

Teacher Illocutionary Speech On Teacher-Student Interaction In Cultivating Character Values Of Vocational School Students

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Article Info

History Articles
Received:
15 February 2022
Accepted:
17 March 2022
Published:
30 April 2022

Keywords:
pragmatics,
illocutionary speech,
teacher-student
interaction, character
values

Abstract

Vocational students enter the period of searching for identity, there are many new things they want to try. Therefore, instilling character in them needs to be done. This is one of the efforts in shaping the character of students who have good character. This research was conducted to describe the character values contained in the illocutionary utterances of the teacher in coaching activities for inculcating the character values of SMK students. This study uses a pragmatic research approach with a research focus on teacher illocutionary speech in coaching activities in instilling character values in vocational students. The data collection technique in this study is the listening technique and the note-taking technique. This research is expected to be an evaluation material for the Homeroom teacher in speaking so that it can have a good influence on students. The results showed that the teacher's speech in the teacher-student interaction contained the values of honest, responsible, independent, religious, and mutual cooperation characteristics.

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INTRODUCTION

In the process of communication, language is an important thing. The dynamic and varied nature of language as a communication tool can be used in all speech events. A person's thoughts and feelings can be conveyed easily through language so that the intended meaning can be understood by the other person.

A person's characteristics can also be influenced by language, for example at school. According to Sugiana (2019), teachers help in shaping the character of students by giving examples, ways of speaking, or when providing material, tolerance, and other things. There are even those who have the following opinion, "bocah luwih manut yen dikandani gurune" (children are more obedient when advised by their teachers). This indicates that the teacher is a role model who can influence the development of student behavior and characteristics.

Efforts to instill character values from an early age need to be carried out as a provision for students to work and live in the community. Character formation is the basis for forming a good personality using character education (Rudi & Joko Widodo, 2021). Currently, the government and society are highlighting that students not only have good achievements but must also have good character. This is manifested by the attitude assessment contained in the 2013 curriculum. The attitude shown by the student is a reflection of the character possessed. Wulandari (2015) defines character as a character, namely temperament or actions that are always carried out or habits. Therefore, these characters need to be formed from an early age. Embedding character values can be done at any time.

This research was conducted on teacher-student interactions outside of class hours. Teacher-student interactions outside of class hours usually occur during coaching activities. Coaching activities are usually used by teachers as a space to instill character values in students. Coaching activities are carried out by the respective homeroom teachers. This activity contains providing information about school activities, evaluating student activities, and

providing motivation to students. Each class must have a different character. Especially in a vocational school that has various majors.

The problem studied in this study is the character values that appear in the illocutionary utterances of teachers in teacher-student interactions in vocational students. This study aims to describe the character values contained in the illocutionary utterances of teachers in teacher-student interactions in vocational students.

This research refers to research from other researchers. Some researchers who can be used as studies in this research from Agboola & Chen (2012), Dylgjeri (2017), Ilmi & Baehaqie (2021), L-Islami et al., (2021), and so on.

One of the relevant studies belongs to Agboola & Chen (2012). The research aims to determine the definition of character education, the history of character education, and emerging issues related to character education. Based on Agboola & Chen's research, the resulting definition of character is a way to express affection, concern, integrity, respect, and all other values.

In addition to Agboola's research, there is research from Dylgjeri (2017) which is also relevant to this research. Dylgjeri's research examines the role of language and its interpretation in communication in political speech. According a politician's speech contains persuasive speech or speech that makes others believe what is said, but the story behind the speech plays the most important role. The results showed that political speeches used commissive speech a lot.

Another relevant research was conducted by Ilmi & Baehaqie (2021). This research was conducted to find the types and functions of illocutionary speech acts in the Mata Najwa Episode Program. According to Ilmi & Baehaqie, speech can be expressed through mass media, both in writing and orally. One of the mass media that can have an influence is television. The results of the research researchers found 105 data for various illocutionary speech acts, while the function of illocutionary speech acts found 80 data.

Research L-Islami et al. aims to describe the types, functions, and effects of directive utterances from several letters of the Prophet Muhammad to kings. The results of this study are the directive speech functions that appear in the Prophet Muhammad's letter including the functions of praying, directing, bestowing, commanding, obliging, and forbidding.

Based on the explanation, it can be concluded that research using a pragmatic approach that aims to analyze illocutionary speech associated with the cultivation of character values can be carried out in various sources and no one has investigated teacher illocutionary speech in teacher-student interactions.

The term utterance is generally translated narrowly by simply being interpreted as the illocutionary stress of an utterance. Rustono (in Putri & Zulaeha, 2020) says that speech can be called speech, which is an action taken by a speaker.

Austin (in Rusminto, 2015) first proposed the term speech act. Austin argued that speaking activities are not only limited to saying something, but also doing something based on the speech act. Austin's opinion is supported by Searle (in Rusminto, 2015) that the smallest unit of communication is not sentenced, but certain actions, such as making statements, questions, orders, and requests.

