



Teacher's Persuasive Speech in Indonesian Language Learning at SMPN 2 Puger during the Covid-19 Pandemic

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Abstract—This study aims to explain and describe the form of teacher's persuasive speech acts in learning Indonesian class VIII during the Covid-19 pandemic. This research uses descriptive qualitative research. The research design used in this research is content analysis. Based on the research method and design, the data generated in this study are the teacher's persuasive speeches orally and in writing in Indonesian language learning at SMPN 2 Puger during the Covid-19 pandemic. Data collection techniques in this study used direct and indirect techniques. The findings of the form of persuasive speech acts in this study there are 5 types of speech acts, namely assertive speech acts, directive speech acts, expressive speech acts, commissive speech acts, and declarative speech acts.

Keywords—speech act, persuasion, teacher, Indonesian language learning.

I. INTRODUCTION

Humans are social creatures who interact in everyday life. Interactions that are often carried out by humans cannot be separated from the use of language. Because language is a vital part of human communication. Not only communication between individuals, but also communication within a country (Musriyono, A.A., Rustono, & Saptono, 2018:349). This is in line with the opinion of (Diningsih, S.M., Andayani, & Rohmadi, 2019:680) that language is a communication tool used by community members to interact. In line with that, (Arisetiyani, Y. & Yuliarsy, 2017:238) state that the function of using language is to convey information and request information.

Language consists of a variety of spoken and written languages. In the use of these two languages, there are various kinds of speech acts. This is in line with the opinion (Siritman B. & Meilantina, 2020:1) that in communicating, of course, using a series of speech acts to achieve certain goals. Meanwhile, according to (Yule, 1996:47) speech acts are actions that are carried out through speech. Speech act activities carried out by

speakers to achieve the goal of understanding the speech partner usually use a strategy, one of which is persuasive.

Persuasion is used to attract the sympathy of the interlocutor (Simons, 1967:17). (Simons, 1967:22) also explains that persuasion is a form of human communication used to influence others by modifying beliefs, values or attitudes. (Diamon, 1999:11) state that persuasion is an act of conversion, convincing others with the aim of changing their beliefs or views, so that they can also adopt new goals or follow the speaker's persuasion. As in classroom learning activities, every teacher must have a certain pragmatic competence to convey the function of communication to students, so that the speech acts of teachers and students in building a communication culture show that there is a process of mutual influence and learning objectives can be achieved.

Pragmatics is the study of the use of language or contexts outside the language that give meaning to an utterance (Harimurti, 2009:198). Thus, through pragmatics the speech partner can not only know the meaning of the utterance, but also the things that support the meaning of the utterance. So, it can be concluded that pragmatics

examines the context of speech so that the speech partner can know what the speaker means.

Teachers' persuasive speech acts in Indonesian language learning activities are interesting to study. This is because the teacher's persuasive speech acts can have a positive impact in increasing student interest in learning, especially in learning during the Covid-19 pandemic. Indonesian language learning emphasizes 4 aspects of language skills, namely listening, reading, writing, and speaking. Those four language skills cannot be separated from daily life in communicating. Persuasive utterances carried out by teachers with students in learning activities are not only to tell the speech, but behind the speech it has a specific purpose. That is, the teacher does not just convey messages or information, but also has a goal so that the student can change himself to be a better person. For example, with the teacher's persuasive speech in learning activities, students are more aware of the teacher's instructions, such as understanding in working on assignments, instructions for working on questions, and understanding the material presented by the teacher. Therefore, this study will examine the teacher's persuasive speech in Indonesian language learning activities during the Covid-19 pandemic.

Research on persuasive speech acts has been conducted. First, research on persuasive speech acts was conducted by (Rohmadi, 2013) with the title *Persuasive and Provocative Speech Actions in the 2013 Central Java Election Campaign Banner Discourse*. This study explains and describes speech acts that have persuasive and provocative elements in the banners of the Central Java election campaign. The object of this research is in the form of words, phrases, clauses, sentences, and images in the discourse of banners that were installed during the election campaign for the governor and deputy governor in Central Java in 2013. Second, research on persuasive speech acts was conducted by (Fanani, 2020) entitled *Donald Trump's grammar of persuasion in his speech*. This study explains and describes Donald Trump's persuasive grammar in his speech. Third, research on speech acts was carried out by (Kurniawan, R. & Novita, 2020) entitled *Persuasive Speech Acts of Street Vendors at Pasar Kaget Gelora Haji Agus Salim Padang*. This study explains and describes the forms and functions of persuasive speech acts of street vendors at *Pasar Kaget Gelora Haji Agus Salim*. The difference between this research and the third research is that the object of this research is different from the three research objects above. Based on the description above, this research focuses on the form of teachers persuasive speech acts in learning Indonesian.

