Humanist Expressive Speech Acts in Learning Interaction Discourse at SMK Negeri 4 Semarang

Wiwik Wijayanti [1✉], Ida Zulaeha[2], Rahayu Pristiwati [2]

[1.]SMK Negeri 4 Semarang
[2.]Universitas Negeri Semarang, Indonesia

Article Info

Abstract

Speech acts in learning interactions in the classroom are an interesting phenomenon to study because social interactions occur naturally. This study aimed to analyze the form and function of humanist expressive speech in the discourse of learning interactions at SMK Negeri 4 Semarang. This research uses a pragmatic approach. The data of this study are fragments of humanist expressive speech in learning interactions at SMK Negeri 4 Semarang. Data collection was carried out by observing the tapping technique using a recording device. Data analysis using the equivalent method. The data analysis technique is the Determining Element Sorting (PUP) technique; the validity of the data uses data triangulation and theoretical triangulation. The results of this study revealed that there are direct and indirect forms of speech. Direct speech mode includes declarative mode, imperative mode, and interrogative mode. The direct speech mode includes imperative-declarative mode and interrogative-imperative mode. The speech functions found 8 functions, including (1) thanking, (2) praising, (3) apologizing, (4) suggesting, (5) educating, (6) disappointed, (7) motivating, and (8) grateful.

✉ Correspondence address:
Jalan Pandanaran II/7 Mugassari Kec. Semarang Selatan
Kota Semarang Jawa Tengah
E-mail: wiwikwija@gmail.com

INTRODUCTION

Humans and language are two aspects that cannot be separated. According to (Purwoko, 2008), Language is the most important vehicle and most often used by people to communicate in the practice of everyday life. The definition of communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. Thus, communication helps humans have a common guideline in interpreting something in their environment. Human communication is done repeatedly to form a culture. The role of language is very dominant in human life because language is not only a part of human culture but also a determinant of the development of culture itself (Safrihady & Mardikantoro, 2017)

One of the environments that give rise to communication is the school environment. The school environment consists of several levels, starting from the elementary level to the tertiary level. In this case, the upper secondary vocational level was chosen to be studied, because the upper secondary level is a period of transition from adolescence to adulthood. The school under study is SMK Negeri 4 Semarang, located in the middle of the city and is included in the order of favorite schools or many devotees. The students come from within the city and outside the city, of course with different backgrounds. The majority of the students are boys whose age range is between 15 to 18 years. This age is the age of transition from teenagers to adults who are prepared to become graduates who are ready to work. Therefore, the humanist speech of educators is expected to be able to provide provisions for entering the world of work.

The teacher's speech to students should be democratic, open, friendly, polite, and humane. Humane speech acts are speech acts that humanize humans. One human being with another human should respect each other. Mutual respect can be earned by speaking without offending others. Speech acts performed by educators and students can be used as a

benchmark for effective communication in the teaching and learning process. The effectiveness of communication in learning is the occurrence of communication involving educators and all students. Educators as people have an important role in teaching and learning interactions. Educators must be able to teach well (Pristiwati, 2013). Educators use speech as a medium to communicate with students. Through the communication process, speech events and speech acts will appear. Speech events are an interaction process in the form of speech that involves two parties, namely the speaker and the speech partner with one main utterance in a certain time, place, and situation. Speech events in situations and places are a series of speech acts that are organized to achieve goals. (Chaer & Agustina, 2004) argues that speech acts are individual symptoms that are psychological in nature and are sustained by the speaker's language ability in dealing with certain situations.

In achieving the expected educational goals, educators and students should create a harmonious speech. Harmony can be realized in the form of expressive speech as well as a humanist. (Rustono, 1998) argues that expressive speech acts are speech acts intended by speakers so that speech acts are interpreted as an evaluation of the things mentioned in the speech act.

In communication interactions between educators and students, among others, democratic, open, friendly, polite, and human (Am, 2011). Humanist speech acts are actions that humanize other humans by speaking well and not offending other people.

