

## Humanist Expressive Utterance Function and Form in Teaching Learning Interaction at Vocational High School

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### Abstract

Communication in teaching learning process needs utterance which is expressive and humanist, so that the message conveyed can be received by locutors. Humanist expressive speech act is needed both by teacher and students in class. This research is aimed to describe shape and function of humanism expressive utterance on teaching-learning process in industrial Technology vocational High School. The utterance action is classified into declarative, representative, expressive, directive and commissive. The discussion is focused on industrial Technologi vocational high school. Utterans action on learning-teaching interaction in industrial Technology vocational high school. Collecting data uses sap tapped method. Research metod uses qualitative-descriptive research. Speaking method is used to analyze shape and function of humanist expressive utterance. The research results are, first, humanist expressive utterance shape, includes, (a) direct utterance, is utterans which is appropriate between modus and its function. Direct utterance modused imperative, declarative, interogatif, (b) indirect utterance is utteran which is not appropriate between modus and its function. Indirect utterance action modused interogative-imperative and declarative-imperative. Function of humanist expressive utterance (a) asking for forgive, (b) saying greting, (c) conveying grivance, (d) criticizing(e) complimenting, (f) allusing.

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## INTRODUCTION

Teaching-learning is a process which is done continuously between teacher and student. Sukmadinata (2013) said that teaching-learning activity is an interaction process between teacher and student, with a purpose to change students' behavior having self-supporting and maturity.

A teacher conveys his idea shortly, obviously, completely, rightly, and polite, so that the idea can be received appropriately and completely. To convey idea appropriately needs an appropriate utterance, it does not cause a mistake in interpreting or construing utterance, needs expressive utterance and also must be humanist. Because social interaction activity includes conversation and action, Subyantoro (2014)

Teacher and student communicate well as responses to what they receive. Students will response the utterance by humanistic, because receiving the utterance which humanizes/humanist. Quality, quantity, relevancy, and clarity of message will be disturbed if teacher and student do not pay attention on it.

So, teaching-learning process is a process of interaction activity between two parts, they are students as the part who are studying and teacher as the part who is teaching. This teaching-learning process happens through an interaction with language as a media, both orally and written. As well known that every student has different behavior patterns (Hidayati, 2018).

Speech act as a functional unity in communication. Quality, relevancy quantity, and message clarity will be disturbed if teacher and students do not pay attention on princip in communicating.

The most common communication is that the speaker and listener try to cooperate to communicate accurately and effience (Thakur, 2016).

Language as a means of communication has important role. In line with that, Zulaeha (2015) adduced that the approaches which are improved in teaching-learning language are communicative and contextual approaches. Aob

well known that every student has different behavior patterns.

Communicative approach is a set of assumptions which are related each other and also concerns on language's character, teaching language based on communicative competition.

Speech act is classified into five kinds, according to Yule (2006), they are; declarative, representative, expressive, directive and commissive. The difference of declarative, representative, expressive, directive and commissive is located in its modus.

Modus is an utterance which expresses psychological condition related to the action based on interpretation of speaker about what he utters. An expressive speech act is a speech act which expresses something felt by speaker as happy, sad, hate, like, and hatred. (Yule, 2006)

The discussion emphasis is focused on expressive speech act. The expressive speech act is utterance form which has function to express or show speaker's psychological behavior toward a condition, whether in a condolence, complimenting, criticizing, grumbling, blaming, expressing congratulating, and also flattering, Leech (1997).

To reach a harmonic communication between teacher and students not only needs expressive communication, but also speech act which humanizes human (humanist).

Humanist education looks on students in its context as a human who have each unique placed as an individual who is as a human with all of their lack and excess, Adam (2015).

The humanist value aims so that we do good to other people, humanize human on the basis of their prestige and dignity as a human, Wibowo, et al. (2017)

Based on its form, speech act is divided into direct speech act and indirect speech act, Wijaya (1996).

There are six speech act functions, according to Chaer, and Agustina (2010) mentioned language functions are (1) personal function (emotive function), (2) directive function, (3) fatigue function, (4) referential function, (5) meta-linguistic function and (6) imaginative function (poetic).

This research is supported by previews research done. Setiawati (2012), Sanusi (2013), Sari (2015), Chamalah, and Turahmat (2016), Ariyanti, and Zulaeha (2017).

This discussion is aimed to describe form, and function of humanist expressive speech act, in teaching-learning interaction at Industrial Technology Vocational High School (SMK N 1 Semarang, Jawa Tengah, Indonesia).

