Directive Speech Acts on Teaching Styles of Online Learning Mentor in Ruangguru Application

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Article Info

Abstract

Speech acts in learning interactions are one of the interesting language studies to be studied because this is not only related to linguistic aspects but also affects social culture. This research is motivated by the mentor's speech acts in delivering learning materials with their own style or characteristics. Based on these problems, directive speech acts are needed in the mentor's teaching style to attract students' attention in learning activities. So how does the mentor's directive speech act function in the Ruangguru application online teaching style. The purpose of this study is to analyze the directive speech acts that contain directive functions in the mentor's (Master Teacher) speech in Ruangguru online learning application. This research uses a qualitative descriptive approach. The data were collected using the listening method, followed by the involved the conversation observation technique, record, and note. The results of the study showed that the mentor's (Master Teacher) speech in Ruangguru online learning application found several speeches that contain pragmatic functions of inviting, ordering, requesting, forcing, challenging, urging, and suggesting.

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INTRODUCTION

Speech acts in learning interactions are one of the interesting language studies to be studied because this is not only related to linguistic aspects but also affects social culture. This research is motivated by the speech acts of mentors in delivering learning materials with their own style or characteristics. Another reason is the use of speech acts can help educators in giving instructions or directions that can make speech partners do something such as, asking, ordering, and commanding including in the type of directive speech acts. Directive speech acts have psychological properties that are determined by the speaker's language skills in delivering a speech.

In the communication process, there are two symptoms, namely speech event symptoms and speech act symptoms. Speech events show the purpose of the event, while speech acts show the meaning of action. Speech acts can occur in various situations, for example in online learning activities. The speech act certainly involves mentors with students online. Speech acts contain various purposes that can be identified by considering the context of the speech (Alviah: 2017). In addition, the speaker raises the speech act with a specific purpose. In this case, the speech acts performed by the mentor have a certain purpose in an effort to convey learning. The purpose is related to education, for example, the mentor's efforts to provide students with an understanding of a material online. In online learning activities, mentors have a very interesting teaching style so that it becomes interesting for students to learn online through the application. In accordance with this statement, in this case the Ruangguru application can provide online learning solutions which can be interpreted that a teacher or mentor can be able to speak, act and do positive things for student learning.

The Ruangguru application is equipped with thousands of question banks whose content is adjusted to the applicable curriculum in Indonesia. Ruangguru's content includes elementary school, junior high school and high school in accordance with the national curriculum and is specially designed by the best and experienced teachers. Ruangguru application is able to provide education to members in the chat group forum, members can communicate with fellow members, with teachers to discuss a learning problem and Ruangguru application online teaching style is using directive speech acts. In the Ruangguru application, there are various practice questions organized by subject topic, such as can be conquered while capturing monsters scattered in each subject topic. The interesting learning concept available in the practice questions is deliberately presented to add to the nuances of learning to make it more fun and increase interest in learning. Private learning using the Ruangguru application can be done anytime and anywhere in a fairly easy way, namely by photographing difficult problems, uploading and sending messages or calling with the teacher online, making students able to make better use of smartphones and laptops (Silvia and Mia: 2019).

Keep something in mind (Sukmadinata: 2013), that the main purpose of teacher or mentor activities in teaching both online and offline is to change students' learning patterns. When a teacher only focuses on teaching, students are not educated in terms of emotional and personality. For example, students find it difficult to respond or understand a lesson. According to (Sumarti: 2015), there are efforts that realize learning to be able to be conditioned by learners or students in order to have optimal and maximum competence by carrying out the speech act strategy of the teacher or mentor as a trigger for the growth of actualization in students. In line with that, Sinclair and Brazil said that in the use of the teacher's directive speech acts, it should be effective so that the objectives in the interaction in classroom learning are maximally achieved. Teacher effectiveness in the classroom is very important because the classroom is a place where students teach educators through learning and practicing skills to improve the communicative abilities of these students (Ardianto: 2013). In addition,

Cook also argues that the meaning of learning through the oral interaction of teachers and students in the classroom is influenced by the use of the teacher's own language. The language used by teachers in the classroom can affect the success of learning interactions in achieving the educational goals themselves. To maintain that learning through oral interaction in the classroom teachers must use strategic language. Therefore, the teacher or mentor must adjust it to the context, topic, relationship (social and psychological) which will determine the level of effectiveness of teacher communication with students during learning activities in the classroom (Ardianto: 2013).