This paper will discuss humanist expressive speech acts in the speech of educators to students in the learning process at SMK Negeri 4 Semarang. The problem in this study is how the form and function of expressive speech act in that language. The aim is to describe the form and function of humanist speech. A pragmatic approach is used to answer these three objectives. This research is descriptive and qualitative. The data of this research is in the form of recordings of conversations between

educators and students at SMK Negeri 4 Semarang.

This research is relevant to research (Ariyanti & Zulaeha, 2017). The similarity with this research lies in the object under study, namely humanist expressive speech acts, and the source of research data, namely teacher speech in learning interactions in the classroom. The difference is, that this study analyzes the effect of speech that accompanies humanist speech.

METHODOLOGY

This study uses two approaches: a theoretical approach and a methodological one. The theoretical approach used in this research is the pragmalinguistic approach and the class discourse approach. The pragmalinguistic approach is a combination of pragmatic and linguistic (structural) analysis. This approach sees discourse based on its status as a lingual unit or linguistic structure, but in its analysis emphasizes pragmatic aspects (direct use of language). The pragmalinguistic approach in this study is used to examine how speakers and addressees can use and understand speech according to the context of the right situation. (Wijana & Rohmadi, 2011). The classroom discourse approach looks at discourse collectively to find ways to listen, take notes, and discuss language and its relationship to classroom learning.

The methodological approach used in this research is qualitative. The qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from the people and behaviors that Bag dan and Taylor observed (Lexy, 2002). A qualitative approach is used to describe humanist utterances in learning interactions in the classroom. Social phenomena can be described objectively with qualitative methods (Sugiyono, 2009). The presentation of humanist expressive speech in learning interactions in the classroom is expressed in descriptive form. (Sudaryanto, 2015) put forward a descriptive method to describe or describe the results of research using words, not numbers as it is. In this case, the data

in the form of speech is analyzed and presented in the form of a description of the form and function of humanist expressive speech in learning interactions in the classroom.

The data of this research are in the form of conversation fragments in which it is suspected that there are types of speech and the function of humanist expressive speech. In addition, there is a possible effect on the use of the utterance. The data was obtained from several fragments of teacher conversations in teaching and learning activities in the classroom. The time used for this research is four months with the following details: (1) pre-research, (2) research implementation, and (3) post-research. According to Lofland and Lofland (Lexy, 2002), The main data sources for qualitative research are words and actions, the rest are additional data such as documents and so on. The data source of this research is the conversation between the teacher and students in the classroom which includes the type of speech, the function of speech, and the effect of humanist expressive speech on learning interactions in the classroom.

The validity test of the data used is source triangulation. Source triangulation is done by checking the data that has been obtained from several sources. To test the credibility of the humanist expressive utterances obtained, the teacher and students were checked. The data obtained from several sources are then described, and categorized as, whether there are similar, different, and specific views. Furthermore, the data is analyzed so that a conclusion is produced, then an agreement is asked with the source of the data. This study also uses theoretical triangulation because the information obtained is then compared with the resulting theoretical perspective. In addition, theoretical triangulation can increase the depth of understanding as long as researchers can explore theoretical knowledge in depth or the results of data analysis that have been obtained.

The method of data analysis in this study used a descriptive method. This method is used to describe the symptoms or conditions that occur in the research subject. The situation

described in the research is the conversation between teachers and students in classroom learning interactions.

Analysis of the data used in this study using the equivalent method. The equivalent method is a language analysis method whose determining tool is outside, independent of, and does not become part of the language in question. (Sudaryanto, 2015). The matching method used in this study is the pragmatic equivalent method, namely the speech partner as a determining tool. Then proceed with the basic technique, namely the Selection of Determinant Elements (PUP) technique to classify the types and functions of teacher and student speech in the self-development of students in learning interactions in the classroom.

In addition, the data analysis in this study used normative methods and heuristic techniques to analyze the use of speech act effects. The normative method is the method used to match the data that has been obtained with the rules or norms. This method is used to find out data about the expressive speech of teachers and students in learning interactions in class.

