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Research Article

Teacher's Expressive Speech Acts at A State Junior High School in Medan

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KEYWORDS

Expressive Speech Acts;
 Learning English;
 Teacher;
 Speech Acts;

A B S T R A C T

This research was motivated by the teacher's expressive speech acts in English learning in class VIII of a state junior high school in Medan. This research aims to identify sub-types of teacher's expressive speech acts and determine the dominant sub-types of teacher's expressive speech acts. The methodology used is a qualitative descriptive method. The data source for this research is the expressive speech acts of class VIII English teacher at a state junior high school in Medan in the even academic year 2023/2024. All expressive speech acts contained in the teacher's speech are the object of this research. Data collection was carried out using observation, audio and video recording, and writing. The data were analyzed by explaining each sub-types of expressive speech act in the context. The results of this research show that there are 6 sub-types of expressive speech acts found in teacher speech in class VIII, namely apology, praise, thank, complain, greeting, wishing. The dominant sub-types are expressive speech acts of praise and complain. By understanding how teachers express themselves, the researcher can identify effective strategies in increasing student interaction and motivation.

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INTRODUCTION

Language is one thing that people need in everyday life because with language people can express thoughts or feelings, to convey statements or arguments, or to ask for information (Tamam et al., 2020). Language is one of the first skills and abilities learned by humans from infancy. With this language, humans can interact and communicate with each other. Therefore, language is the most important primary communication tool. Where language is used to communication involving two or more individuals who each depend on each other to build an effective relationship (Simangunsong et al., 2024). In communicating, the speaker conveys certain meanings or intended meanings

through language. The science that studies meaning, interpreting utterances is pragmatics.

Pragmatics is the science that studies people's behavior through language, using words (e.g. complaining, apologizing, deploring) to do something (Nareswara & Suseno, 2019). Pragmatics means that what the speaker says is to provide information or something else based on the context (Tanjung, 2021). Which means that pragmatics cannot be separated from context. Consequently, it can be said that pragmatics studies What is intended, what is done, and how language users utilize it in actual contexts to interact in communication with other language users. In the field of pragmatics, according to Yule (1996) there are several areas studied, namely reference and inferences, the deixis, implicature and cooperation, implicature and

cooperation, presupposition and entailment, and speech acts.

When a speaker produces an utterance, speech acts are a part of their communicative intention, indicating that the utterance may occur based on the speaker's intention when utilizing it (Budiarta et al., 2021). A speech act is an action carried out solely in the use of language that emphasizes the speaker's purpose in uttering his speech (Wijana, 2021). There are three types of speech acts according to Yule (1996), namely; locutionary acts are utterances that produce meaning in the same way as the original utterance (literal), perlocutionary acts are utterances that have an impact or influence on the listener to do something, while illocutionary refer to the intention or purpose that the speaker wants to convey through the speech act.

Illocutionary acts have five classifications of speech act (Sofyan et al., 2022), namely (1) assertive speech acts, this speech act is an action that represents a state of the speaker's commitment to the veracity of the declared assertion; (2) Directive speech acts, which elicit an action from the listener; (3) commissive speech acts, which involves speakers promising themselves an action in the future; (4) expressive speech acts, in which the speaker states, informs, or expresses the emotions they are experiencing; (5) declarative, namely a speech act which, if carried out well, will produce a good match between the content of the sentence and reality.

In classroom learning activities, communication between teachers and students is also considered important (Andewi & Waziana, 2019). Because, when communicating with students, teachers make several utterances to convey content and provide input and learning resources to students when providing material through speech (Arief et al., 2021). This is a process of speech acts carried out by the teacher. In classroom learning activities, teachers are required to create good communication and interaction in order to provide examples and change and form good character for students. For example, the teacher says "thank you" to student who have helped erase the blackboard. From this example, the teacher expresses his feeling which can shape student's good character and positive influence. The speech acts carried out by the teacher are expressive speech acts.

There are some previous researches related to this study. The first was conducted by M Wisda Pratama Hidayat (English Department, Faculty of Humanities, Diponegoro University of Semarang 2020) entitled "An Expressive Speech Act Analysis of Stephen Colbert's The Late Show". In the research, the researcher found that the expressive speech act used by Stephen Colbert and Oprah Winfrey are greetings, compliment, boasting, and praising. This study and the prior one are comparable in that they both concentrate on studying expressive speech acts.

Nevertheless, because earlier study used two people as objects, an analysis of each character's expressive speech acts will be conducted, whereas this research focuses on one object, namely the English teacher, in teacher's expressive speech acts in class.

