Effectiveness of the Use of Ilocusion for Female Teachers in Class Management Processes in Smk Negeri 2 Jember

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ABSTRACT
The goals for the research to get a real picture of the realization and effectiveness of the use of illocution in the implementation of learning processes at SMK Negeri 2 Jember by female teachers as an effort to manage class X in the automotive and engineering department in the 2019/2020 school year. In this study researchers used qualitative descriptive methods. The data source used was a female teacher who took lessons in the automotive and engineering department. The choice of observation, record and note technique is chosen as a method of collecting research data. The results of the study illustrate the use of illocution in searle’s theory which consists of assertive, directive, commissive, expressive, and declarative in the effective implementation of classroom management processes.

INTRODUCTION
The teaching and learning process is an interaction process that occurs in a learning situation in an educational institution. It involves students and teachers who are actively involved. Teachers are educators who have a goal in their task of transmitting their knowledge and giving positive influence to students in an effort to build character. Education is a conscious and planned effort to create a learning situation and learning process so that students actively develop their potential to have religious strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. To achieve this goal, the role and pattern of using language in the communication element is very necessary and important in order to create a learning atmosphere in educational institutions, this is a class management system.

Language in human interaction has a very important role to transforming the speaker's message to other speech mates. Communication is considered effective if the language maximally describes the speaker's intentions, so that the manifestation of the message is
wrapped in a language consisting of words that become sentences giving nuances of its meaning.

Illocutionary speech acts are speech acts that are usually identified with explicit performatives sentences. In Searle's theory there are types of speech acts in the form of assertive, directive, commissive, expressive, and declarative.

Likewise in classroom learning, the speech acts used by the teacher are quite varied, but in reality the speech acts that are often used by the teacher are dominated by speech acts that require students to take an action as stated. The speech act used is a directive speech act. This confirms what Ibrahim said (1993: 212). Therefore, in realizing this, teachers must have the ability to communicate with their students, such as choosing the right speech in speech acts, either directly or indirectly.

Directly or indirectly the selected speech is a teacher's ability to express directive speech. In this case, of course, the teacher must also be smart to determine the speech that is considered appropriate to achieve these goals. It is said that because each student has different traits and characters so that if the teacher is not selective in determining speech, it will have an impact on goals and social relationships with students. In the learning process in the classroom, as a means of communication and maintaining cooperation, the function of language can be realized by building a harmonious and comfortable teacher-student interaction as possible. A harmonious relationship allows for a comprehensive understanding of the knowledge being taught by the teacher to students.

Therefore, women tend to have a cooperative nature, and are more gentle, both in speech and behavior (Sumarsono, 2014: 99-103).

By referring to the previous statement, SMK Negeri 2 Jember has a profile with 12 majors with a total class of 66 study groups with a total of 2281 students in the 2019/2020 school year. Details of majors that provide potential for enthusiasts tend to be male students, even though they reach 1% percent of female students. By looking at school phenomena that used to be popular with the term STM, this is a challenge in handling students who are dominated by male students.

Based on the description that has been put forward, it is necessary for researchers to conduct research on linguistic problems faced by female teachers in handling or more often termed classroom management in an effort to achieve learning objectives. Because the female teacher is the focus for male students. Therefore, the speech acts of female teachers in the classroom are very different from the speech acts of male teachers in speech events outside the classroom.

Based on these characteristics, the speech acts of female teachers in the classroom were identified as having their own characteristics. The speech is a characteristic of the embodiment of illocutionary speech act. Thus, this study focuses on illocutionary speech acts which are seen based on their communicative function and speech realization. In addition, the context of the speech situation is needed to consider the form of information when the speech takes place so that the analysis carried out can explain the various possible meanings of illocutionary speech acts.

In this study, SMK Negeri 2 Jember is an interesting and unique location, this has a reason because SMK Negeri 2 which is an ex STM has different characteristics from other high school seniors where the students are 2281 students with 95% domination of students and only female students. 1%
This is in addition to the ratio of female teachers / educators, which amounted to 54 people from the total number of teaching and educational staff which amounted to 108 people so that there were 33% of female educators from male teachers.

**METHODOLOGY**

This study uses a qualitative descriptive method. The research subjects in this study were female teachers; teacher of English, Indonesian, Javanese and Civics teacher at SMKN 2 Jember. Furthermore, the data source used is the form of female teacher speech in the learning process.

The data collection technique used in this research is the recording and note-taking technique. The recording technique is used to record the utterances delivered by the teacher during class learning. The note-taking technique is done by using field notes to record utterances in the form of formal and pragmatic imperatives and record responses from students by looking at the context of the speech. Both of these techniques are used to make the data valid.

**RESULT AND DISCUSSION**

The results of the research and discussion are presented based on the following sequence of problems and research objectives.