The data analysis technique used in this research is the heuristic analysis technique. This technique is used to interpret an indirect speech (Leech, 1983). Through this technique, hypotheses are formulated for the utterances that appear, analyzing the types of utterances, functions, and possible effects arising from the uttered expressive utterances. If in the process of analyzing the hypothesis is not tested, a new hypothesis is made. All of these processes are repeated until finally a solution to the problem is reached in the form of a tested hypothesis, that is, a hypothesis that does not contradict the existing evidence.

The procedures for analyzing this research data are as follows:

1. presenting data in the form of humanist expressive speech that has been collected or data transcription
2. classifying data based on the form and function that arise from humanist expressive speech
3. analyze data based on each type, function, and effect caused by humanist expressive speech.
4. presenting data based on the analysis of the speech form.

RESULTS AND DISCUSSION

The Form and Function of Humanist Expressive Speech Acts in Learning Interaction Discourse

The form of speech acts in this study are based on the form of speech acts proposed by (Yule & Widdowson, 1996) including direct and indirect speech acts. Humanist expressive speech acts in the discourse of learning interactions at SMK Negeri 4 Semarang found direct and indirect speech. The function of expressive speech is contained in an utterance that can be conveyed by the speaker, which can function as a speech in the form of congratulating, thanking, criticizing or suggesting, complaining (complaining), blaming, flattering, or praising, and insinuating.

The expressive speech act is a type of speech act that states something that is felt by the speaker, (Yule & Widdowson, 1996). Expressive speech acts are speech acts that reflect psychological statements and can be in the form of expressions of joy, liking, hatred, pleasure, or misery. Humanist values teach us to do good to others. In addition, it can humanize humans based on their dignity as humans.

Forms of Direct Speech

The form of speech acts is a form of the real use of speech acts in a conversation. The form of direct speech acts is the compatibility between the mode and function of conventional speech. The form of direct speech acts can be realized by speakers in the form of declarative, interrogative, and imperative modes of speech. The form of expressive humanist speech acts in learning interactions at SMK Negeri 4 Semarang uses direct and indirect speech forms. The speech modes used in direct speech include declarative mode (23%), imperative mode (24.5%), and interrogative mode (43.9%). The

modes of indirect speech acts include declarative-imperative (5%) and interrogative-imperative (3.6%) modes.

Declarative Mode

Declarative mode is a mode that gives information to the hearer. This mode states an action that will be realized through the use of one's will to influence the will of another. The following speech fragments show humanist expressive speech acts in the discourse of learning interactions at SMK Negeri 4 Semarang with declarative mode.

CONTEXT: INDONESIAN LEARNING IS IMPLEMENTED IN THE MORNING, IN THE LEARNING PROCESS RELATED TO EDITORIAL TEXT MATERIALS, STUDENTS SUBMIT THE CONDITIONS OF THEIR FATHER AND TEACHERS MOTIVATE STUDENTS TO BE MORE EXCITED ABOUT LEARNING.

Teacher: Oh... Be patient, kid. Therefore, all of you must be enthusiastic about learning, so that after graduating from vocational high school, those who will continue their education can be accepted at the desired university and those who will work can be immediately accepted as expected.

This fragment of speech is included in humanist expressive speech, according to what is stated (Yule & Widdowson, 1996), Expressive speech acts are speech acts that state something that is felt by the speaker. The teacher expresses his feelings that the teacher understands what the students feel and the teacher then motivates the students. Expressive speech acts in the form of statements by educators or teachers that motivate students to be more enthusiastic about learning. Educators ask students to be more enthusiastic about learning. speech "Oh.. Be patient, son". Therefore, all of you must be enthusiastic about learning, so that those who graduate from Vocational High School who will continue their education can be accepted at the desired university and those who will work can immediately be accepted for work as expected."

Educators feel that the teacher's statement is very important for students to understand and understand. The speech fragment is a declarative speech and the speech motivates students.