Austin (1962) formulated three speech act events at once, namely: locutionary acts, illocutionary acts, and perlocutionary acts. Illocutionary acts are speeches that contain the intent and function or power of speech. Illocutionary acts are also known as The Act of Doing Something. This is also expressed by A'yuni & Parji (2017) that illocutionary speech becomes speech that determines the intent of the speech conveyed by the speaker to the speech partner.

Searle (1983) in his book *Speech Acts: An Essay in The Philosophy of Language*, classifies illocutionary speech acts into five kinds of speech forms, each of which has a communicative function, namely assertive speech acts, directive

speech acts, commissive speech acts, and speech acts.

The pragmatic function of speech is a function that is referred to by the intention of the speech in its use to communicate between speakers Rustono (1999). These pragmatic functions include; (1) assertive, has the function of stating, reporting, claiming, and boasting; (2) directive, has the function of order, ordering, inviting, advising, suggesting, recommending; (3) commissive, has the function of promising, offering, swearing, threatening; (4) expressive, have the function of praising, flattering, thanking, criticizing, blaming, complaining, congratulating; (5) declarative, has the function of deciding, canceling, allowing, apologizing, giving a name.

Character education is the creation of a school environment that helps students in developing ethics, responsibility through models, and teaching good character through universal values (Berkowitz & Bier, 2005).

The Center for Development and Education of Culture and National Character School Guidelines (2009) formulates details of planting character education in educational units originating from religion, Pancasila, culture, and national education goals into 18 characters, namely: 1) religious; 2) honest; 3) tolerance; 4) discipline; 5) hard work; 6) creative; 7) independent; 8) democratic; 9) curiosity; 10) national spirit; 11) love of the homeland; 12) appreciate achievements; 13) friendly or communicative; 14) peace-loving; 15) likes to read; 16) care for the environment; 17) social care; and 18) responsibility.

The realization of the formation of character education has important aspects to be considered and studied in more depth. The values of character education are interpreted as values, character, morals, and good value determination in overcoming various difficulties and problems that exist in everyday life, especially students in this discussion.

METHODOLOGY

The approach in this study used a pragmatic approach. The pragmatic approach is used because the researcher examines the meaning of certain utterances. Therefore, researchers use a pragmatic point of view in carrying out research. The pragmatic point of view seeks to find the speaker's intention, both expressed and implied behind the speech (Rustono, 1999).

Data collection techniques in this study were carried out by listening and note-taking techniques. The note-taking technique is done by recording homeroom conversations in coaching activities that contain the form and function of illocutionary speech so that it can grow character values in students.

RESULTS AND DISCUSSION

From the results of research that has been carried out with data sources of teacher speech to students in coaching activities, it is found that teacher speech contains values of religious character, integrity, responsibility, independence, and mutual cooperation.

This research was conducted on the illocutionary utterances of teachers in their interactions with students outside of class hours. Research on teacher-student interactions outside of class hours is still rarely done, therefore this research was conducted. The teacher referred to in this study was not a subject teacher, but a teacher who served as homeroom teacher. Based on observations, teacher-student interactions outside class hours are mostly carried out by homeroom teachers. The following is a discussion of the character values that emerge from the illocutionary utterances of the teacher in the teacher-student interaction.

Religious Character

Religion is a character that must be instilled in students from an early age. The value of religious character is a value that can be seen from obedient attitudes and behavior in carrying out religious teachings (Mamluah, 2017). This character makes students have attitudes and behaviors that are obedient to religious teachings

that are rooted in their personality. This character is like a stick for a person because people who have a strong religious character will do things according to religious teachings. He would still hold on to his stick when he was about to fall. The religious character can be observed in the following excerpt of the conversation.

(1) Context: Teachers Record Students Who Have Constraints During Semester Final Assessment During The Pandemic Activities Of Semester Final Assessment Activities Are Helped Online.

Homeroom Teacher: Assalamualaikum. Minta Tolong Di Data Siapa Saja Yang Mengalami Kendala Selama Pas *Online*. Contoh: Dwi Ilmiani (Simdig Dan Akuntansi Dasar)

Student : Waalaikumsalam. Iya, Miss.

The Homeroom teacher's speech contains religious character values. The utterance "Assalamualaikum" is a greeting used by a Muslim. The greeting was immediately answered by the students with "Waalaikumsalam". Based on the utterance, the Homeroom teacher teaches religious characters to students. The greeting if it is always said in every communication will make it a good habit. The Homeroom teacher wants to teach that even if communication is done online, the greeting must still be said.

Honest Character

Honest character is a person's behavior in speaking or doing something that can be trusted. This character needs to be instilled in students so that students have good character. This honest character is also seen in the homeroom's speech to students as in the following conversation fragment.

(2) Context: Teacher Gives Advice To Students Regarding Middle Semester Assessments That Will Start On The Next Day.

Homeroom Teacher: Ayo Segera Tidur. Yang Masih *Online*, *Off* Dulu. Persiapan Buat Pts Pai Besok. Ingat Ya, Menyontek = Mencuri. Tidak Berkah Lho!

