

Sociopragmatic Review of Teacher Tutoring in Learning Interactions in Senior High School

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Abstract

In classroom interaction, teachers always use speech. The instructor has the intention that the students take action by the wishes of the teacher. The purpose of this research is to find and to describe the form, purpose, implicature, and function of teacher speech illocutionary in an interaction of learning in Senior High School. The data were collected by using *Simak Libat Cakap* (SLC) technique, *Simak Bebas Libat Cakap* (SBLC) technique and interview technique using skill and fishing technique. Data analysis is done by contextual analysis method. The form of teaching teacher illocutionary contained in the interaction of learning in high school tangible direct speech and indirect speech. The purpose of the illocutionary of teacher's speech in the interaction of learning in high school is to inform the activities at school, to explain the instruction of the activity, to define the term, to ask the lesson material, to justify the inappropriate student answer, to draw the students attention to the lesson, and to instruct the students to do something and ordered not to do anything. The implication of teacher's speech in the interaction of learning in Senior High School is the conventional implicature based on the agreement of the student with the teacher at the beginning of the activity and the unconventional implication based on the context and the teacher's speech in a speech event. The function of the teacher's teacher's illocutionary in the interaction of learning in Senior High School is representative of the truth of teacher's speech, directive directive directive, expressive showing teacher's expression, commissive in the form of offering teacher promise to students, a declaration in the form of punishment sentence to the students.

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INTRODUCTION

Speaking is an action expressed through language accompanied by movement and gestures of the limb to support the delivery of the speaker's intent. In the process of speech, it is determined that there are several aspects of the speech situation, among others: (1) the greeting (*penyapa*, speaker) and the addressed (speaker), (2) the context of a speech (background), (3) the purpose of a speech, (4) speech as a form of action, (5) speech as a product of verbal action (Leech, 1993). Some of the things related to the status of information are (1) new information and old information, (2) the most important information (focus) and supporting information (Khairah, 2014).

The first sociolinguistic conference taking place at the University of California, Los Angeles, 1964 (Rokhman, 2013) has formulated seven dimensions in sociolinguistic research. The seven dimensions are (1) the social identity of the speaker, (2) the social identity of the listener involved in the communication process, (3) the social environment in which the speech event occurs, (4) synchronic and diachronic analysis of the social dialects, (5) different social judgments by speakers of the behavior of speech forms, (6) levels of variation and linguistic variety, (7) practical application of sociolinguistic research.

The use of language in classroom learning is a communication reality that takes place in classroom interactions. The language used is the default language. The standard language is a symbol in the world of education and intellectuals (Rokhman, 2010). Teachers as people who have an important role in the teaching and learning process always use speech as a medium to convey ideas to students. However, the Student is an input component in the educational process (Hamalik, 2013). Success or failure of the education process depends on the students itself.

In the learning activities will appear illocutionary teacher's speech. The instructor has the intention that the students take action by the wishes of the teacher. Illocutionary instruction has the purpose of instructing students, explain,

admonish, and so on (Maryanto, 2017). As a result of the teacher's speech, students will follow what the teacher wants. Based on the background, this research focuses on the elocution of the teacher's speech in the interaction of learning.

Zulaeha (2008), Study "The Needs of Teachers, Students, Teaching Materials, and Strategies in Developing Creative Multicultural Learning Context" has been produced conclusions teachers should be able to manage to learn to be democratic, effective, and fun with approaches, methods, and techniques. Zulaeha (2013), has also conducted research entitled "Development of Multilingual Contextual Learning Model of Indonesian Language Learning." In this research, it is concluded that the activity of listening and reading skill at the student application stage provides comments, conveys opinions, ideas, and ideas of the subject matter related to the context of multicultural understanding.

Holmes (1984), in his research entitled "Modifying Illocutionary Force," states that mitigation is an interesting pragmatic concept that has attracted attention. It can be useful to consider a more general communicative strategy for modifying the power or power of speech acts, that is, damping and enhancing.