The humanist value in the speech is the value of humanity and the value of responsibility. The human value in question is when the teacher can understand the condition of the students. Teachers can understand students when students say that their father is unemployed. speech "Oh.. Be patient, son" shows a teacher can understand students. The statement "Therefore, all of you must be enthusiastic about learning, so that those who graduate from Vocational High School who will continue their education can be accepted at the desired university and those who will work can be immediately accepted as expected to work" shows that teachers have a responsibility to always remind and motivate students to be enthusiastic in learning. learning so that students after graduation can continue school or work as expected.

Imperative Mode

Imperative mode is a mode that contains a command or request, and can also emphasize the will, as well as an appeal or prohibition. The following is an analysis of expressive speech fragments with imperative mode.

CONTEXT: INDONESIAN LEARNING HAPPENED DURING THE DAY, THE TEACHER WAS DOING PRESENTATIONS AND INQUIRING THE STUDENTS TO SING THE NATIONAL SONG BEFORE THE LEARNING BEGAN.

Teacher: Thank God, everyone is here.
To foster a sense of nationalism for all of us, let us sing the anthem Indonesia Raya, sing with you, please stand up!
Student: Ready ma'am

This fragment of the conversation is included in expressive speech, the teacher's speech, in general, gives thanks with the speech "*Alhamdulillah*" because all the students are present. The teacher also invites all students to

sing the Indonesia Raya anthem to foster a sense of nationalism in students.

The humanist values contained in the speech are the value of happiness and the value of responsibility. The teacher's speech "*Alhamdulillah*" shows a grateful and happy teacher that all students can attend. This means that all students are in good health because they can attend the lesson. speech *"To foster a sense of nationalism for all of us, let us sing the anthem Indonesia Raya, sing with you, please stand up!",* shows that a teacher is responsible for efforts to foster student nationalism by inviting students to sing one of the national anthems, namely the song Indonesia Raya before starting the lesson. According to opinion (Cook S. 1971:38), the Imperative mode is a sentence mode that is formed to provoke a response in the form of action. Next (Chaer, 2009:197), The imperative mode is an utterance that asks the listener or reader to take any action, the imperative sentence in question can be a command sentence.

Interrogative Mode

The interrogative mode is a mode that contains a question that is used to ask something to the hearer. This mode expects a verbal answer, an answer in the form of a confession, statement, or opinion of the speech partner. This mode states an Action that is not known to the speaker. This mode also hopes that the speech partner will explain something. The following is an interrogative mode of speech in learning interactions in class.

CONTEXT: LEARNING HAPPENED IN THE MORNING. TEACHER ASKING FOR NEWS BEFORE STARTING LEARNING.

Teacher: Yes. Thanks to Rahma. It's great that what Rahma has said is complete. How about the others? Are the results of the work appropriate? Or is there an addition to what your friend said earlier?

Students: No, ma'am. Rahma's work results are more or less the same as ours.

The conversation fragments are included in humanist expressive speech, humanist expressive speech fragments in learning interactions in the classroom between teachers and students expressing their feelings by using the interrogative mode in their speech to ask questions to students. The teacher asks about assignments and presentations from one of the students. The humanist expressive speech acts contained in the conversation fragments above include direct speech because they have the appropriate speech mode and function. speech *"Already. Thanks to Rahma. It's great that what Rahma has said is complete. How about the others? Are the results of the work appropriate? Or is there an addition to what your friend said earlier?"* in the form of an interrogative or question marked with a question mark (?). The function of interrogative speech is to ask questions, namely questions asked by the teacher in the learning process.

The humanist values contained in the speech are the value of happiness, the value of truth, the value of honesty, and the value of responsibility. The value of happiness is indicated by words that praise the presentation of students. The teacher is happy because the students present well and completely. The value of truth and honesty is shown by students who carry out their duties well, and teachers and other participants provide correct and honest assessments. The value of responsibility is shown that the teacher is responsible for assessing the appearance and results of student presentations and students are responsible for the tasks that must be presented as well as for assessing the presentations of other students.