II. RESEARCH METHOD

This research uses descriptive qualitative research. According to (Bodgan, R. & Biklen, 2012:44), qualitative research is research that produces descriptive data in the form of speech, writing, or behavior from the people being observed. According to (Creswell, 2012), qualitative is a method to explore and understand the meaning of several individuals or groups of people who come from social or humanitarian problems. The research design used in the study was content analysis. Based on the research method and design, the data generated in this study are the teacher's persuasive speeches orally and in writing in Indonesian language learning at SMPN 2 Puger during the Covid-19 pandemic. Data collection techniques in this study used direct and indirect techniques. This is because SMPN 2 Puger which is the source of research data uses a blended learning model.

III. RESULTS AND DISCUSSION

Speech act is a person's ability to use language to convey messages or information. (Leech, 1983:317) classifies speech acts into five groups, namely assertive, directive, commissive, expressive, and declarative. The following are the findings of the teacher's persuasive speech in this research.

1. Persuasive Speech in Assertive Speech

Persuasive speech which is categorized as assertive speech act is speech that binds the speaker to the proposition said (Searle, 1979:76). Assertive speech acts are usually characterized by propositions stating, suggesting, boasting, complaining, reporting, criticizing/claiming, and reminding. The following is an excerpt from the teacher's persuasive speech data in assertive speech acts.

Data 1

Teacher : My students, during a pandemic like now, remember that you must keep your health and follow health protocols by minimally applying 3M, washing your hands, wearing masks, and keeping your distance.

Based on data excerpt 1, the teacher's speech is an assertive speech act. Through this speech, the teacher's persuasive effort shows that he does not speak assertively which tells the proposition of reminding, namely the teacher urges students to always keep health by implementing health protocols. Because, seeing the current condition, many people have fallen due to the Covid-19 virus. Those (people) who are affected by the Covid-19 virus are usually negligent in implementing health protocols. Therefore, speakers invite speech partners to always remember to take care of their own health (students) by implementing health protocols, namely

always washing hands before and after doing activities, always wearing masks when outside the house, and always keeping a distance from other people when in the crowd.

Data 2

Context : The teacher sends a message in the online learning WhatsApp group

Teacher : For those who have not submitted their Indonesian assignments, please submit them immediately, because the deadline for submission is tonight.

Students: Yes sir. Wait a minute sir, soon I will submit.

Based on the context and excerpts of dialogue data 2, the speaker reminds the interlocutor with the statement *"Those who have not submitted their Indonesian assignments must be submitted immediately, because the deadline for collection is tonight."* in online learning WhatsApp groups. After the teacher sent the message, the student responded that he would submit it immediately. This shows that the teacher's speech intends to influence students to immediately submit assignments.

2. Persuasive Speech in Directive Speech

Persuasive speech which is categorized as directive speech act is speech that has statements of commands, orders, or requests, and prohibitions (Taufik, 2013:30). This is in line with the opinion of (Black, 2006:21) which reveals that a directive speech act is a command. The utterance is marked by a verb that shows the actions that will be carried out by the interlocutor. The following is an excerpt from the teacher's persuasive speech data in directive speech acts.

Data 3

Teacher: Please pay attention, the answer of the assignment is sent to the Indonesian admin of each class, not to the group. The answers sent to this group are the answers of your questions in the discussion, not assignments!

Students: Ok sir, sorry I have sent it to the admin number.

Based on data excerpt 3, the teacher's persuasive speech is a directive speech act that contains a prohibition with the word "don't". The teacher's speech intends to invite students so that the answers to the tasks that the teacher gives are not sent to the group. The quote from the data shows that the teacher's persuasive speech received a positive response from the students. This is showed by the statement of the interlocutor (student) *"Okay sir, sorry I have sent it to the admin number."* From the statement, the teacher's speech can encourage or persuade students to follow the teacher's orders to send assignments to the admin.

