

SPEECH ACTS ANALYSIS OF PRE-SERVICE TEACHERS AND STUDENTS OF SMK NEGERI 1 SINGARAJA

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis tindak tutur yang digunakan oleh guru PPL dan siswa serta menganalisis jenis-jenis fungsi pembelajaran tindak tutur yang digunakan oleh guru PPL SMK Negeri 1 Singaraja dalam percakapan grup *WhatsApp* sebagai media pembelajaran. Observasi dilakukan di grup *WhatsApp* kelas 11 A dan B Perhotelan SMK Negeri 1 Singaraja. Data hasil observasi dikumpulkan dengan menggunakan lembar observasi yang dikembangkan dari teori tindak tutur oleh Searle (1969) dan teori fungsi instruksional oleh Johnson (1997). Wawancara dilakukan dengan menggunakan pedoman wawancara. Wawancara dilakukan secara online karena pandemi Covid-19. Hasil temuan menunjukkan ada empat jenis tindak tutur yang digunakan oleh guru PPL, yaitu direktif, representatif, komisif, dan ekspresif. Guru PPL lebih dominan menggunakan tindak tutur direktif, dan siswa dominan menggunakan tindak tutur representatif. Guru PPL lebih dominan menggunakan tindak tutur direktif karena pendekatan yang digunakan di dalam kelas dan untuk membuat siswa berpartisipasi aktif dalam proses belajar mengajar. Sementara itu, siswa memiliki empat jenis tindak tutur, yaitu representatif, direktif, komisif, dan ekspresif. Selanjutnya, siswa menggunakan tindak tutur representatif lebih dominan untuk lebih aktif di kelas dan mendapat umpan balik dari guru PPL. Ada tiga jenis fungsi instruksional tindak tutur guru PPL, yaitu kontrol, organisasi, dan motivasi. Direktif berfungsi sebagai kontrol. Selanjutnya komisif berfungsi sebagai organisasi. Tindak tutur yang terakhir, ekspresif, berfungsi sebagai fungsi motivasi.

Kata kunci : Tindak tutur, Fungsi Instruksional, Guru PPL, Siswa

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ABSTRACT

This research aimed to describe the types of speech acts used by pre-service teachers and students and analyze the types of instructional functions of speech act used by pre-service teachers of SMK Negeri 1 Singaraja in WhatsApp group conversation as learning media. The observation has done in the WhatsApp group class of grade 11 A and B Perhotelan (Hospitality) of SMK Negeri 1 Singaraja. The data from the observation was collected using an observation sheet which developed from Searle's (1969) theory of speech act and Johnson's (1997) theory of instructional function. The interview has been done using an interview guide. The interview has done online due to the Covid-19 pandemic. The finding shows four types of speech act used by pre-service teachers, including directive, representative, commissive, and expressive. The pre-service teachers using directive speech act dominantly, and the students use representative speech act in dominant. The pre-service teachers uses directive speech act dominantly because of the approach uses in the classroom and to make the student participate actively in the teaching and learning process. Meanwhile, students have four types of speech act, including representative, directive, commissive, and expressive. Furthermore, the students use representative speech act in dominant to be more active in the class and got feedback from the pre-service teachers. The pre-service teachers speech act's instructional function was three types, namely control, organize, and motivational. Directive functioned as control. Furthermore, the commissive functioned as organize. The last speech act, expressive, has function as motivational function.

Keywords : Speech act, Instructional Function, Pre-service teacher, Student