speech acts in the learning process; (2) classifying speech acts data; (3) drawing conclusion based on the results of data identification and clarification; (4) re-examining the obtained data; (5) drawing final conclusion; (6) describing the teacher's speech acts in the learning process of Indonesian language subject at eighth grade students of SMP Negeri 2 Palopo.

III. RESULTS AND DISCUSSION

A. *The Speech Act of Locution*

The act of locution is the act of saying something; the act of saying something with the word and meaning of the sentence in accordance with the actual contained in the situation. This action just happens without any other purposes or specific intentions from the speaker to the hearer or opponent speaker.

Data (1)

Guru: "Apa tugasnya sudah selesai?"

Siswa: "Belum Bu!" (teriak beberapa siswa)

Teacher: "Have you all finished the assignment?"

Students: "Not yet, Ma'am!" (yelled some students.)

Teacher's and students' interactions in data (1) occur when the learning process is in progress. At that time, the teacher gives an introduction before giving assignments or exercises to students. Not long after that, the teacher asks about the assignment to students. Teacher and students interaction in data (1) is a speech act of interrogative locution. The locutionary act is the act of speaking with the meaning of the word and the meaning of the sentence correspond to the meaning of the word in the dictionary. In this case, the intent and function of speech which is an extension of the literal meaning is not discussed. The teacher states directly to students by asking the assignments given. On the other hand, the students simultaneously answer, "Not yet, Ma'am!". The students' response is expressed directly.

Data (2)

Guru: "Hari ini siapa yang tidak hadir?"

Siswa: "Bu yang tidak hadir Desi Safitri, Rudi, Dewan Fauzian."

Guru: "Devi?"

Siswa: "Desi Bu."

Teacher: "Who are not coming today?"

Student: "Those are Desi Safitri, Rudi, Dewan Fauzian, Ma'am."

Teacher: "Devi?"

Student: "Desi, Ma'am."

The data (2) occurs before the learning process is carried out. Right before teaching, the teacher gives an initial presentation by sharing some advice and checking students' roll. In the data, the teacher spontaneously asks the students, "Who are not coming today?", then a student answers by mentioning those who are not coming when Indonesian language subject is held to the speech partner or hearer (a.k.a the teacher). The speaker (student) expresses the speech acts by mentioning the names of their friends who are not coming, "Those are Desi Safitri, Rudi, Dewan Fauzian, Ma'am." The data statements are categorized in the field of speech acts of interrogative locution, because the teacher directly asks the students without any other purposes. As it is known that locutionary acts are the meaning of words and the meaning of sentences that correspond to the meaning of the words in the dictionary. In this case, the intent and function of speech which is an extension of the literal meaning is not discussed.

Data (3)

Guru: "Taufik, jangan terlambat lagi pekan depan, ya."

Taufik: "Iya, Bu. Saya tidak akan terlambat lagi."

Teacher: "Taufik, do not come late in the next week."

Taufik: "Yes, Ma'am. I will not come late again."

One characteristic of locutionary acts or direct speech acts is the speaker when conveying a message, gives information in a straightforward manner and directly at the heart of the conversation. Referring to these characteristic, the data (3) is considered as locutionary act or direct speech act. This is shown in the speech uttered by the teacher, "Taufik, do not come late in the next week." From the message conveyed by the teacher, the student responds, "Yes, Ma'am. I will not come late again." The data in line with the theory of imperative speech act or command sentence which functions to give an order to do something. It can also be said that imperative sentence may contain requests so one is willing to share information about something. The imperative sentence contains the purpose of ordering or asking so the speech partner or hearer do what the speaker wants. The sentences in Indonesian can range from rude or mean to gentle or polite requests. It can also range from an order to a prohibition of doing something.

Data (4)

Guru: "Ari, coba jelaskan pantun!"

Siswa: "Pantun, Bu?"

Guru: "Ya, pantun."

Siswa: "Pantun ya, Bu?"

Guru: "Ari...Ari..."

Teacher: "Ari, define what poem is!"

Student: "Poem, Ma'am?"

Teacher: "Yes, poem."

Student: "The poem, right Ma'am?"

Referring to the data (4), it can be explained that the intention behind the speech is to entertain the students. This is done by the student when responding to the teacher's order, "Ari, define what poem is!", then the student answers repeatedly, "Poem, Ma'am?" The student's answer is repeated to entertain. "He is like a turtle on a boat, he pretends not to know. In fact, he doesn't know for sure...." That is the response of the teacher and all the students suddenly laugh at him. The data speech (4) occurs during the learning process in the classroom. At that time, the teacher explains the material about poems. After explaining, the teacher immediately orders one of his students to explain about the previous material. By the uttered speech acts, the students will be more easily to understand of what is conveyed by the teacher. Equally important, from the teacher's instruction, the students are able to answer the questions based on the material that has been explained previously.