**METHODS**

The method used is descriptive qualitative, which has a view that a reality is viewed as a holistic, complex, dynamic, and meaningful thing and inductive mindset, Sugiyono (2014). With a purpose to describe humanist expressive speech act between teacher and students on teaching-learning process in Vocational High School. By using descriptive-qualitative approach, so that it can describe shape and function of humanist expressive utterance really.

The shapes of humanist expressive speech act involve direct utterance and indirect utterance. Humanist expressive speech act function is, to say greeting, thanking, criticizing, complaining, flattering or praising, apologizing and also quipping, which stands on humanism values.

Adaptation from some resources, humanist utterance level divided into some criteria:

Humanist level	Criteria
Really humanis	Utterance which uses greeting by mentioning name
More humanist	Utterance which uses greeting sir, mom, brother or sister, young brother or young sister without mentioning name
Humanist	Utterance which humanizes human, not offend interlocutor
Less humanist	Common utterance without accompanied a friendly greeting
Not humanist	Rude utterance and not using greeting and also offend interlocutor

Collecting data was done by recording teaching-learning process in class, then by doing looking on method with base technique, called tapping technique. Looking method, is by looking on language use, because the subject taking has the form utterance in teaching-learning

process, then transcribed. The data collection is by analyzing every utterance in interaction of students and teacher in teaching-learning process.

Utterance with language investigation (language use) and context which influence each other analysis (expressive humanist) in teaching – learning interaction in class influences utterance society (students of SMK Negeri 1 Semarang) to utterance function.

**RESULTS AND DISCUSSION**

The discussion of humanist expressive utterance involves shape and function of humanist expressive utterance in interaction at vocational high school, by seeing humanis value based on humanism level, as below:

**Direct Speech Act**

Direct speech act is a suitability of utterance’s modus and its function conventionally. Imperative, interrogative, and declarative utterance conventionally, is uttered to express an information, asking, and ruling.

**Declarative Modus**

Declarative modus is a modus contains statement or giving information to speaker partner.

**Context 1**

Teacher informs students to wear wearpack when practicing in machine shop for engineering majority and the teacher informs its advantage.

Pendidik : ”Kenapa kalau kalian praktik harus pakai celana werpark lengkap dan sepatu?

**Karena di bengkel kita berhubungan dengan mesin, oli, dan banyak kotoran”**

(Why must you wear wearpack pants completely and shoes?

**Because in the machine shop, bears with machine, oil, and much dirt.”)**

Expressive utterance in contexts 1 is a statement of teacher, the use of wearing wearpark and shoes. That utterance is appropriate to modus. Modus expresses speaker’s behaviour to what he utters, Verhaar (1996).

Teacher conveys information as a reason of wearing shoes and wearpark in joining

practical in machine shop. If they don't wear equipment of machine shop so that the uniform will be dirty because it is stricken by oil, machine, and also much dirt.

That utterance actually includes in less humanist utterance, because it only uses greeting *you*. Although that utterance can be received well by teacher and students, because its modus is as meant.

### Imperative Modus

Imperative modus is a modus which contains imperative, appeal, or prohibition.

#### Context 2

When the history lesson in class XI engineering, students are asked to present as dealt before.

Pendidik : "Ayo maju, seperti kemarin yang sudah disepakati!, ayo kelompok satu!

("Go forward, as yesterday as we dealt!  
The first group please!")

Peserta didik : "Belum bu, belum.."

(Not yet mom, not yet...")

In contexts 2, teacher's utterance asks students to go forward presenting as dealt in previous teaching-learning. The imperative shape uses word, *ayo*. The imperative sentence conveyed is appropriate as its modus. Modus expresses speaker's behaviour to what he utters, Verhaar (1996).

Imperative modus is a sentence which asks the listeners or readers do an action, Chaer (2009).

Teacher gives a rule by reminding to deal before. This imperative sentence can be an imperative sentence, suggestion or prohibition.

At utterance "Ayo maju, seperti kemarin yang sudah disepakati!, ("Go forward, as yesterday as we dealt!"), teacher rules students expressively. If students are demur, teacher reminds to the dealt done.

Humanist value is there in utterance above, is the teacher rules to come forward while he is preparing that in previous teaching-learning, they have had mutual deal. Based on the humanism criteria, that utterance involved in common humanist utterance, because teacher asks without using greeting, although students

use greeting "Mom". Although that utterance can be received in dialogue.

### Interrogative Modus

The utterance which has interrogative modus is an utterance as a question to the locutor.

Interrogative modus is a sentence which expects there will be an answer verbally, this answer is a confession, information or opinion from listener or reader, Chaer (2009).

