TEACHER'S SPEECH ACTS AS INTERACTION IN LEARNING LANGUAGE INDONESIA

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1. INTRODUCTION

Language Indonesia is Language unity Which must mastered by all over people Indonesia. Asinhabitant country Which Good Already it's appropriate We use Language Indonesia the And get used to it in life daily. But besides that, there is Regional languages play an important role in life public And must be preserved by the owner of the language sake maintain culture nation. In knowledge Language Indonesia, Speech acts are studied in a The branch of linguistics is pragmatics. At the pragmatic level of all types Speech acts have meaning and significance Which different. Act said give role important in process communication. Context Which different will change the inner meaning follow said Which The same. So, use Language in activity speak or speak can influential to Meaning or the purpose of the speech being spoken by si speaker the.

Austin (1962), state that on basically moment somebody say something, it means him too do something. It means, whatever what is said has a meaning For do something. Before speaking, the speaker must take into account bang various possibility follow said Which in accordance with context position speaker, situation, And structure Which There is in speech the. Subyano (1992:1) men- define the elements found in a speech. Between other that is, Who speak, with who is talking, about what, with track What, And variety Language Which where. All the words spoken speakers, whether in formal situations or informal definitely have Meaning and goals certain. In study This, researcher do study in SMP Negeri 1 Maiwa about follow said Which used by Teacher ininteract moment learning ber-direct. Junior High School 1 Maiwa is A school intermediate First Which located in Subdistrict Mountain Tuleh, Regency Sidrap All communications that occur in the learning process it will not occurs without language. With Language, Teacher And student Can do activity speak in knock interaction in process learning. By speaking, teacher can convey lessons to his students, so also student will get knowledge from the teacher's speech is thus, a process Study teach can walk with Good. In matter This, follow said role important.
the seen from importance Language for teachers and students. With follow said Which appropriate, so Teacher Can convey lesson on his students And his students even Can with easy understand material Which studied. Beware (1985), states that speech is not only serves as a revealer of the elements cognitive elements, attitudinal elements there are too in every Language, that is element show Meaning speaker, thought, activity, And because penu-the rule. From statement the Daat concluded that speech That is something Which important For disclose Meaning from speaker.

Junior High School 1 Maiwa appointed by the researcher as an object study Because considered as school Which use follow speech that is still mixed with regional language , because of the region Still left behind. Although school ter-call being in a village, however only school that’s it One- only school which is the place studying among dozens of villages that surrounds him. School available but already start use 2013 curriculum and fully implement it day school . Researcher do research at the school with the reason that SMP Negeri 1 Maiwa This Not yet Once researched previously, reason other that is researcher want to know How follow said Teacher in interact with his students moment learning taking place.

research , researcher formulate three formulation problem, namely (1) describes how tutran Teacher start A learning, (2) how to speak Teacher when convey learn, And (3) How the teacher ends learning.

2. METHOD

Method Which used in study This is method descriptive. According to Nabawi (2012:67) method descriptive is A procedures for solving problems Which investigated with draw-barkan or depict circumstances subject or object study (a person, institution, society, etc etc) on moment Now based on apparent facts or How exists. Type researcher- his tian is study qualitative. Study qualitative according to Sugyono (2010:1) is research Which used For investigate, find, describe, And explain quality or keisti- mewaan from influence social Which

No can explained, be measured, or depicted with through approach quantitative.

Source data from study This is incident language or follow said Which happen between Teacher And students at SMP Negeri 1 Maiwa who carries out speaking activities in school general the. School the is at in A village isolated Which named Paraman Ampalu subdistrict Mountain Tuleh, Regency West Pasaman.

Study This, data obtained with the help of tools such as type recorder, And notes small. In research, a researcher must have a diligent, careful attitude And focus to object Which researched. Matter the For avoid mistake And incompleteness data. A researcher must analyze data with as thorough And as good as Possible.

Study This done with uses two techniques, namely technique inspection validity data And triangulation. In inspect validity data, perseverance a researcher very required. With so, the data obtained will not be wrong and researchers focus more deeply observe things that are deemed necessary For made notes. Triangulation done with take advantage researcher other For do checking return to data that has been obtained so that this does not happen mistake or incompleteness data.

Steps Which must taken by researchers. first, interpreter Mahan follow said Which has obtained from location study to in Language Indonesia. Second, analyze And interpret follow said Which happen in JUNIOR HIGH SCHOOL Country 1 Mountain Tuleh the. Third, make conclusion about form follow said Language area Teacher and students in Gunung 1 Public Middle School Tuleh Pasaman Regency West.

3. RESULTS AND DISCUSSION

From results study Which done through observation direct, so can seen How a Teacher in teach in class. Even, though what he taught was eye lesson Language Indonesia, However Teacher in school This still use Language area in interact with his students. Especially eye lesson Which other. Whereas, Middle school level teachers should be teachers get used to his students with use a Language introduction learning with Language Indonesia to familiarize students use Language Indonesia.