Indirect Speech Acts

Indirect speech acts are mismatches between mode and function in an utterance. Indirect speech acts can occur when imperative speech is expressed by interrogative speech, or declarative speech is conveyed by imperative speech. The following is a fragment of indirect speech in learning interactions in class.

Declarative-Imperative Mode

Humanist expressive utterances are not directly in declarative mode - interrogative is a speech act with a declarative mode but is not functioned to state something but is functioned to ask something or ask for something and make the interlocutor do what the speaker intended. Expressive speech acts of indirect speech type with imperative declarative mode are found in the following conversation fragments.

CONTEXT: LEARNING HAPPENS DURING THE DAY; THE TEACHER ASKS ONE OF THE STUDENTS TO GO ON TO DO A PRESENTATION.

Teacher: We close today's lesson, we pray according to our respective beliefs, so that the knowledge that we get today may be useful for us. Grateful for still being allowed to study to achieve your goals.

Students: Amin. Alhamdulillah.

The fragment of the conversation is included in the motivational humanist expressive speech. speech "We close today's lesson, we pray according to our respective beliefs, so that the knowledge we get today may be useful for us. Grateful for still being allowed to study to achieve your goals." is a type of indirect humanist expressive speech with declarative mode spoken by the teacher. The utterance is conventionally in declarative mode. Declarative utterances provide information. However, in this speech, the mode of giving information serves to instruct students to pray before learning ends. The discrepancy between the speech mode and the function of the speech is called an indirect humanist expressive speech with a declarative model. The utterance is uttered by the teacher to the students to express an order so that the speech partners, namely students, carry out what has been mentioned in the speech, namely the teacher asks students to pray according to their respective beliefs.

The humanist values in the speech are religious values and responsibility values. Religious values are shown by teachers who invite students to pray and be grateful before learning ends. The value of responsibility is

shown by a motivational speech by the teacher so that students are always grateful and responsible for achieving their goals.

Interrogative-Imperative Mode

The interrogative-imperative mode is an interrogative mode of speech, but the utterance intends to express the imperative. In his speech, the speaker intends to give an order to the speech partner to do something, but the speech is expressed in an interrogative sentence. An example of this speech can be seen in the following conversation snippet.

CONTEXT: INDONESIAN LEARNING IS ON, TEACHERS ARE DISPLAYING POWER POINTS AND ASKING STUDENTS TO READ THE MATERIALS DISPLAYED

Teacher: That's right, let's move on to the step of compiling the exposition text. Take a look at how many steps you are showing here? Come on, who wants to read?

Student: I'm Mrs.

The fragments of the conversation are included in the humanist expressive speech of praising, the speech of" *That's right, let's move on to the step of compiling the exposition text. Take a look at how many steps you are showing here? Come on, who wants to read?"* is an expressive humanist speech in learning interactions between teachers and students. The utterance is conventionally in an interrogative mode, but in this utterance, it functions to command students to read the material presented by the teacher. Because of the incompatibility of the speech mode and the function of the speech, the humanist expressive speech is called the indirect humanist expressive speech with the interrogative mode. The utterance is uttered by the teacher to the students to state order for the students to carry out what has been mentioned in the speech, namely the teacher orders the students to read the material presented by the teacher.

The humanist values in the speech are the value of happiness and the value of honesty and the value of justice. The value of happiness is

indicated by teachers who feel happy that students can answer questions correctly, meaning that teachers are happy that students can understand what has been conveyed. The value of honesty is shown by an honest assessment by the teacher. If the student's answer is correct, the teacher will deliver the correct answer and vice versa. The value of fairness is indicated by the order to read the displayed text without pointing at one of the students. Fair teachers provide opportunities for all students.