#### Contexts 3

Teacher explains by asking and answering about the way to turn the driving vehicle.

Pendidik : "Setiawan, bagian apa yang dapat membelokkan kendaraan ke kanan dan ke kiri?

(Setiawan, what part can turn vehicle to right and left?")

Peserta didik : "Timeng bell Pak, karena dipindahkan untuk membelokkan laju kendaraan (Timeng bell, because it is disown, moved to turn vehicle's rate.)"

Pendidik : "Fungsinya apa, Setiawan?

(What is its function, Setiawan?")

Peserta didik : "Dengan membelokkan roda depan tidak dengan membelokkan stringwell Pak. (By turning the front wheel not by turning stringwell.)"

Pendidik : "Adakah kendaraan yang dibelokkan dengan roda depan?"

(Is the vehicle turned by frontwheel?")

Peserta didik : "Ada Pak, Forklip (Yes sir, Forklip.)"

Speech act in contexts 3, happens when teaching-learning in an automotive workshop, when the teacher is explaining suspension. Interrogative modus in sentence is an utterance which hopes an answer verbally, this answer is a recognition, information or opinion from listeners or readers, Chaer (2009).

Interrogative modus in sentence "Apakah kendaraan dibelokkan dengan roda depan saja?" ("Is the vehicle turned by frontwheel?"), the teacher digs information by asking the purpose to assess, whether students understand suspension material or not. Based on dialogue above students effort answering correctly the question from teacher.

Students answer," Tidak Pak! dengan membelokkan stringwell". ("No. Sir! by turning stringwell.") Together.

It shows that students understand suspension material well.

Humanist value in utterance (3) is there is greeting "Pak" ("sir") and mentioning student (Setiawan). Based on humanism level, this utterance shows more humanist utterance.

### Indirect Speech Act

Indirect speech act is a speech act which is not appropriate between modus and its function. Indirect speech act happens when imperative modused utterance conveyed with interrogative modused utterance, or declarative modused utterance conveyed with imperative modused utterance.

### Imperative-interogative Modus

Imperative-interogative modus is an utterance modus forms of interogative, but it means to express imperative. In his utterance, the teacher asks (interogative) to students, but there is another meaning is giving rule (imperative).

#### Contexts 4

When teaching-learning lathe in engineering workshop, students ask the key to teacher, and teacher take unconsciously students rule teacher.

- Peserta didik : "Kuncinya di mana Pak?"  
("Where is the key Sir?")  
Pendidik : "Ini?" ("Is this?")  
Peserta didik : "Bukan ini, Pak."  
("Not this one, sir. Thank ")  
Pendidik : "Ini?" ("Is this?")  
Peserta didik : "Ya ini, Pak. Terima kasih Pak."  
("Yes this one, sir. Thank you, sir")

The speech act in context 4, happens when a student asks a key to the teacher, and the teacher takes spontantly. Utterance form happens is students ask "Dimana kuncinya Pak? ("Where is the key?"), the teacher should answer " Di suatu tempat" ("In a place"). But the teacher's answer is "Ini" ("Is this?") with answer which simultaneously followed by taking action. That conversation includes in indirect utterance/speech act. This indirectness happens because the modus is in form interogative which actually has function as imperative.

Indirect speech act if there is an indirect relation between structure and its function, Yule

(2006). In line that opinion, indirect speech act is other-modused utterance which is used conventionally (Rustono, 1993). That conversation 4, included in indirect utterance category. Unsustainability happens because modus in form interogative functionates as imperative actually.

Humanist value occurred in conversation above, based on humanist level is more humanist, because it uses greeting "Sir".

### Humanist Expressive Speech Act Function

Some expressive utterance function included in a conveyed utterance by speaker to the locutor, can functionate as greeting, thanking, or appologizing. Further more it functionates to criticize or give suggestion, functionates to convey complain, blame, flature or quip.

### Suggesting and Criticizing

Criticizing means giving feedback or response to an utterance or behavior done by speech partner, both of positive response and negative response. Someone gives response or critic, usually because what he hears or looks is not appropriate to what he thinks.

#### Context 5

Teacher suggest students to be careful with lathe machine.