Seedhouse (1996), in his research entitled "Classroom Interaction: Possibilities and Impossibilities." In this study disclosed the fundamental problem inherent in classroom communication. Cao (2009) study, entitled "Illocutionary Acts of Chinese Legislative Language" compares the pragmatic differences of Chinese legal language used in the two Chinese-speaking jurisdictions.

Sbisa research (2001), entitled "Illocutionary Force and Degrees of Strength in Language Use," in this study concluded that mitigation appears not as a superficial phenomenon merged into speech acts, but as an adjustment and tuning of the effects of the illocution itself.

Liu (2010), with the results of his research entitled "A Pragmatic Account of Anaphora: The Cases of the Bare Reflexive in Chinese" explains

that the use of language allows for openness and makes mutual relationships between speakers and partners said.

Emike research (2013), entitled "The Illocutionary Frames Principle (IFP) and the Austinian Postulations: A Clause-Structure Investigative Discourse. In this study the findings resulted in: clauses that verb acts of speech occur determine the illocution of acts done in the discourse, among others; linguistic problems abound, which reveal the strengths and weaknesses of the Austinian postulation; besides determining what is communicated in the discourse, the clause structure also has effects and implications on meaning and participants.

Akinwotu research (2013) "A Speech Act Analysis of the Acceptance of Nomination Speeches of Chief Obafemi Awolowo and Chief M.K.O. Abiola". In this study, we examine the role of language in communication and interpretation of intent by examining selected political speeches as the fruit of discourse with a specific purpose. The object of investigation is some significant illocutionary actions that convey the speaker's intentions in acceptance of a candidate nomination speech in Nigeria. This study is based on insights from J. L. Austin theory of action (1962) speaks. The five categories of speech acts identified by Searle (1969, 1976) are significant in speech. Istiningdias research (2014) "Illocutionary Acts in Declarative Mood: A Functional Grammar Approach" focuses on two main points, namely the role of the act of illocution and the type of action of the illocution.

Research from McConachy (2015), entitled "Teaching the Pragmatics of English for Intercultural Communication," generated the function of a Pragmatic material for students. Allan research (2016), entitled "Reports, Indirect Reports, and Illocutionary Point" shows that speech can serve as a diagnostic of the point of an illusion of the source of speech. The purpose of this research is to find and describe the form of teacher speech illocution, the purpose of teacher speech illocution, the implication of teacher's speech, and the function of teacher's speech illocution in the interaction of learning in Senior High School.

METHODS

In this study used two approaches, namely the theoretical approach, and the methodological approach. The theoretical approach uses a sociopragmatic approach. With the sociopragmatic approach, the speech will be examined on the relationship between language and community of speakers, variations in the use of the language of the community, the underlying issues influenced or influencing the different sociocultural aspects of society and the speakers and the context. The methodological approach using a descriptive qualitative approach. The purposes of the descriptive qualitative approach are to describe the complex social reality by way of descriptive, classifying, analyzing, and interpreting data according to their natural conditions (Djajasudarma, 1994). A qualitative descriptive approach as a methodological approach is used with the intent to understand the phenomenon of what is experienced by research subjects such as action, behavior, perception, motivation, and others by way of description in the form of words and language (Moleong, 2007).

The primary data source in this research is teacher's speech recorded while teaching. Especially the speech that contains the illocution when the teacher conversations with his students in the interaction of learning. The secondary data source in this research is a result of an interview with teacher and student. This interview is used to determine the function of the teacher's speech and implicatures in the illustration of the teacher's speech. Sources of secondary reference data used in this study are the study and research writing about speech, pragmatic, and learning interaction; in the form of articles, papers, journals, books; relevant prior studies, with this study.

The technique done in this research is the recording technique, observation technique, interview with fishing technique. Step analysis of this data is the most important step to get answers from the problem you want to solve. Teacher's speech illocution were analyzed using contextual analysis methods. This grouping is done by grouping data based on the form of illocution, the

purpose of illocution, the function of speech illocution. The final step is the conclusion of the research results based on the problem.