The Function of Humanist Expressive Speech in the Discourse of Learning Interaction

In expressive speech acts, there is one function, namely the emotive function. The emotive function is a language that functions as an expression of joy, sadness, anger, and so on. The results of this study found that there are 8 functions in humanist expressive speech acts in learning interactions at SMK Negeri 4 Semarang. The functions include the function of thanking (7.7%), praising (23.2%), apologizing (4.2%), suggesting (12%), educating (24%), disappointed (5%), motivating (7.7%), and grateful (16.2%).

Thanking Function

The function of the expressive speech of gratitude is marked by a speech from the speaker to the speech partner which contains an expression of gratitude for the things that have been done by the speech partner. The data on the use of the thank you function found in this study was 7.7%. The thank-you function can be seen in the following analysis.

CONTEXT: LEARNING HAPPENS DURING THE DAY, IN THE LEARNING PROCESS THE TEACHER INVITES STUDENTS TO SING THE SONG INDONESIAN SONG TO GROW THE SPIRIT OF THE SOUL OF NATIONALISM.
Teacher: Thank you for signing the anthem, Indonesia Raya.

The utterances include expressive utterances of the function of thinking. The teacher invites students to sing the national anthem, namely the Indonesia Raya anthem to foster the spirit of the students' nationalism. The teacher and students sing the national anthem together. The teacher thanks the students as proof of the teacher's appreciation for the students. Students do what the teacher asks and the teacher appreciates what students do. The humanist value in the teacher's speech functions to be grateful because students are willing to do what they are told. The function of the teacher's "thank you" speech to students is proof of the teacher's appreciation to students for what they have done.

The humanist value in the speech is the value of responsibility. The responsibility in question is our responsibility as Indonesian citizens who must instill an attitude of nationalism. To foster a sense of love for the nation and country, one of them is by inviting students to sing the national anthem.

Praise Function

The expressive speech function of praising is characterized by a speech from the speaker praising the speech partner. Praise is an expression of admiration and appreciation for something. Speeches of praise can also be spoken to appreciate the achievements or successes of others. Praise can make a person feel appreciated. In the use of the praise function found in this study as much as 23.2%. The function of praising in this study can be seen in the following data analysis.

CONTEXT: THE LEARNING HAPPENED IN THE MORNING, ONE OF THE STUDENTS AS A GROUP REPRESENTATIVE IS PRESENTING THE RESULTS OF THE GROUP WORK AND THE TEACHER GIVES A RESPONSE IN THE FORM OF PRAISE FOR THE PRESENTATION THAT HAS BEEN DONE.
Teacher: Okay, Give it a round of applause! The performance is quite good, the vocals sound clear, then it has been discussed in detail and has been given feedback from other groups. Now I want you to show your skills in

writing expository text. Please which group will appear.

The conversation fragment includes a humanist expressive speech with a praising function. The teacher gives praise to students who have made presentations. The teacher invites other students to applaud the appearance of students who make good presentations. speech "OK, give a round of applause! The performance is quite good, the vocals sound clear, then it has been discussed in detail and has been given feedback from other groups". The utterance shows that the utterance is a humanist expressive utterance with the function of praising. The teacher gives appreciation by clapping and directly praising the students' performance. The teacher praises that the appearance of the students is good and the voice is heard clearly.

The humanist values in the speech are the value of goodness, the value of happiness, the value of responsibility, and the value of honesty. The value of goodness is shown in the appreciation given by the teacher to students. A good teacher will certainly respect his students. Teachers appreciate the efforts made by students in completing assignments and in making presentations. The value of happiness is shown by the teacher's happiness in giving appreciation in the form of applause. Of course, the applause was accompanied by a happy expression. The value of responsibility and honesty is shown in the teacher's assessment of the student's presentation. The teacher assesses the students honestly that the appearance of the students is quite good, and the vocals or voices are heard clearly. So get a good rating.

Apologizing Function

The function of the expressive speech of apologizing is marked by an utterance that expresses regret for an action that has been done or for an event that has occurred. In the use of the function of apologizing found in this study as much as 4.2%. The function of apologizing in this study can be seen in the following data analysis.