The second was conducted by Ermawati Arief, Tressyalina, Ena Noveria (Indonesian Language and Literature, Padang State University, Padang, Indonesia, 2021) entitled "Teacher's Expressive Speech Acts in Learning Indonesian Class XI at SMA 1 Luhak Nan Duo". In previous research, the data used were sentences containing expressive speech acts and strategies of class XI Indonesian language teachers at SMA 1 Luhak Nan Duo in the teaching and learning process. The data source for was the entire speech of an Indonesian language teacher during the teaching and learning process from the beginning to the end of the lesson. In contrast to this researcher, this research will use data sources from all utterances containing expressive speech acts of an English teacher.

Based on the explanation above, the aim of this study is to conduct research by analyzing teacher's expressive speech acts in learning English in the classroom. The study wants to see and find out how teacher can express apology, praise, congratulation, thank, complain, greeting, and wishing in their speech acts. Then the researcher can classify the sub-types of expressive speech acts uttered by the teacher in the learning process. Therefore, this research aims to examine a problem related to the speech act entitled "Teacher's Expressive Speech Acts at A State Junior High School in Medan". In this research, researcher uses the expressive speech acts theory by Searle and Vanderveken (1985).

As for the research background described previously, the problems of the study can be defined as follows:

1. What are the sub-types of expressive speech acts that used by the teacher at a State Junior High School in Medan?
2. What is the dominant sub-type of expressive speech acts that used by the teacher at a State Junior High School in Medan?

METHOD

Qualitative descriptive research is a type of research that aims to describe and understand certain phenomena or situations from a qualitative point of view. Qualitative descriptive is research that analyzes data in the form of words in the form of notes, interview transcripts, recordings, etc. (Bogdan & Biklen, 1998). Conversely, qualitative research gathers more verbal data than numerical data, according to Devetak et al. (2010). Research using descriptive data in oral form, as provided by teachers of English language learners in class VIII, is known as descriptive qualitative research. The purpose of

the study is to elucidate the use of speech acts, particularly expressive speech actions, by the English teacher in class VIII.

According to Sugiyono (2019), a research object is something that is used by researchers who are scientific targets to obtain data that has a specific purpose and use for study. The research object is something that is the focus of the research itself. The object of this research was a state junior high school in Medan.

According to Sekaran & Bougie (2016), research subjects are individuals or groups who are sources of data or information in research. Research subjects can be respondents, informants, participants, or other objects involved in the research. The subject of this study was a female English teacher in class VIII of a state junior high school in Medan, who had 6 (six) years of teaching experience.

The techniques of collecting data, the researcher was conducted direct observations of interactions between the teacher and students in class in opening activities, core activities and closing activities in English learning which can provide a clear picture of the teacher's expressive speech acts. During the observation, the researcher recorded the teacher's speech directly with audio and video recordings. After that, the researcher listened to the recorded of data again and transcribed the data into written form to ensure the accuracy of the data. Then underlined the teacher's speech containing expressive speech acts.

The techniques of analyzed data, this research used the theory of Miles and Huberman. For the first, the researcher selected all the teacher utterances that contain expressive speech acts from observations and transcripts of audio-video recordings of teacher interactions in class VIII. The second, the researcher simplified the data to identify problems by classifying teacher's expressive speech acts into seven subtypes of expressive speech acts based on the theory of Searle and Vanderveken (1985). The third, the researcher analyzed the data by explaining each sub-types of expressive speech acts used by teacher in the context and then, drawing the conclusion.

RESULTS AND DISCUSSION

The results of the study are presented here along with a discussion of the research's issues. The research focused on the expressive speech acts of the teacher in class VIII English learning. The following presents the results of the research data analysis:

Expressive Speech Acts of Apology

The speaker can convey their regret by using the expressive speech act of apologizing. Some synonyms for saying sorry include: request forgiveness; express sorrow; plead guilty; provide an alibi; apologize; and perform penance. Based

on the previous explanation, the following is an example of an apologize expressive speech act depicted by a teacher apologizing for her mistake.

Context : In the afternoon, in the fifth and sixth hours of the English subject in class VIII-5, the teacher asks students to read the English language package book page 198. Students are asked to read sentence number 8, after the students have read, the teacher repeats the reading read by student. However, the teacher made a mistake in reading the sentence, and the teacher said the word "sorry".

Utterance : "Okay. Don't forget. Uh.. **Sorry**. Dry the towels on the line after you go to school."

Discussion:

Based on the data, the speech acts used by the teacher are classified as expressive speech acts of apology. Because the teacher expresses feelings of guilt for the reading errors made by the teacher by saying "Sorry" which is addressed to the students. So, the expressive speech act used by the teacher is the expressive speech act of apology.