3. Persuasive Speech in Commissive Speech

Teachers' persuasive utterances categorized as commissive speech acts are utterances that contain expressions of promises, offers, deeds, contracts, threats, and oaths (Searle, 1979:94). The following is an excerpt from the teacher's persuasive speech data in commissive speech acts:

Data 4

Teacher : For those who haven't submitted the 8D assignments that are due today, namely: Abey Gen, Fany Nailul, Febry M, Lendra A, Mechel, Naila, Novero, Rizki A. Please come to the teachers' office on Monday, August 2, 2021 to meet Mr. Hardi at 10.00. If the day and hour have not collected the assignment, then your score is blank!

Data excerpt 4 shows the teacher's persuasive speech in commissive speech acts that contain threatening expressions. The 'threatening' speech act is a speech act conveyed by the speaker to express the purpose, intention or plan to do something. The teacher's persuasive utterances in commissive speech acts are found in sentence excerpt *"...Please come to the teachers' office on Monday, August 2, 2021 to meet Mr. Hardi at 10.00. If the day and hour have not collected the assignment, then your score is blank!"*. The teacher's speech intends to influence the interlocutor (student) by threatening not to give score to students who do not come to the teacher's office to submit assignments.

4. Persuasive Speech in Expressive Speech

Teachers' persuasive utterances which are categorized as expressive speech acts are speeches used to express matters relating to the feelings felt by the speaker (Taufik, 2013:22). In line with that, (Searle, 1979:48) states that expressive speech acts are forms of speech acts that express the speaker's psyche in relation to certain circumstances. Expressive speech acts consist of expressions of praise, gratitude, congratulations, thankfulness, apologies, disappointment, concern, and admiration. The following is an excerpt from the teacher's persuasive speech data in expressive speech acts:

Data 5

Teacher: My students, today you learn by yourself. Please study the material in the textbook chapter 2. I am sorry, today I cannot accompany you to study because my family has just passed away.

In data excerpt 5, the teacher's speech contains expressive speech acts that express apologies. This is showed by the statement *"I am sorry, today I cannot accompany you to study because my family has just passed away."* The teacher's speech describes the sad feelings of the speaker who is mourning and cannot accompany his students to

study, thus persuading students to study alone or discuss with their friends without any help.

5. Persuasive Speech in Declarative Speech

Persuasive utterances in the category of declarative speech acts are utterances that contain statements that can change conditions/realities that are different from the previous situation, resulting in conformity of the content of the proposition with reality (Taufik, 2013:28). Declarative speech acts consist of the words to resign, baptize, fire, give a name, impose a sentence, excommunicate, and appoint. The following is an excerpt from the teacher's persuasive speech data in declarative speech acts:

Data 6

Teacher: All right, guys, according to yesterday's vote, Galang is the head of class 8A. So later who will coordinate class 8A is Galang.

Data excerpt 6 shows the teacher's persuasive speech in declarative speech acts stating appointment. The teacher's speech contains statements that can lead to new situations. That is, the teacher invites students to agree on a mutual agreement in appointing Galang as class president. If it is related to the context, the teacher's speech in data 6 excerpt, the teacher has voted with the students to change the condition of the previous class, namely the teacher formed the class structure, and gave the mandate to Galang on a mutual agreement to be responsible for coordinating class 8A.

IV. CONCLUSION

Based on the persuasive speech act data presented above, the authors conclude that the purpose of the teacher's persuasive speech is to influence, persuade, or invite students to follow or carry out what the teacher says. The findings of the teacher's persuasive speech in learning Indonesian class VIII at SMPN 2 Puger during the Covid-19 pandemic there were 5 forms of speech acts, namely 1) assertive speech acts that bind the speaker to the proposition said, 2) directive speech acts that contain statements of commands, orders, or requests, and prohibitions, 3) expressive speech acts that contain apologies, 4) commissive speech acts that contain expressions in the form of threats, and 5) declarative speech acts that contain statements in the form of appointments.

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