

## The Speech Act Used By English Lecturer And Students in Blended Learning During New Normal Life

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### ABSTRAK

Penularan COVID 19 justru meningkat dan menjadi cluster baru yaitu Omicron telah memaksa semua sektor untuk menunjukkan inovasi termasuk dunia Pendidikan, dan salah satu inovasinya adalah Blended Learning. Bahasa sebagai alat komunikasi harus dipahami oleh penutur dan lawan tutur agar tidak menimbulkan kesalahpahaman. Jika lawan bicara dan penutur sama-sama memahami makna tutur yang disampaikan, maka informasi yang disampaikan penutur kepada mitra tutur dapat berjalan dengan baik. Pemahaman fonetik tidak hanya makna literal, tetapi juga makna implisit. Alasan penelitian ini adalah, pertama, berkaitan dengan analisis interaksi kelas yang berfokus pada bahasa lisan dengan menggunakan analisis linguistik pragmatik tentang tindak tutur yang digunakan. Kedua, klasifikasi dan jenis tindak tutur, sehingga akan ditemukan perbedaan tindak tutur antara online dan tatap muka. Penelitian ini merupakan penelitian deskriptif kualitatif dengan mengamati dan merekam percakapan antara dosen bahasa Inggris dan mahasiswa farmasi selama blended learning selama kehidupan normal baru sebagai teknik pengumpulan data. Hasil penelitian menemukan ujaran dalam percakapan dosen bahasa Inggris dan mahasiswa farmasi didominasi oleh tindak ilokusi, yaitu sebanyak 65%. Hal ini menunjukkan bahwa sebagian besar pidato, baik yang diucapkan oleh dosen maupun mahasiswa, adalah pidato yang mengandung makna lain. Peringkat kedua adalah tindak lokusi (20%). Terakhir, diketahui bahwa tindak perlokusi merupakan tindak tutur yang paling sedikit muncul, yaitu hanya 15% dari seluruh percakapan. Ada lima kategori ilokusi dalam pembelajaran tatap muka, yaitu asertif, direktif, ekspresif, komisif, dan deklaratif, sedangkan dalam pembelajaran online tidak ada deklaratif. Diketahui bahwa dalam blended learning, klasifikasi tindak tutur yang dominan digunakan oleh dosen bahasa Inggris adalah direktif yang terdiri dari 32 ucapan dosen sebanyak 54%. Sedangkan representatif sebagai klasifikasi dominan tindak tutur yang digunakan oleh mahasiswa farmasi yang terdiri dari 30 ujaran mahasiswa sebanyak 55%.

Kata kunci: Pragmatik, Speech Act, Blended Learning

### ABSTRACT

The transmission of COVID 19 has actually increased and become new cluster, namely Omicron has forced all sectors to demonstrate innovation including Education world, and one of the innovations is Blended Learning. Language as communication tool must be understood by speaker and interlocutor so that it doesn't cause misunderstanding. If interlocutor and speaker both understand the meaning of speech conveyed, then information conveyed by speaker to interlocutor can work well. Phonetic understanding is not only literal meaning, but also implicit meaning. The study reasons are, firstly, it is concerned with classroom interaction analysis focusing on spoken language utilizing Pragmatic linguistic analysis about speech act used. Secondly, the classification and types of speech act, so it will find the speech act differences between online and face-to-face. This research was descriptive qualitative design by observing and recording conversations between English lecturers and pharmacy students during blended learning during new normal life as data collection techniques. Research results found the utterances in English lecturer and pharmacy students' conversations are dominated by illocutionary act, which is as much as 65%. It showed that most of the speeches, both spoken by lecturers and students, are speeches that contain other meanings. The second rank was locutionary acts (20%). Finally, it is known that perlocutionary acts are the speech acts that appear the least, which is only 15% of all conversations. There are five illocutionary categories in face to face learning, namely assertive, directive, expressive, commissive, and declarative, while there is no declarative in online learning. It is known that in blended learning, the dominant classification of speech act used by English lecturer was directive which consist 32 lecturer's utterances as many as 54%. Whereas representative as dominant classification of speech act used by pharmacy students which consist 30 students' utterances as many as 55%.