Data (5)

Guru: "Kalau masih banyak, selesaikan di rumah, Kalian harus dapat mengambil hikmah dari pembelajaran kita hari ini."

Jangan lupa, kerjakan latihan-latihan untuk pengayaan.

Andi pimpin doa!"

Andi: "Siap, Bu!"

Teacher: "If there are still many incomplete tasks, finish them

at home. You all must take lesson from this. Remember,

finish the enrichment tasks as well. Andi, lead the prayer!"

Andi: "Alright, Ma'am!"

Data (5) is a speech uttered by the teacher at the end of class activity. The existence of these utterances arise due to the incomplete task by a student while the class will be over soon. Referring to the data (5), it can be explained that the teacher intends to conclude and dismiss the class with direct speech acts. The teacher's speech act is, "If there are still many incomplete tasks, finish them at home. You all must take lesson from this. Remember, finish the enrichment tasks as well. Andi, lead the prayer!" By the informative statement expressed by the teacher, it gives a clear information to the students. The declarative locutionary statement makes the student understands the information easily regarding the task given as the additional task at home.

Data (6)

Guru: "Nanti mewarnai gambarnya sesuai dengan contoh di papan

tulis, ya. Mengerti, Anak-anak Ibu?"

Siswa: "Mengerti, Bu."

Teacher: "Later you can color the picture as the example on the board, right. Do you all understand, my children?"

Students: "Yes, Ma'am."

Data (6) is a direct speech or illocutionary act. This is indicated by the delivery of information directly that the teacher informs. The teacher tells by reminding the students to do the exercise well. The thing that is conveyed is coloring the picture according to the example given on the board. The speech arises due to teacher's concern for students about the exercise given by the teacher. By this statement, the teacher no longer feels worried about the exercise, because she has conveyed clear information to students about the way the exercise is done.

B. The Speech Act of Illocution

The illocutionary act is a speech act that states and has the purpose behind the speech. This is meant that behind the speech uttered by a speaker, there has a hidden purpose. Therefore, the speech acts used in the context have a specific purpose, specifically clarifying, insinuating, or even reinforcing a presumption of a speaker to the hearer. For clear explanation, see the following data.

Data (7)

Guru: "Kalau sudah siap, silakan bukunya dikeluarkan, buku

pelajaran lain disimpan dulu."

Teacher: "If you are ready, please prepare the book for this subject and store another book away."

Speech acts on the data (7) occur in the morning when the class is starting. Before the material explained, all students pray and greet the teacher first. After that, the teacher asks all students whether they are ready to receive the material, because if the class has been prepared, it is a sign that all students are ready to attend the teaching and learning process. The teacher instructs students to store all books except Indonesian language subject away so that their focus is only on the subject. The speech are delivered at the classroom directly in front of the students. The speakers (teacher) conveys her speech intention to the hearers (students) directly without using additional reasons or certain modes. The speaker commands speech partner to store all textbooks except Indonesian. As it is known that illocutionary speech acts are related to actions when saying something, the speech acts also function to express or inform something and are used to perform an action. The directive speech is illocutionary act which used by the speaker with the intention to cause some effects on the hearer such as ordering, commanding, pleading, requesting, prohibiting, suggesting, advocating, advising, proposing, and approving.

Data (8)

Guru: "Siapa dulu yang membaca?"

Siswa: "Saya, Bu Guru. (sambil tunjuk tangan)"

Teacher: "Who wants to read first?"

Student: "I, Ma'am." (while raising a hand)"

The speech acts in data (8) is an illocutionary speech acts. It is because the teacher does not give order directly to read. The teacher only conveys to students by asking, "Who wants to read first?" The speech act appears when the learning process is about to begin. At that time, the teacher explains the material about reading. After explaining about reading, the teacher gives the students texts in groups. Then the teacher instructs the students to read the text by using the questioning speech. Pursuing this further, the data (8) is related to the definition of illocutionary act, that is speech acts which deal with actions in accordance with the words uttered. It is also functions to state or inform and used to execute an action. The directive speech is the illocutionary act which is used by the speaker with the intention to cause some effects on the hearer or opponent speaker such as ordering, directing, pleading, requesting, prohibiting, suggesting, advocating, advising, proposing, and approving.

Data (9)

Guru: "Ibu bangga, siswa di kelas ini pandai-pandai."

Teacher: "I am proud, all students in the classroom are smart."

The speech acts in data (9) occur during the day when the class is about to dismiss. The speaker (teacher) does not only praise those smart students, but also make the students become more enthusiastic in engaging to class presentation and discussion. The speech acts make a big contribution to students psychologically. It becomes as an encouragement for students to always attend the classes at school every day. The speech acts in data (9) are expressive speech acts or emotional disclosure, "I am proud, all students in the classroom are smart." As known that illocutionary acts are speech acts which deal with actions in uttering words, it is also for stating or informing and used to do an action. While expressive illocution is an illocutionary act that has a function to express, utter, or show the psychological behavior of the speaker toward an assuming statement of the speaker's sentence such as thanking, congratulating, apologizing, praising, expressing condolences, expressing sympathy, and so on.