After performing data analysis, the researcher then performs the data presentation. The results of this research analysis are presented in the form of description about the form of speech illocution, the purpose of illocution, the implicature description and the function of the illocution of teacher's speech in the interaction of learning.

RESULTS AND DISCUSSION

Behavior, Objectives, Implicatures, and Functions of Teacher Tutoring in Learning Interactions in High School

1. The Manifestation of Teacher's Tutorial

Based on the form of teacher speech is divided into two, namely direct speech and indirect speech.

a) Direct Speech

Conventional functionalized wording sentences for saying things, asking sentences to ask questions, and commanding sentences to ask, invite, beg, etc., the speech that is formed is a direct speech.

Here is a live tutorial of teacher's speech in the learning interaction.

- (1) Context: The teacher will leave the class, but he sees that there are still many students who have not yet collected a task (the book).

Teacher : **The book of duty was immediately collected!**

Students : Yes, ma'am.

Learning activities are over. The teacher will leave the class, but she sees that there are still many students who have not yet collected duties. The teacher then asks the students to collect their workbooks quickly. Hearing commands from the teacher, the students then scatter forward to immediately collect their workbooks even though there are not yet done. The remarks in the above conversation fragments include direct speech

because the form or structure and function are the same.

b) Indirect Speech

Indirect speech, i.e. if there is no direct relationship between the structure with the function. The following are indirect pieces of teacher's speech in the interaction of learning.

- (2) Context: (The last hour lesson has been finished The teacher finishes the lesson and asks the students to pack Each end of the class the students are required to sing the required song)

Teacher : **Let's sing!**

Students : Yes, Sir. (packing and putting books into bags)

The lines above include indirect speech utterances because the sentence structure and function are not the same. The sentence structure is "**Let's sing!**", its function is not to invite students to sing but to invite students to end learning activities and packing.

2. The Objective of Teacher's Teaching Tutorial

According to Ibrahim (1993), the teacher's speech is a speech that has the following purposes: inform, explain, define, question, justify, attract attention, and order or order. The following teacher's speech is based on its purpose.

a) Inform

Here is a teacher's speech that aims to inform.

- (3) Context: (UNBK simulation is less than a week away) Students are still hesitant because they have not received any assurance from the school about whether or not the activity took place. The teachers who take care of UNBK come to class to give information about the implementation of UNBK)

Teacher : **Children, the implementation of UNBK simulation will be held on Monday and Tuesday on 13 and 14 February.**

For the distribution of the session, please see on the Computer Lab's front announcement board.

Students : Horeeeeeeeee...

Speech above is a speech that provides information speakers to the said partner because with the said speech said the partners get new information from speakers.

b) Explain

Here is a teacher's tutorial that aims to explain.

- (4) Context: (Today is the first day of the second UNBK simulation, the school first performs the UNBK simulation because the first simulation of the school does not implement it. The student cannot fill the user and password in UNBK implementation The teacher guides the students in charging user and password when implementing UNBK)

Teacher : Are you ready?

Students : Already...

Teacher : **Good. Now you do log in with username and password contained in your test card after that enter the tokens that you can read on the LCD screen in front of you.**

Students : (Students implement)

In the speech, the teacher explains how to login to UNBK Simulation program. Students follow the teacher instructions on how to fill user, password and token.

c) Define

Teachings that the teacher aims to define are in the following speech.

- (5) Context: (Student of class XI of Mathematics and Natural Sciences 6 gets the subject matter about the structure of the biography text. It is already daylight, so the students are passive. The teacher tells the definition of the structure of the biography text)

Teacher : The text structure of the biography story coherently is as follows. **Orientation is the introduction of a character or actors in the biography of the story in general, such as name, place, and date of birth, family background, and educational history.**

Students : (Students pay attention)

The teacher's tutorial defines the meaning of the Orientation, which is the introduction of the character or actors in the biographical text of the story in general, such as name, place, and date of birth, family background, and educational history. Students give attention to understand the teacher's explanation.

d) Inquire

Inquire is the teacher's aim in the following speech.