CONTEXT: LEARNING HAPPENED IN THE MORNING, THE TEACHER WAS MAKING A PRESENTATION AND THERE WERE LATE STUDENTS.
Student: Sorry ma'am, I'm late.
Teacher: Sorry, why are you late?
Student: Sorry ma'am, my bicycle tire is leaking
Teacher: All right, please sit down! Next time go earlier!
Students: OK, ma'am.

The fragment of the conversation is an expressive humanist speech with the function of apologizing, the teacher is making attendance and doing apperception at the beginning of the lesson. The teacher calls one of the students' names but no one responds. The teacher thinks the students are not present. The fact shows that the student is present at school but he is late for class. speech "Sorry, why are you late nang" and All right, please have a seat! Next time go earlier!" is a humanist expressive speech with the function of apologizing. This is to the opinion (Rustono, 1999) that Expressive speech acts are also known as evaluative speech acts. Expressive speech acts are speech acts intended by the speaker so that the speech act is interpreted as an evaluation of the things mentioned in the speech act. The student apologized to the teacher for being late for class. Students show a guilty attitude. Students apologize to the teacher for being late for class. The teacher apologizes to the students for calling the students' names over and over again. The teacher thinks the student in question is not present. The teacher says humane words by reminding students not to be late again.

The humanist values in the speech are the values of kindness, honesty, and justice. The value of kindness is shown by the kindness of the teacher who is not angry when students come late. The value of honesty is shown by students who honestly convey the reason for being late for class. The value of fairness is shown by the teacher who allows students who are late to sit down. The teacher is fair to all students to be able to follow the lesson well even though it is late.

Suggest Function

The function of suggestive expressive speech is marked by utterances or expressions that provide suggestions or opinions to the speech partner about what to do. The suggesting function intends to give confidence from the speaker to the speech partner, in the form of suggestions or opinions from the speaker which are then considered by the speech partner. Speech in the form of a speech act of suggesting or suggesting is usually marked by the use of the words should and should, or in other words that have a meaning or purpose similar to the two words. In the use of the suggested function found in this study as much as 12%. The suggested function in this research can be seen in the following data analysis.

CONTEXT: LEARNING HAPPENED IN THE MORNING, THE TEACHER IS DOING AN ATTENDANCE CHECK AND SOME PARTICIPANTS ARRIVE LATE.
Student: Sorry ma'am, my bicycle tire is leaking.
Teacher: All right, please sit down! Sorry, next time leave earlier!

During the conversation, the students apologized for being late for class and explained the reason why they were late. Students give reasons that their motorcycle tires are punctured so they are late for class. Then the teacher accepts the reasons from the students and gives suggestions if next time you leave early so you won't be late for school. This is indicated by the emphasis on the speech "next time leave earlier".

The humanist value in the speech is the teacher accepts the reason and allows him to sit down and gives suggestions to leave early. So that students are not late again. The "next time" suggestion doesn't seem pushy.

Educational Function

The educational function is a speech function that provides learning that aims to develop self-potential and change the thoughts and behavior of the speech partner in a positive direction. In the use of the educational function found in this study as much as 24%. The educational function of this study can be seen in the following data analysis.

CONTEXT: LEARNING HAPPENS IN THE MORNING; THE TEACHER IS EXPLAINING HOW IMPORTANT TO KNOW THE LEARNING OBJECTIVES AND THE TEACHER DISPLAYS POWER POINTS RELATED TO THE MATERIALS.
Teacher: Actually, in this morning's lesson, what is the purpose of this morning's lesson, you have to know what it is, then what you want to achieve you have to know. I will share PowerPoint with you.
Students: OK, ma'am.

From the conversation, the teacher conveys the learning objectives to be achieved in learning. The teacher displays a power point about KI, KD, and learning objectives. The utterance has the function of educating students. The utterance aims to make students know the learning objectives. The humanist value in the speech is the teacher's concern for students. Teachers care about success in learning. The teacher explains the learning objectives to be achieved.

Disappointed Function

In the use of the complaint function found in this study as much as 5%. The function of complaining in this study can be seen in the following data analysis.