Expressive Speech Acts of Praise

A speech act that is used to show admiration for someone's accomplishments, skills, or traits is the expressive speech act of praise. This speaking act could be seen as a celebration of someone's accomplishments.

Context : In the fifth and sixth hours of the English subject in class VIII-5, the teacher asked students to read the English language package book page 198. Students were asked to read sentence number 12, namely "Make the bed every morning". All students in the class were asked by the English teacher one question and gave praise below.

Utterance : "Who makes the bed after waking up? There is?"

(several students raised their hand)

"Okay, **great!** It's okay to be honest."

Discussion:

Based on the data, the speech acts used by the teacher are classified as expressive speech acts of praise. Because the teacher expressed her admiration for the actions of students who were willing to make their beds after waking up, especially for students who honestly did that. So, the expressive speech act used by the teacher is the expressive speech act of praise.

Expressive Speech Acts of Thank

The expressive speech act of thank is an speech act used by speakers to express gratitude to someone for that person's help or services. This speech act can also be used to express gratitude to the speaker's speech partner or interlocutor. The speech act of thank also expresses gratitude for the good situation of the speaker.

Context : Still on the same Wednesday, during English class VIII-5, the teacher asked one student to come forward to give an answer to sequence an event from the book on page 191. The student was asked to write the sequence on the blackboard. Then after the student finished sorting the answers, the teacher said "thank you" and asked the student to sit down.

Utterance : "Okay. ***Thank you.***"

Discussion:

Based on the data, the speech acts used by the teacher are classified as expressive speech acts of thank. Because the teacher expresses feelings about the student's willingness to do something, namely writing down answers to sequence events according to the student. The teacher feels grateful that the student can do it. So, the expressive speech act used by the teacher is the expressive speech act of thank.

Expressive Speech Acts of Complain

The expressive speech act of complain is a speech act used by the speaker as a form of feeling dissatisfied with the speech partner. This speech act aims to communicate the speaker's feelings regarding the loss or feeling of dissatisfaction created by the speech partner. The speaker feels unhappy because he has been harmed by another party.

Context : When the teacher entered class VIII-5, when the previous lesson changed to English, the teacher saw that the class was dirty. The teacher took a moment to look at the situation in the class and said something to all the students in the class.

Utterance : "Why is your class so dirty? Look under your desk, ***how dirty it is.***"

Discussion:

Based on the data, the speech acts used by the teacher are classified as expressive speech acts of complain. Because the teacher expressed feelings that made her feel uncomfortable when she entered the classroom, where the classroom looked dirty. When the teacher enters the class, the class should look clean and tidy. So that learning in class can take place comfortably. But students don't do that.

So, the expressive speech act used by the teacher is the expressive speech act of complain.

Expressive Speech Acts of Greeting

The expressive speech act of greeting is a speech act used by the speaker to express the speaker's feelings towards the arrival of the speech partner. This speech act is used when meeting or greeting someone using friendly or polite words.

Context : When the teacher wanted to end English learning in class VIII-5, the teacher asked the students to put all their books and belongings in their bags. Then the teacher asked the class leader to prepare the class, namely to pray before going home from school. Then, after praying, students greet the teacher and the teacher will greet them back.

Utterances : "***Good afternoon*** students."

Discussion:

Based on the data, the speech acts used by the teacher are classified as expressive speech acts of greeting. Because the students greet the teacher, so the teacher greets them back. The word greeting is a speech act that teaches politeness in greeting, whether greeting a meeting or saying goodbye. This speech act is related to the speaker's feelings. So, the expressive speech act used by the teacher is the expressive speech act of greetings.

Expressive Speech Acts of Wishing

Speaking in an expressive way, the act of wishing allows one to convey a speaker's intense desire for something to come true. The speaker conveys his want with this speaking act, hoping that his wishes or hopes may be granted.

Context : In the afternoon, on the sidelines of English lessons in class VIII-5, the English teacher asked the students about the student with the initial R, whether they had visited him or not. The students answered not at all. Then, the teacher said a wish.

Utterances : "Go visit your friend. ***Miss hopes that*** you will go to visit him so that he can also get encouragement from you so that he can recover because you have visited him."

Discussion:

Based on the data, the speech acts used by the teacher are classified as expressive speech acts of wishing. Because the teacher expressed feelings that she hoped the students

could visit their friend who was sick and had been in the hospital for several days. This is intended for students to create a good family for each other, supporting their friend's enthusiasm for recovery. So, the expressive speech act used by the teacher is the expressive speech act of wishing.