**Keywords: Pragmatic, Speech Act, Blended Learning**

## **I. PENDAHULUAN**

### **1. Latar Belakang**

Introduction : COVID 19 pandemic has forced all sectors to stop operating including education world. The policy taken by Indonesian government is cancelling all teaching and learning activities, instead it is carried out online from home or distance learning. Government regulations on online learning implementation are not fully enforced in some areas. Areas that are included in green and yellow zones are allowed to hold face-to-face learning even though the time is limited and still prioritize strict health protocols. But recently, there have been reports that the transmission has actually increased and become new cluster, namely Omicron, this is what demands the principal in zone area demonstrate learning innovation. One of the innovations is Blended Learning. It refers to learning that combines or mixes face-to-face learning in classroom and online learning. Deli Husada Deli Tua Health Institute decided policy to carry out Blended Learning since August, 2021. In its determination, academic field puts policy that theoretical learning method through online and practical learning methods through face to face. Language as communication tool must be understood by speaker and interlocutor so that it doesn't cause misunderstanding. If interlocutor and speaker both understand the meaning of speech conveyed, then information conveyed by speaker to interlocutor can work well. Phonetic understanding is not only literal meaning, but also implicit meaning. The study of language that examines implied meaning is pragmatics. Speech acts is one of the scope of pragmatics. Austin divided the speech act into three components, namely locutionary act, illocutionary act and perlocutionary act. Locutionary act as utterance of particular word and certain constructions. Meanwhile, illocutionary act is to do an action by saying something. Perlocutionary acts are speaker's utterances that bring an effect on the hearer. In blended learning there are speech acts used by students and lecturers. Therefore, it will be worth conducting a research which focuses on speech act classification used by English lecturer and pharmacy students at Deli Husada Deli Tua Health Institute in blended learning whereas based on hypothesis obtained, there are frequent misunderstandings when English learning in face-to-face and even more so in blended learning. Based on the background above the study problems as following: What are the classifications of speech act used by English lecturer and Pharmacy students in blended learning during new normal life, how are the differences of speech act classification, why the speech act occurs in the way they are. Blended Learning is a combination or combination of various online and offline learning (file sharing and face-to-face). It refers to learning that combines or mixes face-to-face learning in classroom and online learning. Blended learning has advantages, including Learners interact directly with the content of learning, Can interact with friends, Group discussion and exchange of opinions, access e-library, virtual class, online assessment, e-tuitions, access and maintain learning blogs, webinars, see expert lecturers on youtube, learn online through video and audio, virtual laboratory.

### **2. Perumusan Masalah**

The formulation of the problem in this study is how the Speech Act used by English Lecturers and Students in Blended Learning During the New Normal Life.

### **3. Tujuan Penelitian**

The purpose of this study was to obtain research data regarding the use of Speech Act used by English Lecturers and Students in Blended Learning During the New Normal Life.

#### 4. Manfaat Penelitian

The benefit of this research is to obtain research data regarding the use of Speech Act used by English Lecturers and Students in Blended Learning During the New Normal Life applications in everyday social life.

## II. METODE

This research was descriptive qualitative design by observing and recording conversations between English lecturers and Pharmacy students. This study used pragmatic analysis of students' talk in order to describe speech function classification in blended learning at Deli Husada Deli Tua Health Institute. The data were the clauses of spoken and written language transcript from 197 respondents. The data sources are an English lecturer and 196 pharmacy students who are active in academic year of 2021/2022. Pharmacy students divided into 5 groups namely group 1 (39 students), group 2 (40 students), group 3 (39 students), group 4 (39 students) and group 5 (39 students). They have different intelligence, talents, interests, and economic levels.

## III. HASIL

Based on the result of observation on English lecturer's and pharmacy students' speech acts in blended learning process, it is divided by two ways namely face to face and online learning. There are three types of speech act used between English lecturer with students, there are locutionary act, illocutionary act and perlocutionary act. The findings of this research can be seen in the following table:

**Table 1.** Types of Speech Act in Face to Face Learning

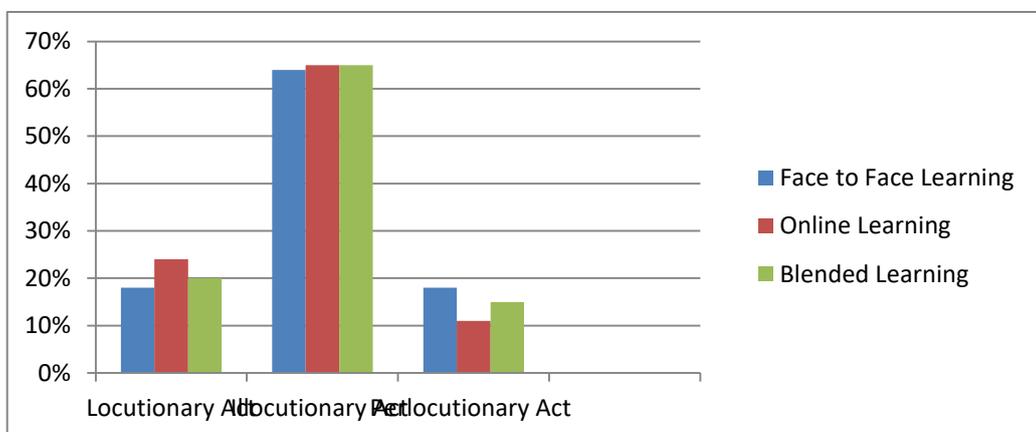
No	Participants	Types of Speech Act		
		Locutionary Act	Illocutionary Act	Perlocutionary Act
1	Lecturer	7	24	2
2	Students	5	18	10
Total		12	42	12

**Table 2.** Types of Speech Act in Online Learning

No	Participants	Types of Speech Act		
		Locutionary Act	Illocutionary Act	Perlocutionary Act
1	Lecturer	4	23	1
2	Students	7	7	4
Total		11	30	5

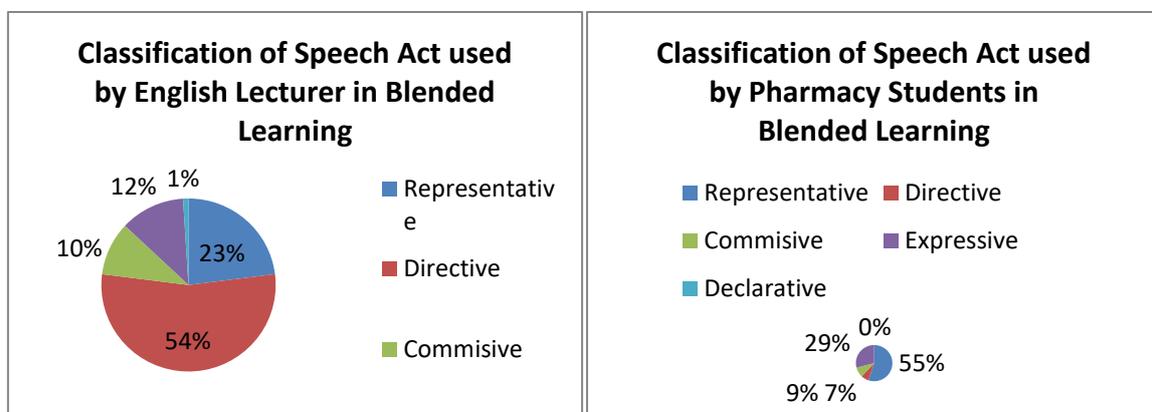
It was found those 66 utterances in face to face learning and 46 utterances in online learning between an English lecturer with five groups of pharmacy students in the form of written language containing speech acts. Then, from those utterances, the researcher found 5 classifications of speech acts produced by English lecturers namely; representative, directive, commissive, expressive and declarative. There was found 4 classifications of speech act of 5 classifications produced by pharmacy students in face to face learning, namely; representative, directive, commissive, and expressive. The researcher found 32 utterances containing speech acts produced by English lecturer. The researcher found 10 representative speech acts performed by English lecturer in face to face teaching and learning process. The representatives were used consisted of several contexts, namely informing, explaining, reminding, and stating. There were 14 directive speech acts uttered by English lecturer included; commanding, suggesting, recommend and inviting. The researcher found 3 commissives speech acts which belong to offering context. The