Language Indonesia should made Language introduction pem- learning so that student used to use Language unity the. But in fact, at school JUNIOR HIGH SCHOOL Country 1 Mountain Tuleh This, educators still often use it
According to them, student will more motivated in study and more deepen material if they use language area as language introduction in learning. Although they know if should they use language Indonesia just, however matter the forced done sake smoothness learning and achievement objective learning.

Here is some analysis how a teacher in teach. Start from teacher start learning until close learning on day that.

**Act Tutut 1**

**Tururan Getting Started Lesson**

Dialog between teacher and student in local VIII. B moment Indonesian language learning on at 08.20 with poetry text material. Speech happen mean for do learning about text poetry, conversation which happen between teachers and students regarding understanding text poetry, its structure poetry, and experience student in write news.

Teacher: Good morning kids! Student: Happy morning thump.
Teacher: How is your day? This?
Student: OK, mom.
Teacher: Andi, tujia do na holidayi? (to where you holiday?)
Student: To the oil palm plantation to harvest.
Teacher: Oh, deges madai. (oh, that's good if so)

Based on speech on, seen teacher greet his students with saying happy morning, and then in answer by his students with good morning wishes. However, moment teacher ask news his students on that day, students only answered without throw question come back.

Besides that, teacher seen to use language Mandailing for ask to his student.

**Speech 2**

**Speech Moment Teacher Convey Lesson**

Teacher: Okay children Mother all, day this we learn about news text. Who which know what's that text news?
Student: Text which in inside contain incident certain.
Teacher: Good. Ise dopena na mamboto aha naidokon text news i? (who again which you know what which intended with text news?)

Student: I'm Buk.
Teacher: Yes, try explain!
Students: Text news is text who is pregnant all incident which happen in world which spread through media mom.
Teacher: Clever children Mother everything. Kurniati in his research state that: "Assertive speech acts are seen from sentence form and propositional content, as well as based on the second division that sentence into the old information and information new."

In speech the teacher use regional languages as language introduction learning. Matter the teacher continues to do this with objective. For makes it easier student understand material which disam-match it the. Of course clear seen, with use language area, student more enthusiastic answer question from the teacher and more motivated in process learning. Matter the in accordance with opinion Sitohang in his research state that besides as language introduction, some teachers use language area as language communication to student in a
way individual. Matter This Because sometimes there is student

which requires a linguistic approach Which special. A number of Teacher Also say that Language area more familiar in a way emotional And Enough help in welcome-match material or matter other to student If compared to Language Indonesia.

Based on matter the, in school This student nor the teacher Still depend with Language area Which they have.

Speech 3

Speech end the lesson

Teacher : Okay children, you Already you know What That text news, And Also structure the text. Well, because of time Already finished, So learning day This sufficient until in here yes. Diligent read book in home yeah.

Student : Good, ma’am.

Teacher : Assalamu’alaikum kids child.

Student : Walaikum Salam Thump.

Sentence end lesson the Also contain speech assertive, in there seen Teacher give speech Which nature positive Which motivating his students For Study more enterprising Again And his students Also give response politely.

4. CONCLUSION

The research carried out is study qualitative with method descriptive. Data study This obtained from direct observation which was carried out at SMP N 1 Maiwa, Regency Sidrap, South Sulawesi Province.

Speech acts used by Teacher field studies Language Indonesia in learning activities in junior high school Country 1 Mountain Tuleh Regency West Pasaman uses follow said assertive. Speech Which happen during process learning seen Teacher want to very motivating his students so that Study with more enterprising Again with give appreciation. Besides That, Teacher Also use regional languages as Language introduction learning with objective so that student more master and understand better with what is explained by the teacher. Matter the seen moment Teacher ask to student with use local language.

5. SUGGESTIONS

For researcher furthermore, pene-litian This should become material input And Also need given addition Because study This is research carried out First time And need a number of input And addition on further research. For teachers in School, should more improved Again method motivating his students And Keep going do speech assertive the. As well as, start remove Language area moment learning, especially learning Language Indonesia. In this way, students will more trained And temotivation For use Language Indonesia as Language unity country Indonesia.

The substance of the book contains gender inequality. Gender inequality is reflected through illustrative images and story text which fall into three categories, namely (1) Gender inequality in trait values, (2) Gender inequality in work roles, and (3) Gender inequality in hobbies. Each category depicts a woman who is attached to her feminine attitude, weak, irrational, emotional and plays a lot of roles in domestic matters. Such educational material is actually an extension of the stereotype/labeling that has been developing in society that women are not in an equal position with men who have a masculine attitude and are able to play a role in public matters.

REFERENCES