Table 1 The Percentage of Expressive Speech Acts

No	Data of Sub-types of Expressive Speech Acts	Total	Percentage
1	Apology	12	16,2%
2	Praise	13	17,6%
3	Thank	12	16,2%
4	Complain	13	17,6%
5	Greeting	12	16,2%
6	Wishing	12	16,2%
Total		74	100%

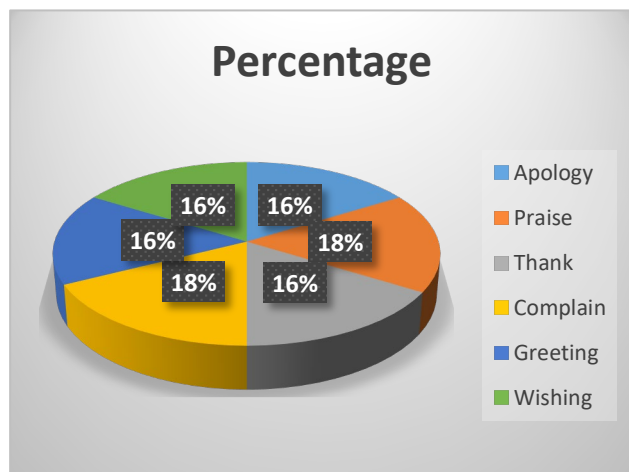


Diagram 1. Percentage of Expressive Speech Acts

From this diagram, there are 74 expressive speech act data. There are 16,2% expressive speech acts of apology, 17,6% expressive speech acts of praise, 16,2% expressive speech acts of thank, 17,6% expressive speech acts of complain, 16,2% expressive speech acts of greeting, and 16,2% expressive speech acts of wishing. The most dominant sub-type of expressive speech acts is the expressive speech act of praise and complain.

The results of this research are supported by research findings from other researchers because they have the same sub-types of expressive speech acts. The first similar research was conducted by Dinar Rosiana Mareta (Rosiana & Afriana, 2024) with the title “Expressive Speech Acts Analysis of 66 Percy Jackson’s Movie (2010)”. The results of the study found 12 types of expressive speech acts that occurred, namely apology, thank, congratulate, boast, compliment, welcome, greet, complain, protest, condole, lament, deplore. The results of the previous study have

similarities with this study, namely apology, thank, greeting, complain.

The second similar research was conducted by Safira Ade Purnama (Purnama, 2024) with the title “Expressive Speech In “To All The Boys: Always And Forever””. The results of the study found 9 types of expressive speech acts that occurred, namely apologizing, blaming, doubting, praising, welcoming, thanking, greeting, regretting, and wishing. The results of the previous study have similarities with this study, namely apology, praise, thank, greeting, wishing.

While, for the dominant sub-types, the first similar research was conducted by Irma Tanjung (Tanjung, 2021) with the title “The Expressive Speech Act in the Lovely Bones Movie”. The most dominant sub-type used in Lovely Bones Movie is the expressive speech act of praise because the character performs this action when he admires someone or an object for his audience.

The second was conducted by Iqbal Jody Hernanto (Hernanto & Adityarini, 2024) with the title “An Analysis of Expressive Speech Act Found in the Mind Your Language Movie Series”. The most dominant sub-type used in the Mind Your Language Movie Series is the expressive speech act of thank, namely when the speaker uses words to convey appreciation or thanks.

CONCLUSION

Based on the results and discussion, it can be concluded that in this study there are sub-types of expressive speech acts and dominant sub-types in the expressive speech acts of an English teacher at a State Junior High School in Medan. In this research, the author found that there were 74 data on teachers' expressive speech acts in the classroom. The sub-types used by teachers in the classroom are 1) apology, 2) praise, 3) thank, 4) complain, 5) greeting, and 6) wishing. Apology is 12 data (16,2%), praise is 13 data (17,6%), thank is 12 data (16,2%), complain is 13 data (17,6%), greeting is 12 data (16,2%), and wishing is 12 data (16,2%). There are 2 dominant sub-types, namely expressive speech acts of praise and expressive speech acts of complain. It is hoped that the results of this research will enable teachers to improve and encourage good interactions with students in class. The teacher inspires students to participate in learning activities and pays close attention to the expressive speech acts used to form good character for students. The present study has limitations, namely first, in the aspect of limited context: this study was only conducted in one school and one English teacher. Second, time and resources: this study was conducted in a limited time. Third, researcher bias: the researcher has a certain view that influences the way the data is interpreted. Possible further research can conduct research in various schools with different backgrounds to see the differences

in teachers' expressive speech acts and conduct longitudinal research to see how teachers' expressive speech acts change over time and their teaching experience.

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