1. Learning Communication

   In the view of McCorskey and McVetta in Iriantara (2014:15) "For the success of teachers and students, it is very important to have effective communication in the classroom." The same thing was confirmed Richard, Wrench, dan Gorham dalam Iriantara (2014:15)

2. The Definition of illocutionary

   Definition of illocutionary

   According to Searle (Rohmadi, 2004: 32; Rustono, 1999: 39) classifies illocutionary speech acts into five kinds of speech forms, each of which has its own communicative function. The five kinds of speech forms that show separate communicative functions are assertive, directive, commissive, expressive, and declarative.

3. Use of Illocutionary

   Illocutionary speech acts are speech acts which in addition to stating something are also to do something and illocutionary speech acts are very dependent on the context. Based on the research on speech acts in the students' learning process, it was found that the illocutionary acts of assertive, directive, expressive, commissive and declarative

   A. Asertif

   English teacher 1: “

   (1) “I think enough for today, we will continue on next meeting!

   Sentences in italics are sentences that contain elements of assertive illocutionary speech acts in the form of declarative sentences. The teaching teacher said that the learning time was over and it would be continued at the next meeting. Assertive illocutionary forms are illocutionary forms that are based on the truth that is conveyed or spoken. By using assertive illocutionary speech acts, it makes it easier for students to help conclude the teacher's statement in the learning process.

   Searle express speech act of assertive illocutionary “The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to
something’s being the case, to the truth of the expressed proposition.”

Indonesia Teacher

“pagi ini kita akan membicarakan tentang teks deskriptif, ibu yakin waktu duduk di bangku smp sudah ajarkan ya? Jadi anak anak sudah tidak asing lagi dengan tema ini, pasti sudah bisa memberi contoh teks tersebut ya.

In the speech spoken by the Indonesian teacher, "mother is sure when sitting down" is an assertive illocutionary speech act because it has an element of providing information and has the aim of providing examples of the text being studied as well as an affirmation of the learning objectives, namely being able to make examples of descriptive texts. Thus learning activities can be effective because students are able to understand the purpose of the speech delivered.

Javanese Teacher:

(2) “Cekap semantem pasinaon dinten menika ngenani bab 2 pepanggihian malih minggu ngajeng kanthi bab sanesipun.

The sentence above provides an overview of the Javanese language teacher closing the Javanese language lesson. The explanation of the sentence when the lesson has ended and will be continued the following week with different material. The form of the sentence used is a declarative sentence.

PKN Teacher (pt): “ ....”

(3) Untuk pelajaran PKN ibu berharap siswa mematuhi aturan dalam pembelajaran PKN yakni (1) disiplin masuk kelas dan tugas (2) wajib membawa buku paket, catatan dan UUD 1945 (3) penilai diambil dari ujian tulis, ujian lisan dan tugas (4) jika tidak lulus dalam penilaian wajib menempuh remidi (nilai kkm 75) (5) jika alpa maka akan dikenai sanksi penugasan

From the speech delivered by the PKN teacher, it is an assertive illocutionary speech act. The underlined word is a form of affirmation of the subject teacher's statement. The purpose of the speech act is as a form of information with affirmation so that students can cooperate by obeying the teacher's instructions.

Searle express assertive illocutionary speech acts “The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something’s being the case, to the truth of the expressed proposition.” That in the assertive illocutionary speaker is bound to the truth of the proposition expressed.

B. Directive

English Teacher (pr): “

(4) “for all students, can you mention and describe the famous tourism place in jember? Who want to try ?

The speech act delivered by the English teacher is a directive illocutionary speech act. Sentences in bold letters indicate the form of an order/request. The purpose of the sentence above is that students can name and describe something in the form of a tourist attraction in the city of Jember. Thus the form of speech has the impact that students can respond with answers according to the teacher's instructions. The purpose of directive illocutionary is to produce a response or effect carried out by the speaker in the form of action. Searle express his opinion about the directive illocutionary: " 
The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something.

So that in essence there is an effort from the speaker to the listener to make a certain response related to the speech delivered by the speaker.

Indonesia teacher

(5) “tugas minggu lalu tentang membuat teks deskripsi sudah diselesaikan? Siapa yang siap maju? ibu nilai

In this speech, the speaker (teacher) asks about the assignment and asks students who have already read their assignment in front of other students. So that there are questions and information about learning activities in assignments that will be graded by the teacher.

Javaness Teacher:

(6) “Neng duwere nilai paring no absen, iki nama dan sebagainya podo!absene seng anyar, paham!

The above utterance is a commanding or commanding speech. In the speech the teacher asked the students to fill in the absent number, name, and use a new absence. So the speech is a directive illocutionary speech.