Based on these problems, it is necessary to use directive speech acts in the mentor's teaching style to attract students' attention in learning activities. So how does the mentor's directive speech act function in the online teaching style of Ruangguru application. An utterance is an utterance or speech that has a certain function in communication, meaning that the utterance or speech contains a purpose. The purpose of the actual speech must be identified by looking at the speech situation behind it, in analyzing the purpose of the speech situation that does not pay attention to the speech situation will cause erroneous results (Yuliarti: 2015). As a means of communication, language has an important role in the process of conveying messages because through language the message can be received by the speech partner. In daily life, language is used by humans to communicate (Hidayati, 2017). The function of language in life is used as a means of communication used by humans in interacting with other humans. Gawen stated that language is a technological engineering that is packaged for knowledge (mind) that collects, obtains, processes, disseminates, and transmits the knowledge received or given (Nurhamida & Tressyalina: 2019). Speech acts occur in a speech event (Rohmadi: 2004). That speech event is a series of speech acts in one or more forms of speech involving two parties, namely speakers and speech partners with one main speech act at a certain time, place, and situation (Ariyanti, Lita Dwi, Zulaeha Ida: 2017).

The speech act chosen depends on several factors. The purpose in speech acts needs to be considered various possibilities of speech acts in accordance with the position of the speaker, the speech situation, and the possible structures that exist in the language. Speakers tend to use language as needed in communication. Language selection by speakers is more directed to communicative language. Through the context of a clear situation, a communication event can run smoothly (Safrihady: 2017). The ability and willingness of teachers to perform speech acts carefully and precisely both from the type and function is one indicator of the effectiveness of communication in learning interactions. It is often found that teachers are less careful in choosing the right speech in managing the learning process. This makes it very possible for learners to be less able to understand the meaning of the teacher's speech. As a result, many learners respond to the teacher's speech with verbal actions that are not as expected (Ratnawati: 2012). Based on the above background, directive speech acts can be clearly identified as follows. The task of the teacher in teaching in the classroom should not only be presented subject matter, but also create classroom situations, interactions, cooperation, provide direction, instructions, explanations, as well as encouragement, stimulation, motivation so that students learn optimally. As a teacher, it will look scary or boring for students if the teacher is less interesting in terms of his speech, as is the case when delivering an apperception in class, if the teacher only gives apperception in class simply or monotone and continues to be repeated, it will make students feel uncomfortable and cause boredom so that the teacher gives speech in a less interesting style. Therefore, students respond less or are afraid to answer the question. Teacher's speech greatly influences the learning process of students, teachers who teach directly must have creative ideas or teaching styles to make it more interesting. learning strategies that have been used have not obtained optimal results because they have not been able to increase students' interest in learning. The result of the learning

strategy expected by the teacher is a problem of lack of student interest in the learning process. This is reflected in the term coined by students for the feared teacher. The speech done by a teacher will determine whether or not the material is easily achieved by the students the teacher's speech will also be an example for the students. Language does not only function to express cognitive elements, attitudinal elements also exist in every language, namely elements showing the speaker's intentions, thoughts, activities and causes of speech. It can be concluded that the first problem is the frequent failure of interaction between speakers and speech partners in the learning communication process. Therefore, the online learning mentor of Ruangguru application can deliver learning with a teaching style or characteristic of the mentor that can be accepted by students easily. The mentor's speech on the Ruangguru application is considered more useful because it can find out and discover how the delivery of online mentor learning in the application can be used as a reference to make better and more interesting learning in the implementation of the 2013 Curriculum. This research is quite interesting to do because it identifies and analyzes directive speech acts that can be developed as a place for creative, innovative learning and increase student interest in learning in digital-based schools.