- Pendidik : "Ati-ati, ojo koyo kakak kelasmu! Jadi gini, pas nyalake to, listrike mati posisine mesin bubute miring, dia ngerjake lainnya. He, la nyala, weh..., kena ininya. (kakinya patah)  
("Be careful, don't be like your senior!". So like this, when he is turning on, the electric is tilt, he is doing another thing. Then, the electric turns on, weh, get hit his. (his leg is broken)")  
Peserta didik : "Angkatane siapa pak? Yang sekarang kelas tiga Pak?  
("Whose generation, sir? Is he now at third grade?")  
Pendidik : "Ya sekarang kelas tiga."  
("Yes, now he is the third grade.")  
"Ati-ati, ojo koyo kakak kelasmu! Jadi gini, pas nyalake to, listrike mati posisine mesin bubute miring, dia ngerjake lainnya. He, la nyala, weh..., kena ininya. (kakinya patah)  
("Be careful, don't be like your senior!". So like this, when he is turning on, the electric is tilt, he

*is doing another thing. Then, the electric turns on, weh, get hit his. (his leg is broken)"*

Conversation in context 5, happens in machine workshop, when they are practising; teacher looked there was a machine turning on when they had gone home. It happened because when the machine was turned on, the electrical died and they did not know when the electrical had turned on.

Humanist expressive speech act functionates as emotive, that function which related to feeling. The feeling in conversation 5, is love of a teacher so that students do not experience an accident with lathe.

The shape of teacher's advice to students to be careful with lathe when electrical is off, so that the machine position is backed, "*Ati-ati, ojo koyo kakak kelasmu! ("Be careful, don't be like your senior!)*". Appropriate to functionalism view, the use of language can be separated from its function and other components (Idris, 2008).

Humanism value in conversation 5, is more humanist. This humanism seemed in the use of greeting "*Pak*" ("Sir") students to teacher by reminding students to be careful. On the other hand, teacher uses only humanist utterance. Because common utterance is without greeting.

### Quipping

Quipping is denouncing or bullying someone indirectly or honestly, usually uses different words with meant word. Quipping is also in form word which has different value to real word.

#### Context 6

Teacher reprimands students who puts their head sleeping on table quiply.

Pendidik : "Le, kamu kok berat bawa kepalamu to? Kalau berat, kepalamu taruh luar sana!"  
 ("Son..., you looked so heavy to bring your head. If it is heavy, put your head outside, please.")

Utterance in context 6, teacher quips student who put his head (sleep) on the table, with sentence, : "*Le, kamu kok berat bawa kepalamu to? Kalau berat, kepalamu taruh luar sana!*" ("Son..., you

*looked so heavy to bring your head. If it is heavy, put your head outside, please."*)

Utterance which is conveyed by teacher is different to the meant utterance. Teacher means to ask for students to get up so that they will be serious in joining lesson.

Teacher uses different words, but students understand the meaning of quip conveyed by teacher.

The humanist value in utterance 6 is actually more humanist, because of using greeting "*Le=Nak*", but this quipment means deeply, so that this utterance is not humanist.

### Apologizing

Apologizing is an utterance conveyed to express a regret of a happen done.

#### Context 7

Teacher permits late students to enter class when Mathematics lesson.

Pendidik : "Terlambat ya?  
 Ayo segera mengikuti!"  
 ("You are late. Join soon!")

Peserta didik : "**Maaf Bu.**"  
 ("**I'm sorry, Mom** )

Conversation 7 is a conversation of a student who apologizes, because he have been late entering class. "*Terlambat ya? Ayo segera*" ("*You are late. Join soon!*") there is a chance gift sincerely, so that the student apologizes bravely. "*Maaf Bu.*" ("*I'm sorry mom.*")

Humanism value from conversation 7, above is more humanist, because students use greeting, "*Bu*" ("*Mom*"), but teacher greets without greeting.

### CONCLUSION

Based on the research is got as. First, humanist expressive utterance form are direct and indirect utterance. Direct utterance has modus imperative, declarative, interrogative. On the other hand, indirect utterance has modus interrogative-imperative and declarative-imperative.

Second, function of humanist expressive speech act is to criticize or suggest, to express

apologizing, functionate to apologize, quip, and suggest.

From a number of utterance data gotten, A very humanist utterance there is 3 utterance, A more humanist utterance there is 12 utterance, A common humanist utterance there is 32 utterance, A less humanist utterance there is 16 utterance, A unhumanist utterance there is 21 utterance.

So that speech act at Vocational Industrial High School tends to common humanist, but it can be received by locutors.

The suggestions can be recommended are (a) the use of humanist expressive speech act is hoped to be able to be cultured in many interactions, not bounded in interaction in teaching-learning at school, (b) other researchers is hoped to be, (c) able to develop the same research by expanding research object, another humanist expressive speech act in interaction by pragmatic or sociolinguistic analysis, humanist directive speech act in teaching-learning interaction.

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