PKN Teacher (pt): “

(7) “ok. Pada hari ini kita persiapan ulangan siapkan kertasnya!

In the speech, the speaker, namely the teacher, asks the students to prepare paper for the test. The teacher expresses the speech act of telling with the speech "prepare the paper. The word "ready to be given a suffix right" gives the meaning of commanding. So the teacher with the speech uses illocutionary speech acts directive. The purpose of the speech acts conveyed is that students can carry out orders. With the form of student responses to instructions, it is a form of collaboration between teachers and students. Searle (1979:13) menyatakan tindak tutur ilokusi direktif: The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something.

It is stated in the statement that the directive illocutionary aims to produce an effect that is carried out by the speaker in the form of action.

C. Expressive

English Teacher : “

(8) “How are you student?”

In this situation the English teacher asks the student's condition and the form of the statement or sentence is usually used to greet at the beginning of the learning activity.

The statement is an expressive illocutionary act using the form of an interrogative sentence or a question. (serele (1979:15) menjelaskan “Expressives, to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. In expressive illocutionary, the speaker aims to express the form of the psychological situation of the speaker in a situation in the form of his speech. In the view of Chaer and Agustina (2004:50) In Opinion that an interrogative sentence is a sentence whose
contents ask the listener or speech partner to hear the sentence to respond with an oral answer. So related to the concept of the sentence spoken by the English teacher, the English teacher wanted to get an oral answer.

Indonesia Teacher

(9) “ayolah mas yang ganteng, seng anteng!”

The sentence used by the Indonesian teacher is a form of expressive illocutionary speech. The illocutionary form of speech aims to convey something to the speech partner. In the speech spoken by the teacher is a form of expression of the teacher to the students so that they can be calm (anteng in Javanese which means calm)

Javanese Teacher

(10) “seg digateke seg!”

(dengarkan/ perhatikan dulu!)

In the speech used by the Javanese language teacher, it is an expression of the teacher to his students to pay attention to / listen to the teacher's direction. The sentence is a form of expressive illocutionary speech used by Javanese language teachers.

PKN Teacher:

(11) “semangat pagi anak anak”

In the greeting sentences used by PKN teachers to students, they provide views about the situation during learning, carried out with enthusiasm. With this expression, the teacher reflects the psychological atmosphere in teaching with enthusiasm.

Searle (1979:15) express expressive illocutionary speech acts “The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.”

That the purpose of this illocutionary is to reveal the psychological attitude of the speaker to a situation conveyed in his speech.

D. Commissive

English Teacher: “

(12) “I think enough for today, we will continue on next meeting!”

Tuturan “we will continue on next meeting” menggambarkan ilokusi komisif dengan kalimat deklaratif. Searle berpendapat “Commissives then are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action.”(1979:14). In a commissive illocutionary illocutionary speaker describes a situation that will be done in the future. In the sentence above, the speaker (English teacher) conveys his plan to meet again in learning next week.

Indonesian Teacher

(13) “Baiklah...waktu sudah menunjukkan lebih dari pukul 15.00 WIB, waktunya
pembelajaran Bahasa Indonesia berakhir, sebentar lagi bu Indri akan rekap tugas yang sudah masuk dan yang belum ya, terima kasih atas kerja samanya, “

Wassalammualaikum wr.wb

The speech spoken by the Indonesian teacher is a form of commissive illocutionary speech. This is evidenced by the existence of sentences in the form of sentences informative and the sentence (in a moment, Mrs. Indri will recap the assignments that have been submitted and those that have not, thank you for your cooperation, ”) contain the meaning of the teacher's desire that student assignments must be collected and those who have not yet collected.

Javanese Teacher : ‘.

(14) “Lek samean dolanan hp tak njopo hp mu! Ngertos, ?”

The sentence used by the Javanese language teacher which has the Indonesian meaning "if you play cellphone, the teacher will take it, understand? The sentence contains commissive illocutionary elements. The meaning contained is that if students violate the rules by playing cellphones, they will be subject to sanctions with their cellphones being confiscated or taken PKN Teacher 1:

(15) “untuk pertemuan selanjutnya ibu berharap sebelum kegiatan semua siswa sudah memiliki buku PKN yang kalian pinjam dari perpustakaan sehingga tidak ada lagi aktivitas saling pinjam meminjam dalam kelas sebab ibu tau buku di perpustakaan stoknya cukup “

The sentence used by the PKN teacher is that the PKN teacher wants students to have their own PKN book for the next activity. So for the next meeting, students are required to borrow books from the school library.

Searle states the commissive illocutionary speech act “Commissives then are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action.” That in the commissive illocutionary speaker is bound to an action in the future.

