

Pragmatic Study On Teacher And Student Conversation In Indonesian Learning

Insum Malawat¹, Akhiruddin¹

¹*Department of Indonesian Language Education, Faculty of Teacher Training and Education, University of Papua, Indonesia*

Email: insummalawat7@gmail.com, a.akhiruddin@unipa.ac.id

Abstract

The purpose of this study is to describe locutionary speech acts, illocutionary speech acts, perlocutionary speech acts in teacher and student conversations in Indonesian language learning, especially descriptive text material in class VII SMP Metro School in the academic year 2022-2023. This research is a type of descriptive qualitative research, namely the data in this study are in the form of oral data or conversational speech between teachers and students in the Indonesian language learning process. The instruments used in this study are data tables and the researchers themselves as human instruments (planners, data collectors, data interpreters, data analyzers, and research reports). In the results of this study, 10 locutionary speech acts were found. There were 37 illocutionary speech acts, consisting of assertive illocutionary speech acts, directive illocutionary speech acts and expressive illocutionary speech acts. Perlocutionary speech acts found 23 utterances in the form of linguistic and non-linguistic effects or impacts.

Keywords: Locutionary Speech Acts, Illocutionary Speech Acts, Perlocutionary Speech Acts.

Introduction

In human life, language is a very important communication tool. The requirement for fluency in communication is the use of language that is understood by the speaker and the speech partner. Likewise in classroom learning between teachers and students, language is a tool to convey a material and convey an argument. Conversations between teachers and students in the classroom are not just talking, but have a speaking strategy in achieving success in learning. The conversation between teachers and students in learning is very interesting to study. It can be seen that the interaction of teachers and students has a positive impact on the atmosphere of communication in the classroom. The function of language as a communication tool is very important. Indonesian as a communication tool has four language skills, namely listening skills, speaking skills, reading skills, and writing skills. These four skills cannot be separated in daily communication, especially in learning Indonesian.

In connection with the description above, there are two studies in linguistic studies, namely functional studies and structural studies. In this case, the study used in this study is a functional study. This study examines the conversation between the teacher and the seventh grade students of SMP Metro School, especially the study of pragmatics. The study of pragmatics examines utterances, especially in special situations and pays attention to the various ways that are manifested in various social contexts.

Language can be used to perform actions through the distinction between constant and performative speech Austin in [1] Cummings, 2007). Constantive utterances describe or report events and situations in the world. The constant and performative differences were then replaced with a triple classification of acts, namely in speaking, a person performs locutionary acts, illocutionary acts and perlocutions.

In 1962, in his book entitled *How to Do Things with Words*, Austin distinguished three types of utterances, namely, locutionary acts (doing an action to say something), illocutionary acts (doing an action in saying something), and perlocutionary acts (doing something action). by saying something) [2]. Based on the description above, the researcher is interested in studying the pragmatics of conversation between teachers and students in learning Indonesian, especially descriptive text material. This study focused on the seventh grade students of Metro School Junior High School, especially on locutionary speech acts, illocutionary speech acts, and perlocutionary speech acts of Indonesian language learning teachers and students.

Methods

Research Subject

The subjects of this study were teachers and students of class VII SMP Metro School with a total of 27 students with details of 13 male students, 14 female students.

Research Location

The location of this research was at the Metro School Junior High School which is located on Jalan Gunung Latimojong, No. 129, Maradekaya, Makassa District, Makassar City, South Sulawesi Province, 90212.

Data and Data Sources

The data in this study are in the form of conversational utterances between teachers and students in learning Indonesian. While the data

Research Data Table

No.	Speech	Teacher	Student	Locution speech act	Illocutionary speech acts	Perlocutionary speech acts
1						
2						
3						
Etc						

Data Validity

Efforts are needed to increase the degree of reliability of the data mentioned with the validity of the data so that a qualitative research can be scientifically justified [5]. The validity of the data in this study used several ways, namely:

sources in this study were Indonesian language teachers and seventh grade students of SMP Metro School.