Based on the background description, how is the function of master teacher (mentor) directive speech acts in Ruangguru online learning application? Operationally, the research benefits are divided into two, namely theoretical benefits and practical benefits. The results of this study are expected to be useful for science and for language learning, both theoretically and practically.

METHODOLOGY

There are two approaches used in this research, namely the theoretical approach and methodological approach. The theoretical approach used is the pragmatic approach. Parker (Nadar: 2009), argues that pragmatics is the study of how language is used for communication (the statement emphasizes that pragmatics does not study the structure of language internally but externally). Cruse (Cummings: 2007), states that pragmatics can be thought of as dealing with aspects of information that are generally accepted in linguistic forms. Their use arises naturally and depends on meanings that are conventionally encoded with the context in which these forms are used. The analysis of language in the pragmatic approach is based on the pragmatic point of view. The methodological approach in this research is descriptive approach and qualitative approach. The data collection technique in this research uses the listening method. listening method is a method of providing data by listening or listening to the speech of the speaker. Sudaryanto (2015: 203), says that the listening method has two techniques in its use, namely basic techniques and advanced techniques. The basic technique used in this research is observation followed by advanced techniques including recording techniques and note-taking techniques. The data that has been obtained is tested for validity by extending observation, increasing persistence and source triangulation techniques. Furthermore, the data was analyzed using pragmatic pairing techniques. Pragmatic analysis is the analysis of language based on the pragmatic point of view (Rustono, 1999).

RESULTS AND DISCUSSION

Communication is a means of conveying messages from speakers to speech partners so that there is the intention of the speech conveyed, namely speech. Everyone's speech acts have certain characteristics. Learning activities where there is a lecturer and his students or teachers and students use speech acts as a means of communication. Speech act itself is an activity of communicating to speech partners which results in the action of an utterance. Directive speech acts are speech acts that express the speaker's intention in the form of an order or request to produce an effect

through an action on the speech partner (Ahmad Sauqi Ahya: 2021).

Leech (Latifah: 2018), provides a definition that directive speech acts have the aim of producing an effect in the form of an action taken by the speaker, such as begging, commanding, ordering, giving advice, and demanding. Through directive speech acts, speakers can express their wishes and expectations so that the attitude that has been expressed by the speaker can be a reason for speech partners to take action.

Directive speech acts have several functions including (1) asking, (2) begging, (3) suggesting, (4) commanding, (5) ordering, (6) advising, (7) forcing, (8) inviting, (9) prohibiting, (10) challenging, (11) proposing, (12) signaling (Pamungkas, 2018: 211). The directive function is a function that is referred to by the intention of the speech in its use so that the speech partner takes the action as mentioned in the speech.

The speaker performs directive speech acts so that the interlocutor can carry out the actions conveyed in the speaker's speech. This directive speech is in the form of commands, orders, requests, giving advice, and invitations (Rahmawati, 2020). The following are utterances that contain pragmatic functions of inviting, ordering, requesting, forcing, challenging, urging, suggesting.

Inviting function

The function of inviting is that the speaker wants his/her speech partner to do something as spoken to do something.

*"**well this time we will learn about observation reports** for the first material is the definition"*.

The fragment of the speech shows the function of inviting because it is shown in the sentence "well this time we will learn about observation reports" The sentence mentor or also known as Master Teacher invites students to follow the material to be delivered.

Commanding function

Commanding function is used to express the intent of the speaker's expression that wants

his/her speech partner to perform an action by using the speaker's utterance as a reason for the speech partner to act.

*"Want to know more about the observation results, **watch the next video**"*

The fragment of the speech shows the function of asking because it is shown in the sentence "watch the next video" the sentence mentor or also called Master Teacher tells students to watch the next video.

Requesting function

Requesting function is to say something the speaker wants his/her speaking partner to do something as spoken.

*"Each observation will focus on a particular problem or phenomenon to make a perfect observation in addition to focusing on a particular problem **you must also record accurate data or supporting facts**, so that these observations can be compiled into an observation report"*.