Student : Siap, Miss. Pasti Jujur.

In the fragment of the conversation, there is a speech that contains the value of honest character. The utterance is the homeroom utterance, "Remember, cheating = stealing. It's not a blessing you know!" In his speech, the Homeroom teacher reminded students not to cheat because cheating is the same as stealing. Implicitly, the Homeroom teacher through his speech expects students to do PTS honestly. This honest attitude needs to be instilled in students so that they have good character.

The teacher's speech about honest character is most often heard. Homeroom teachers and subject teachers often remind students to have an honest character. This character is one of the important characters that becomes a benchmark for assessing someone. People who do not have an honest character will definitely lose the trust of others. So that this character is important to be taught and instilled in students.

Responsibility Character

The character of responsibility is a moral value that a person must have. Responsibility is a person's attitude or behavior towards duties and obligations both about himself, socially, society, nation, and religion (Tunnisah et al., 2021). Someone who has a responsible character shows good character. The following conversation snippet contains the character of responsibility.

(3) Context: The Homeroom Teacher Asked About The Availability Of Sound And Mic Loaned By Students.

Homeroom Teacher: *Kemarin Sound Dan Mic Pinjam Ruang Pertemuan Ya? Sudah Dikembalikan Belum? Segera Dikembalikan Kalau Belum Karena Mau Digunakan.*

Student : Iya, Bu. Sudah.

The Homeroom teacher said, "Yesterday, did you borrow the sound and mic from the meeting room? Have you returned it yet?" implicitly containing the value of the character of responsibility. The utterance implicitly directs students to be responsible for their actions

independently. The form of responsibility expected by the Homeroom teacher in his speech is that the sound and mic have been returned to their original place. Students must be responsible independently for borrowing tools for their own sake. Therefore, the homeroom's speech implicitly directs students to have a responsible character.

Independent Character

Independent character needs to be instilled in students from an early age. This character teaches students not to depend on others. In the homeroom coaching activities for students, some speeches contain independent character values. This statement can be seen in the following conversation.

(4) Context: The Class Provides Information Regarding The Students That Have To Work In Substitute Of Remediation.

Homeroom Teacher : *Remidi Kores Yang Belum Masuk : Aliya, Diva, Karista, Khikmatul, Dan Maulida. Segera Untuk Dikumpulkan.*

Student : Iya, Bu.

The Homeroom teacher said, "Remidi Kores who have not entered: Aliya, Diva, Karista, Khikmatul, and Maulida. Immediately to be collected." Contains standalone character values. In his speech, the Homeroom teacher informed the students whose names were mentioned to immediately collect the remedial correspondence subjects. The remedial is the responsibility of each student, so students must complete it independently. Therefore, the homeroom's speech contains independent character values.

This independent character needs to be taught to students so that they are not accustomed to depending on others. Students who have an independent character will get used to solving their own problems.

Mutual Cooperation Character

Mutual cooperation is a character that relates to other people. Mutual cooperation

activities include working together and helping each other. The character of mutual cooperation needs to be owned by students so that a sense of mutual care and togetherness is embedded with others. In the coaching activities, it was found that the homeroom's speech contained the value of the character of mutual cooperation.

(5) Context: The School Holds Post-Flood Cleaning Activities About The School. Students Are Required To Clean The Class And To Arrange Tables And Chairs.

Homeroom Teacher: Meja Kursi Tolong Di Tata, Yang Cowok Semuanya Ikut Membantu, Yang Perempuan Juga Saling Bantu.

Student : Siap, Bu.

The Homeroom teacher said, "Please arrange the tables and chairs, all the boys help, the girls also help each other." in the fragment of the conversation contains the value of the character of mutual cooperation. The Homeroom teacher asked students to help each other in arranging tables and chairs, not only male students, but also female students had to help. This will indirectly foster the character of mutual cooperation in students, so that if they get into trouble they will help each other.

Students who are accustomed to having the character of mutual cooperation will have a big soul. They certainly will not be selfish and always selfish human beings. Therefore, the character of mutual cooperation needs to be taught by the teacher as one of the people that students trust.

The characters found in the illocutionary utterances of teachers in teacher-student interactions are important to instill in students. In society these characters are needed so that students have sensitivity to the surrounding environment. Humans as social beings definitely need other people in living life. The characters that appear in the illocutionary utterances of the teacher will be the provision of students in carrying out their roles as social beings.

CONCLUSION

In the teacher-student interaction, there are character values that appear implicitly in the homeroom's speech, namely the values of religious character, honesty, responsibility, independence, and mutual cooperation. These character values are expected to be embedded in students so that students have strong and good characters. Students who have strong and good characters will minimize deviant behavior. In addition, a good character can improve his social skills. Based on the conclusions of the study, teachers need to pay attention to the character of students in order to better know and understand each other's character. Teachers also need to pay attention and choose the appropriate form and function of illocutionary speech so that the use of illocutionary speech can have a positive impact on the character of students.

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