researcher found 4 expressive speech acts performed that consisted of opening, hoping, thanking, appreciating, and closing context. There were 1 declarative speech acts uttered belong to giving punishment. The researcher found 34 utterances containing speech acts produced by Pharmacy students. The researcher found 18 representative speech acts performed by pharmacy students in face to face teaching and learning process. The representatives were used consisted of several contexts, namely informing, claim, reminding, and stating. There was 1 directive speech acts uttered which belongs to requesting. The researcher found 5 commissives speech acts which belong to swear, promising and offering context. The researcher found 10 expressive speech acts that consisted of apologize, hoping, thanking, appreciating, and closing context. The researcher found 4 classifications of speech acts of 5 classifications produced by English lecturers in online learning, namely; representative, directive, commissive and expressive. There was found 2 classifications of speech act of 5 classifications produced by pharmacy students in online learning, namely; representative and expressive. The researcher found 28 utterances containing speech acts produced by English lecturer. The researcher found 4 representative speech acts performed by English lecturer in online teaching and learning process. The representatives were used consisted of several contexts, namely informing, explaining, reminding, and stating. There were 18 directive speech acts uttered by English lecturer included; commanding, suggesting, recommend and inviting. The researcher found 3 commissives speech acts which belong to offering context. The researcher found 3 expressive speech acts performed that consisted of opening, thanking, and closing context. The researcher found 18 utterances containing speech acts produced by Pharmacy students. The researcher found 12 representative speech acts performed by pharmacy students in online teaching and learning process. The representatives were used consisted of several contexts, namely informing, claim, reminding, and stating. The researcher found 6 expressive speech acts that consisted of apologize, hoping, thanking, appreciating, and closing context. The types of speech act in blended learning, the researcher discovered 112 utterances that have their respective roles. It was divided by 66 utterances in face to face learning and 46 utterances in online learning. Locutionary speech acts were 12 utterances (18%); 42 illocutionary utterances (64%); and perlocutionary as many as 12 utterances (18%) in face to face learning. It was also found in online learning, the researcher discovered locutionary speech acts were 11 utterances (24%); 30 illocutionary utterances (65%); and perlocutionary as many as 5 utterances (11%). Thus, the type of speech act that dominates in blended learning is speech acts as an illocutionary speech act. The following is a graph of the percentage of this research.



**Picture 1.** The Percentage of Speech Act Types in Blended Learning

Previously, in above graph, it is known that illocutionary acts are speech acts that dominate the conversation between lecturers and students, namely 65%. From the existing data, it can be seen that the speech of lecturers and students is an illocutionary act. It can be seen from table 1 and 2, that as much as 77% of lecturers' utterances contain illocutionary act, while 49% of students' utterances also contain illocutionary act. Based on existing data, it is known that lecturers use illocutionary act with a specific purpose, such as ordering. Furthermore, from graph 4 it is known that the second rank of the type of speech act that is widely used is locutionary acts (20%). If we look further, namely in graph 4, it is known that locutionary acts are mostly found in student speech, as much as 24%. This shows that what is conveyed by students is only information, without questioning the intent and function of the speech delivered. Finally, it is known that perlocutionary acts are the speech acts that appear the least, which is only 15% of all conversations. This speech is mostly done by students, as much as 27%, while in lecturer speech there are only about 5% of utterances that contain perlocutionary act.



**Picture 2.** The Percentage of Speech Act Classification used by English Lecturer and Pharmacy Students in Blended Learning

From the graph above, it can be seen that in this study, the speech act classification of lecturers who dominated was directive category as many as 54%, while students classification of speech act who dominated was representative category as many as 55%. In addition, based on the analysis results, it is known that directive category that is mostly used by lecturers in their speech is commanding form, while the representative category used by students in speaking is stating form. An illocutionary act is speech act of doing something with a specific purpose and function. In this study, both lecturers and students use illocutionary speech as a means to do something with a specific purpose. Based on the analysis that has been done, basically the lecturer uses illocutionary speech with the aim of commanding and advising, while students use illocutionary speech with the aim of claiming to get sympathy from the lecturer.

#### IV. KESIMPULAN

In this study, the utterances in English lecturer and pharmacy students' conversations are dominated by illocutionary act, which is as much as 65%. This shows that most of the speeches, both spoken by lecturers and students, are speeches that contain other meanings. The second rank is locutionary acts (20%). Finally, it is known that perlocutionary acts are the speech acts that appear the least, which is only 15% of all conversations. There are five illocutionary categories in face to face learning, namely assertive, directive, expressive, commissive, and declarative, while there is no declarative in online learning. It is known that in blended learning, the dominant classification of speech act used by English lecturer

was directive which consist 32 lecturer's utterances as many as 54%. Whereas representative as dominant classification of speech act used by pharmacy students which consist 30 students' utterances as many as 55%. In general, in this study, the directive was used by the lecturers as a form of commanding and advising their students to do something to make the students more active in discussion forum both face to face and online learning. The most difficult thing to do is when online learning; many students do not actively comply with the rules and are very passive in learning with excuses due to the unstable internet network. While the representative used by the students as a form of claiming to get sympathy from the lecturer.

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