CONTEXT: INDONESIAN LEARNING IS ON, AND THE TEACHER IS GIVING EXPLANATIONS RELATED TO THE MATERIALS. TEACHER ASKING STUDENTS ALREADY BORROWED BOOKS FROM THE LIBRARY OR NOT.
Teacher: There are two explanations, right? Then what else? Some thought that yesterday they read a book in the library, you have borrowed a book, right?
Students: Not yet ma'am.
Teacher: Not yet? Why haven't I borrowed it yet?

In the fragment of the conversation, the teacher discussed the Indonesian language subject matter. The teacher asks the students about the Indonesian language package book. The teacher asks whether students have borrowed textbooks from the school library. Students answered that they had not borrowed. The humanist expressive utterance in this fragment has the function of expressing disappointment. This is indicated by the emphasis on the utterance "Not yet? Why haven't you borrowed it yet?" The statement also explains the teacher's disappointment with the students. The humanist value contained in the speech shows the teacher's concern for students.

Motivating Function

The use of the motivating function was found in this study as much as 7.7%. The motivating function of this research can be seen in the following data analysis.

CONTEXT: LEARNING IS ON, THE TEACHER IS MOTIVATE STUDENTS TO BE MORE EXCITED IN DOING THE TASKS THAT THE TEACHER GIVES THEM.
Teacher: Cheer up. If you are enthusiastic, the task will be completed quickly.
Students: Ready ma'am.

The conversation fragment is a humanist expressive speech act with a motivating function. The speech is an evaluative result of the teacher's speech. The teacher emphasizes this when he says "Cheer up, if you are enthusiastic, the task will be finished quickly". The teacher expects all students to be enthusiastic so that the task is completed quickly. The humanist value in the speech is the teacher's concern for students so that students with enthusiasm can complete tasks.

Gratitude Function

The speech act of gratitude with the function of gratitude is a form of gratitude to God Almighty for events that usually have a big impact on human life. In the use of the grateful

function found in this study as much as 16.2%. The function of gratitude in this study can be seen in the following data analysis.

CONTEXT: INDONESIAN LEARNING HAPPENS DURING THE DAY, BEFORE STARTING THE LEARNING TEACHER ASKS ABOUT STUDENTS AND TEACHES STUDENTS TO PRAY.
Teacher: Thank God, if you are still enthusiastic, yes. But before we start learning today, it would be nice if we prayed first, so that the blessings of the knowledge given today would be better. Class president, please lead the prayer!

The speech fragment is a humanist speech act in the interaction of learning with the function of gratitude. These speech markers have a grateful function when students and teachers say "Alhamdulillah". In the speech, the teacher conveys gratitude which is said with the word alhamdulillah because the students are enthusiastic.

The humanist values in the speech are religion, happiness values, and good values. Religious values are shown in the teacher's speech who invites students to pray before starting the lesson. The value of happiness is shown in the gratitude of the teacher who says the word "Alhamdulillah" because the students are enthusiastic. The value of goodness is shown in what the teacher does by teaching students to start something, it should begin with prayer so that the knowledge gained can be blessed and useful.

CONCLUSION

Humanist expressive speech acts in learning interactions at SMK Negeri 4 Semarang use direct and indirect speech forms. The speech modes used in direct speech include declarative mode (23%), imperative mode (24.5%), and interrogative mode (43.9%). The modes of indirect speech acts include declarative-imperative (5%) and interrogative-imperative (3.6%). The most dominant model in this study

is the imperative mode. This happens because in learning the teacher wants to teach students more so that the concept of student-oriented learning can be applied properly.

The function of humanist expressive speech in learning interactions at SMK Negeri 4 Semarang found 8 functions, namely thanking (7.7%), praising (23.2%), apologizing (4.2%), suggesting (12%), educating (24%), disappointed (5%), motivated 7.7%, and grateful (16.2%). The most dominant function of speech in this study is the function of praising. This is because praise is one way to motivate students in learning.

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