- (6) Context: (The classroom is quiet. The students are sleepy. The teacher explains about film and drama. To find out the students' learning outcomes at the meeting that day, the teacher asks the students)

Teacher : **Who knows the difference between movies and drama?**

Students : I am sir. (resounding)

Tutor teacher "**Who knows the difference between movies and drama?**" it is a teacher's speech that aims to ask the difference between film and drama.

e) Justify

Here is a teacher's speech that aims to justify.

- (7) Context: (Teacher gives an assignment to the student to do matter about the angle in mandatory mathematics subject. Student's answer is less correct. Teacher helps the student o answer)

Teacher : **"To find the angle we have to find this angle first because otherwise, it will be**

difficult” (while pointing to the formula written on the board)

Students : (Silence and attention)

The teacher's instruction is done because the students have not answered correctly. The teacher helps to justify the student's wrong answer. The purpose of the teacher's speech above is to justify.

f) Draw attention

Teachings of teachers who aim to attract attention are in the following speech.

(8) Context: (The teacher is explaining the subject matter in front, the situation is at the break, the next class has been rested by the teacher The students in the class begin to row)

Teacher : **Take a look!**

Students : (still crowded)

Teacher : **Halo...!**

Students : Hi...

Spout **“Take a look!”** and **“Halo...!”** by the teacher is an utterance spoken by the teacher to attract students' attention.

g) Reign

Based on the results of the study two speech teachers aim to rule. The teacher's aim to rule/imperatively is a positive imperative and a negative imperative.

A positive imperative is a speech in the form of a command, not a prohibition. These include:

(9) Context: (Teacher is already in class When will start lesson teacher see chalkboard not yet cleaned Student nobody clears whiteboard)

Teacher : **Whiteboard still dirty?**

Students : (there is a forward to delete the writing on the board)

Speech delivered by the teacher **“Whiteboard still dirty?”** is a speech that aims to govern.

The negative imperative is a prohibited speech. These include:

(10) Context: (The student has done the teacher's job, but there are still students who have not finished the task less than five minutes to finish)

Teacher : **Duties must be collected today. It should not be too late. Clear!**

Students : Yes, mom

Speech delivered by the teacher has the intention that the teacher gives the command to the students. To quickly collect the task. And it should not be too late. The purpose of the teacher's speech is to rule/negative imperative.

3. Teacher's Teaching Imagery Implicatures

The conversational implicature occurs because an utterance has implications of a proposition that is not part of the utterance (Gunarwan, 1994 in Rustono, 1999). The implications of teacher engagement illustrations in the learning interactions include conventional implicatures and unconventional implicatures.

a) Conventional implicatures

Here's a convolitional implicature speech.

(11) Context: (Teacher is already in class. There is a late student and after asking permission, the student is seated. When the teacher starts the lesson, she sees the blackboard that has not been cleaned. In the class there has been the acceleration since the beginning of the meeting the students who should clean the whiteboard)

Teacher : **Who was late?**

Students : Ridho, forward (while looking at Ridho)
(Ridho forward to removes the writing on the board)

The implicature of the speech is the conventional implicature since the meaning of the teacher's speech is not in the principle of a

speech utterance. The purpose of the teacher's speech is already known to the students based on a mutually agreed agreement at the beginning of the meeting. The deal is a student who is late to clean the board.

b) Unconventional Implications

The following is a nonconventional speech.

(12) Context: (Teacher gives group assignment to student after finished completion the student is asked to convey the result of the discussion in front of the class After the two groups progressing unfavorably, the teacher asks the third group to go forward)

Teacher : **I choose another group. Is there are Eva Putri Lestari's group? Okay...**
(Eva Putri group come forward)

This interrogative tutorial is a form of teacher's instruction to Eva to come forward. It can be concluded that the implicatures contained in the above speech are unconventional implicatures.