The fragment of the speech shows the function of requesting because it is shown in the sentence **"you must also record accurate data or supporting facts"** the sentence mentor or also called Master Teacher asks students to record accurate data.

Forcing function

Forcing function is to ask showing that in saying something the speaker wants his/her speech partner to do something as spoken.

*"Okay, brothers and sisters, **you've got it!**"*

The fragment of the speech shows the function of forcing because it is shown in the sentence **"you've got it!"** the sentence mentor or also called Master Teacher sees the need for students to understand the material presented.

Challenging function

The challenging function is used to express the intent of the speaker's expression that wants his/her speech partner to perform an action by using the speaker's utterance as a reason for the speech partner to act.

*"**Wow, how intense... their debate,** according to the younger siblings to express their opinions / arguments"*.

The fragment of the speech shows the function of challenging because it is shown in the sentence **"Wow, how intense... their debate,"** the sentence mentor or also called Master Teacher challenges students to debate.

Urging function

Urging function is to show that in saying something the speaker wants his/her speech partner to do something as spoken.

"Do you still remember what the second structure of the exposition text is?"

The fragment of the speech shows the function of asking because it is shown in the sentence **"Do you still remember"** the sentence mentor or also called Master Teacher urges students to find out.

Suggesting function

Suggesting function is the trust of speech partners in what is expressed by the speaker for the good of the speech partners themselves.

*"The argument structure in an exposition text that contains reasons that strengthen the author's argument in strengthening or rejecting an idea, **let's prove it** through the following exposition text"*

The fragment of the speech shows the function of asking because it is shown in the sentence "let's prove it" the sentence mentor or also called Master Teacher suggests proving an idea.

After knowing the functions of the directive speech acts of the master teacher (mentor) in Ruangguru's online learning application, we understand the importance of online learning media. In (Fattah: 2020), the purpose of Ruangguru in learning media is also explained that "The use of interactive videos by the teacher can make it easier for students to absorb learning material. Currently, the government has issued online learning facilities, namely Ruangguru in the directory of high schools. In Ruangguru, there are learning materials that are packaged attractively. The presence of the teacher's room has a positive impact on students and supports learning activities".

Learning media is a means for students to facilitate understanding of subject matter at school. Gagne suggests that learning media are various types of components in the student's environment that can stimulate him to think (Triyanto: 2013). The main function of learning media is as a teaching aid that also influences the climate, conditions, and learning environment that is arranged and created by the teacher and has uses such as clarifying the presentation of messages so that they are not too verbal (only in the form of words or oral only), overcoming limitations of space, time, and sensory power so that the teaching and learning process becomes more varied and can increase student activeness (Hasan: 2016).

Creative and innovative learning models need to be developed by teachers to improve the effectiveness and efficiency of learning. This needs to be done to eliminate the impression of being less interesting, monotonous, and boring in the learning process which hinders the transfer of knowledge (Muhson: 2010). Therefore, creative and innovative learning media are needed in the learning process. Djamarah and Zain suggest that learning media resources are useful tools in teaching and learning activities (Nugrahani: 2007). It can represent something that the teacher or mentor cannot convey through words or sentences. The effectiveness of student absorption of difficult and complicated subject matter can be done by using tools in the form of learning media that are in accordance with the environmental conditions of students. Thus, students' difficulties in understanding certain concepts and principles can be overcome with learning media that are easily accepted to produce good feedback from students and increase students' interest in learning.

Teachers or mentors must be able to create or determine learning media in accordance with the needs of students and the times. The use of learning media that is in accordance with the current situation and conditions can help achieve learning success (Mahnun: 2012). The Ruangguru application is very easy to access by teachers and students so

that it is the right tool and can be used as a learning media in schools. Therefore, Ruangguru can be used as an effective and efficient learning media for students and its approach contains directive speech acts.

CONCLUSION

Based on the results of this study, it is found that the utterances containing directive functions in the teaching style of Master Teacher or mentor of Ruangguru application in speech acts in the context of online learning are directive speech acts with pragmatic functions of inviting, ordering, requesting, forcing, challenging, urging, and suggesting.

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