E. Declarative.

English Teacher : “

(16) “Today, I am going to show you about how to use the expressing asking and giving opinion. So, I hope the end of this session you could understand and you can make sentences that related with the expression. Ok!"

In the statement of the English teacher in the English lesson session, the English teacher conveys an overview of the material that will be taught that day. Students are asked to listen and pay attention so that the teacher hopes at the end of the lesson students can understand and make expressions asking and giving opinion. Searle defines sentences with elements of declarative illocutionary speech acts, namely “It is the defining characteristic of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality.”
Indonesian Teacher

(17) "pada pertemuan sebelumnya bu “I” sudah menjelaskan dan menyampaikan bahwa untuk tugas yang belum mengerjakan agar segera dikumpulkan, mosok ibu guru ngelengno terus, koping iku gunane ngerokno informasi, ojok dadi canthelan rek!

Confirmation of information conveyed by the teacher to students so that they always pay attention to instructions and immediately carry out what the teacher directs. This form of speech is characteristic of the declarative illocutionary form of speech.
Guru BJw:

(18) Guru: Lembar jawaban sampun?
(19) Siswa: Sampun
(20) Guru: Wes perhatikan
(21) Siswa: Ada yang mau nanya bu
(22) Guru: Seg digatekne seg!

In the speech spoken by the Javanese language teacher, it is a command speech. The utterance reminds students to listen first. The utterance gives an indication of the form of declarative illocutionary speech which explains the relationship between the content of proportion and reality.

Guru PKN:

(23) "pertemuan kali ini kita akan membicarakan tentang ancaman militer dan non militer, sehingga bisa memahami jenis jenis atau contoh yang bisa menjadi kategori ancaman dalam perspektif ketahanan negara"

Searle states declarative illocutionary speech acts “It is the defining characteristic of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality.” That the successful implementation of the declarative illocutionary will lead to a match between the content of the proposition and reality.

4. Impact of using Illocutionary

In this study, it can be seen that it can capture the message and purpose of the female teacher's speech. The five kinds of illocutionary speech forms namely assertive, directive, commissive, expressive, declarative forms have the following functions:

a. Assertive
   • State
   • Convey
   • Inform

b. Directive
   • Reign
   • ASK
   • ordered.

C. Commissive
   • Convey
   • urge
   • Inform
The use of illocutionary speech acts is a concrete form of action that must be carried out by students when learning activities take place. So with a clear speech can clarify the purpose of the speech.

CONCLUSION

Speech acts used by female teachers; English, Javanese, Indonesian and Civics teachers provide an overview of the use of illocutionary speech acts. Illocutionary acts can be described according to function into assertive, directive, commissive, expressive, and declarative speech forms. All forms of speech have a purpose so that the speech partner can do something.

The use of expressive speech acts on female teachers can be identified from the use of the sentence "enough for today", which will discuss descriptive text. Cekap semanten pasinaon dinten menika, berharap siswa mematuhi aturan so that the form of the sentence contains the meaning of conveying, conveying and informing something.

The use of directive speech acts on female teachers can be identified from the use of sentences “can you mention and describe, teks deskripsi sudah diselesaika, Neng duwere nilai paring no abse, persiapan ulangan siapkan kertasnya!, so that the sentence above can give an idea of the purpose of its use, namely as ordering, asking and ordering.

The use of commissive speech acts on female teachers can be identified from the use of sentences “we will continue on next meeting!, Baiklah...waktu sudah menunjukkan lebih dari pukul 15.00 WIB, waktunya pembelajaran Bahasa Indonesia berakhir, Lek samean dolanan hp tak njopo hp mul, selanjutnya ibu berharap sebelum kegiatan semua siswa sudah memiliki buku PKN. Thus, it can be ascertained that the meaning of the speech contains the meaning of conveying, appealing, informing, affirming.

The use of expressive speech acts on female teachers can be identified from the use of sentences “How are you student ?, ayolah mas yang ganten, seg digateke seg!, semangat pagi anak anak, in the sentence above provides a reflection on the purpose of the speech used in a form of statement, asking, ordering, inviting the speech partner to respond according to the message conveyed by the speaker.

The use of declarative speech acts on female teachers can be identified from the use of sentences “Today, I am going to show you about how to use the expressing asking and giving opinion, sebelumnya bu ‘I’ sudah menjelaskan dan menyampaikan bahwa untuk tugas yang belum mengerjakan agar segera dikumpulkan, Wes perhatikan!, pertemuan kali ini kita akan membicarakan tentang ancaman militer dan non militer, Thus, it can be ascertained that the sentence contains the meaning of conveying and affirming something.

All of these utterances contain the purpose of the actions taken by the speech partners. So that clearly the speech used will have an impact on time efficiency and effectiveness on learning activities in the classroom.
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