4. Pragmatic Functions of Teacher's Tutorial

Pragmatic functions of speech are categorized into five types by Searle (in Rustono, 1999). Here is the pragmatic function of the teacher's speech in the interaction of learning.

a) Representative

A representative utterance is an utterance that binds the speaker to the truth of what is being uttered.

Here is a representative speech.

(13) Context: (The teacher announces the student's daily re-results that most of the results score are under the KKM)

Teacher : **After I corrected your test results, it turns out you need to learn more diligently**

Students : haaaa (crowded)

Spout teacher **"it turns out you need to learn more diligently,"** states that if students learn diligently then surely they will get better

results. It speaks the truth of the teacher's speech, and there is already evidence from the teacher based on his experience during his teaching. Such an utterance is called a suggested representative.

b) Directive

The directive or impositive directive is the speech intended for the speaker to say the actions mentioned in the speech. The directive directives are in the following dialog.

(14) Context: (The teacher is explaining the subject matter. The situation is a rowdy class because the students are talking to their friends.

Teacher : **You're new in charge huh? New in charge huh?**

Students : (rather quiet)

The teacher's instruction is to ask the students to be quiet. The speaker (teacher) asks the partners to take action mentioned in the speech. The utterance is intended for partners to take action as intended by the speaker. This is called directive to govern.

c) Expressive

An expressive utterance is a speech that the speaker intended for his speech to be interpreted as an evaluation of what is mentioned in the speech. Expressive lectures in learning activities of Biology in high school, as follows.

(15) Context: (In the morning the teacher enters the class The students are preparing the lesson at that time)

Teacher : **Good morning kids**

Students : Good morning ma'am

Function pragmatic speech "good morning kids" is expressive to congratulate. By telling the speech the teacher gives a cheerful expression and rewarded with the joy of the students as well.

d) Commissive

The commissary speech is the utterance that binds the speaker to carry out what is

mentioned in his speech. The form of commissary speech is in the following speech.

(16) Context: (Final test of the semester is approaching. Teacher gives the lecture of the subject to the student to copy)

Teacher : **Please later for if the example not clear, then you do not understand, it can be asked to me**

Students : Yes

The utterances that offer the promise is to serve as commissary speech. The taunting is “**Please later if the example not clear; then you do not understand, it can be asked to me.**” In the speech, the teacher indirectly provides offers and promises to the students when having difficulty.

e) Declarative

Declaration Speech is an utterance intended by the speaker to create new things (status, circumstances, etc.). Declarative instruction is found in the following speech.

(17) Context: (Teacher is in class, some students look nervous because they do not do homework in that class there has been a preconception since the beginning of the meeting that students who do not do chores or homework should clean the blackboard)

Teacher : **Who does not do homework?**

Students : **Apvi**, forward (while looking at Apvi)
(Apvi forward deleted the writing on the board)

The pragmatic function of the teacher's speech in the above conversation is the declarative sentencing. Declarative sentencing because in the speech the teacher gives punishment to the students to remove the writing on the blackboard due to he was late to the classroom.

CONCLUSION

The form of teacher's illocution contained in the interaction of learning in high school

tangible direct speech and indirect speech. The purpose of the illocution in the interaction of learning in high school is to inform the activities in the school; to explain the instruction of the activity; to define the term, to ask the lesson material, to justify the inappropriate student answer; to draw the students attention to the lesson; and to instruct the students to do something and ordered not to do anything. The implication of teacher's speech in the interaction of learning in Senior High School is the conventional implicature based on the agreement of the student with the teacher at the beginning of the activity and the unconventional implication based on the context and the teacher's speech in a speech event. The function of the illocution of teacher's speech in the interaction of learning in Senior High School is the representative that expresses the truth of the teacher's speech, directive directed to the expressive, expressive expression of cheerful teacher, commissive in the form of offering teacher promise to students, the declaration in the form of punishment sentence to the students.

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