Data Collection Techniques

The listening method is a method used to obtain data by listening to the use of language [3]. This method is used to obtain oral data, namely in the form of locutionary speech acts, illocutionary speech acts, and perlocutionary speech acts of teacher and student conversation in Indonesian language learning. The data collection in the researcher used the note-taking technique, namely the researcher in taking data using the note-taking technique. The researcher listened to the conversation of the teacher and students in the form of recording without the knowledge of the teacher and students, then the researcher took the action of recording the recording in the form of a transcript to make it easier for researchers to classify locutionary speech acts, illocutionary speech acts, and perlocutionary speech acts.

Research Instruments

The instrument is a tool used to measure natural phenomena or observed social phenomena [4]. In this study, the first instrument was the researcher himself. Researchers are everything from the whole research process. Researchers who carry out planning, implementation of data collection, analysis, interpretation of data, and reporting of research results. The supporting instruments used in this study are in the form of tables. Supporting instruments are intended to make it easier to analyze and process data.

Perseverance / Constancy of the Observer

This test is carried out by deepening the data in more detail and detail to seek consistency and suitability of interpretations related to the data analysis process.

Triangulation

Triangulation is a data checking technique that uses something else [5]. Triangulation can be done by utilizing (a) sources, by comparing the results of observations and interviews, comparing people's words in public and in private, comparing the views of each person in ordinary, medium, and high degrees, and comparing the results of interviews with related documents, (b)) methods, in the form of checking the degree of confidence of several data sources with the same method, (c) investigators, namely utilizing other people involved in research in order to reduce deviations in data collection, (d) theory, in the form of searching for comparisons of other theories with the aim of opening up opportunities for possibilities. other logical. In addition, researchers also refer to theories in research journals that use content analysis on the object of mass media research.

Peer Examination Through Discussion

This technique is carried out in the form of discussions with colleagues to obtain (a) an attitude of openness and honesty to clarify interpretations, (b) the possibility of revealing other aspects in testing working hypotheses, and (c) the possibility of eliminating the attitude of the researcher's subjectivity.

Data Analysis Techniques

This study uses a qualitative descriptive technique. The data analysis technique used in this study is the flow analysis technique as disclosed by Miles and Huberman (2014). The techniques used in analyzing the data are as follows:

Data Reduction

After the data is collected, data reduction is then made to select relevant and meaningful data, focus the data that leads to solving problems or to answer research questions. Then simplify and organize systematically and describe the important things about the findings and their meaning. In this process, only data findings relating to the research problem are reduced, while data that are not related to the research problem are discarded. In other words, data reduction is used for analysis that sharpens, categorizes, directs, and discards the unimportant and organizes data, making it easier

for researchers to draw conclusions. At this stage, the researcher classified locutionary utterances, illocutionary utterances, and perlocutionary utterances in the conversations of teachers and students in learning Indonesian. Grouping these words or sentences into types of locutionary speech acts, perlocutionary speech acts, and perlocutionary speech acts.

Data Presentation

Presentation of data can be in the form of writing or words, pictures, graphs, and tables. The purpose of the data presentation is to combine information so that it can describe the situation that occurred. In this case, so that researchers have no difficulty in mastering information either as a whole or certain parts of the research results, a table is made to facilitate the mastery of the information or data. Thus, researchers can stay in control of the data and not sink into boring information conclusions. This is done because the data is scattered and not well organized can influence researchers to act recklessly and draw conclusions that are impartial and unfounded.

Drawing Conclusion

Conclusions are drawn during the research process as well as the data reduction process. After the data collected is sufficient, a temporary conclusion is drawn and after the data is completely complete, a final conclusion is drawn.