C. The Speech Act of Perlocution

Data (10)

Guru: "Anak-anak, kita ulangan hari ini!"

Siswa: "Belum jelas, Bu, minggu depan saja!"

Guru: "Yang ingin ulangan minggu depan, silakan keluar!"

Siswa: "Ya, Bu!"

Teacher: "Students, we will hold an exam today!"

Student: "The material has not been clear, Ma'am, next week will do!"

Teacher: "Those who want to join the test for next week, please get out!"

Student: "Alright, Ma'am!"

Based on the information in the data (10), it can be described that the teacher uses perlocutionary acts with the following speech, "*Students, we will hold a test today!*" Then the students answer in a disagreed manner, "*The material has not been clear, Ma'am, next week will do!*" The teacher's speech has a direct impact on the students, that they still do not understand the topic that will be raised in exam's questions. That is why they ask for the exam to be held next week. Hearing the students' answer, the teacher straightly responds with the following speech, "*Those who want to join the test for next week, please get out!*" The teacher's speech act make all the students quiet. By that moment, the impact of the speech is astonishing by making the students immediately obey.

Data (11)

Guru: "Assalamu'alaikum warahmatullaahi wabarakaatuh."

Siswa: "Walaikumussalaam warahmatullaahi wabarakaatuh."

Teacher: "Assalamu'alaikum warahmatullaahi wabarakaatuh."

Students: "Walaikumussalaam warahmatullaahi wabarakaatuh."

The speech event (11) occurs in the morning when the class is run with an intimate atmosphere. The speaker and the hearers involved in a dialogue include teacher and students (all students). The speech event is a literal direct speech act as shown in, "*Assalamu'alaikum warahmatullaahi wabarakaatuh.*" It is clearly stated because the utterance expressed in the same mode of speech and meaning as what intended, that is when the teacher greets the students with the intention to begin learning activity and it is classified as a close relationship. Then, the illocution is to greet and ask the students for a positive response as a sign of readiness to participate in learning activity. The perlocutionary act in the data is in positive responsiveness as shown in the students' speech, "*Walaikumussalaam warahmatullaahi wabarakaatuh.*" They respond by answering the teacher's greetings. The speech shows a response that is in accordance with the content and purpose of the speech, so that it will be in a positive response. It is also because of the utterance expressed is in the same mode of speech and meaning as intended. The data (11) becomes as an encouragement for starting the class in the morning. By the greeting, it evokes the students' learning enthusiasm.

Data (12)

Guru: "Siap dong, kelasnya bersih seperti ini yah, siapa hari ini piket?"

Siswa: "Saya, Buuuu." (bergegas membuang sampah di tempat sampah).

Teacher: "Prepare the class, a clean class is like this, huh? Who gets cleaning schedule today?"

Student: "I, Ma'aaaaam." (rushing to throw garbage in trash bins).

The speech event (12) takes place in the morning when the class is run with an intimate atmosphere. The speaker and the hearers involved in a dialogue that is between a teacher and students. The speech event is an indirect perlocutionary act as shown in the following sentence, "*Prepare the class, a clean class is like this, huh? Who gets cleaning schedule today?*" It is clearly visible because of the utterance expressed in the sentence mode is not in accordance with the intention. It is also not clearly visible about the intended purpose of the teacher where it intends to not only tell and ask, but actually contains satire to command students to clean the class by recognizing the relationship between teacher and students which is close enough. In line with that, the illocution is to instruct the students to clean the class. While the perlocutionary act can be seen in the response of students who rush to clean the class when their names are mentioned. This action shows a response that is in accordance to the content and purpose of the speech so that it results in a positive response that is throwing garbage in trash bins.

IV. CONCLUSION

Based on the research findings, the process of learning in school is done by interaction between teacher to students and students to students. This interaction gives information to each other. It is carried out in varied ways, both directly and indirectly by teacher and students.

Speech acts that occur during the learning process are locutionary, illocutionary, and perlocutionary act. The number of interactions performed are dominated by teacher rather than students. This is in accordance to the teacher's duty at school, that is to provide information or knowledge to students through an explanation of various materials. Not only that, after completing the material discussion, the teacher often gives instructions to do or collect assignments.

Pursuing this further, the lack of speech acts carried out by the students in classroom is because they only listen to the material presented by the teacher. They also sometimes hesitate or too embarrass to ask teacher when given the opportunity to ask questions. Most students only speak when asked directly by the teacher. Other discussions conducted by students are only found in group discussions with classmates.

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