Results and Discussion

Locutionary Speech Acts

The statement "Sorry, today, I am late" explains to the student that the teacher is late today. The statement conveyed by the teacher includes locutionary speech acts, namely statements that contain the meaning of conveying today's delay. The statement made by the teacher had no effect on the listeners.

Teacher: Sorry, today, you are late.

The teacher's utterance apologizing to students for being late when entering class only conveys information to students and does not have a linguistic or non-linguistic impact. This is because the speech delivered by the teacher to students is a statement that has meaning [6].

Student: Well, we will present a descriptive text about the library we have created.

The sentences above are spoken by students just to inform their friends, that they will present the descriptive text they have made. The student speech includes locutionary speech acts aimed at conveying information to the speech partner [7]. The student's speech also has no effect on the speech partner who listens to the speech.

Illocutionary Speech Act

Student 1's statement below reports to the teacher that he forgot to bring his book. These utterances include assertive illocutionary speech acts that are reporting. This is shown in the utterance "Sir, forgot to bring the book, sir". The statement below means that the student conveys information without bringing his book. In addition, the student hopes that the teacher will give permission to continue following the lesson using his friend's book.

Student 1: Sir, forgot to bring a book, sir.

Teacher: Yes, it's okay. The two of them were friends.

Student 2: I want to ask, sir.

Teacher: Please, Indra.

Student 2's utterance, "I want to ask a question, sir" is a type of directive speech act, that is, the student wants to ask the teacher a question. So, the teacher asked the students to ask questions.

Perlocutionary Speech Acts

Perlocutionary speech acts are speech acts that come from the effects or impacts of illocutionary speech acts [8]. Perlocutionary speech acts can be linguistic and non-linguistic [9]. The dialogue below describes the conversation between the teacher and the students. The teacher asks the students to help clear the blackboard. The teacher's statement "One person please help clear the blackboard" includes illocutionary speech acts and the teacher's statement has an impact on student 1 who goes forward to erase the blackboard including perlocutionary speech acts. A student directly came forward to erase the blackboard. The effect that comes from the teacher's speech is non-linguistic.

Teacher: One person please help clear the blackboard.

Student 1: (Advanced erasing the blackboard)

Student 2: That's also the one above.

Student 1: (Toes to reach the top of the blackboard)

The dialogue above describes student 2 asking his friend who was erasing the blackboard to erase the top of the blackboard as well. Student 2's statement "That is also the one above" includes illocutionary speech acts. Student 2's speech has an impact on student 1 who is non-linguistic, namely on tiptoe to reach the top of the blackboard.

Conclusion

Based on data analysis using pragmatic studies, it can be concluded as follows:

Locutionary Speech Acts

Locutionary speech acts are speech acts that provide information to the speech partner. Sentences that are spoken have meanings that have no impact or have no effect on the hearer. In the teaching and learning process of Indonesian language subjects with descriptive text material, the researchers found 10 locutionary speech acts. Locutionary speech acts are found in the speech of the Indonesian teacher because the speech of the Indonesian teacher is in the form of a statement that has meaning.

Illocutionary speech acts

Basically, when someone says something, he or she is also doing something. In this study, the researcher found 37 illocutionary speech acts between the teacher and class VII students in the descriptive text material. The illocutionary speech acts in this study include assertive illocutionary speech acts (reporting), directive illocutionary speech acts (ordering, pleading, and requesting), and expressive illocutionary speech acts (saying thanks). Of the three types of illocutionary speech acts, the most found are directive speech acts. Teachers are more likely to rebuke and ask. This is because during the teaching and learning process the students' description text material is less conductive.

Perlocutionary Speech Acts

Perlocutionary speech acts are the effects or impacts of illocutionary speech acts. In this study, found 23 utterances from conversations between teachers and students in the learning process of description material. Perlocutionary speech acts in this study are perlocutionary speech acts in the form of linguistic and non-linguistic. Where the effect or impact of illocutionary speech acts is more non-linguistic because the effect is in the form of a smile, including perlocutionary speech acts.

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