

SPEAK THE STUDENT'S LANGUAGE TO COMPLETE THE CONTEXTUAL LISTENING ASSESSMENT

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Abstrak

The research aims to describe the form of student speech acts, especially students' questioning speech acts in contextual listening activities. Contextual listening is related to listening activities and what is happening in everyday life. This research method uses the pattern used is grounded research pattern, that is, researchers are prioritized to be able to develop knowledge and several theories after knowing the problems and field data. In this case, the researcher enters a social situation by collecting data, in this way the researcher takes the data source using a purposive sampling technique, namely a technique for taking data sources with certain considerations, in the case that the researcher takes into consideration 2 English literature students. The results of the research are that it is known that students will have their patterns in the speech act of asking questions. It is known that student A uses questions more often by using speech acts in the form of directives 9 times followed by 1 time commissive, 1 time expressive, or 1 time representative, by focusing on the student appointed to answer the question, while Student 2 uses more commissive speech acts 4 times and uses representative 2 times, this shows that many of the questions given by the teacher are more challenging for students to answer and not burdensome for one student, but for students who are ready to answer questions. Thus, it can be concluded that contextual listening activities allow students to carry out speaking activities through active speech. In this case, it is also emphasized that when students listen well, it will give them the ability to ask questions to understand the material being taught.

Keywords: language speech acts, contextual listening, learning assessment

1. INTRODUCTION

Constructivist learning theory supports students' ability to construct their knowledge and develop the results into new studies (Lubis, A & Lubis, 2020). In this case, it is emphasized that using the surrounding environment will provide a great opportunity to achieve learning objectives.

This activity supports the way students emphasize why and how to re-communicate the understanding that has been explained by the lecturer. One way is to apply contextual listening in the classroom.

This is explained by speech being one of the keys to student success in understanding the material. Problems that

occur in the classroom, it is known that students are still lacking in responding to the material taught by the lecturer, the score obtained is 65%, students who have good speech because they understand the material get a score of 35%, thus, expressing speech becomes an important thing in the activity of listening to contextual material.

Application is applied to implicators which etymologically are hidden desires or feelings expressed by a speaker and in this case it can be explained that indicators include the meaning or aspect of pragmatics which also supports the true meaning of a sentence, the rest of which comes from the facts contained in it. around us according to the situation and conditions (Mata et al., 2023) and in this case it is in accordance

with pragmatic studies which relate to linguistics which studies speech as a way of communicating using correct language in pronunciation so that what is conveyed can be understood by the listener, a comprehensive understanding is needed in the pragmatic approach, so as to create speech, implicature, context, and presuppositions, thus language and communication cannot be separated (Marizal et al., 2021). Thus, it can be stated that pragmatics is a very important study in communication, especially in speech acts, especially in learning

Previous research states that speech is the most important thing in communicating with the public, especially traders (Zulkarnain et al., 2023), this also revealed that the list of Indonesian words in boys aged 9 and 12 years with class I malocclusion angle protrusive variations and each lexeme with different and specific patterns, similarities and coefficients of determination of frequency graphs. (Utomo, 2015) and speech depends on the speaker's condition (Saadillah et al., 2023).

It is also important to pay attention to whether listening activities are related to how to communicate with culture? Cultural communication is related to the ability in society to be able to speak language well. It has been stated that intercultural communication will occur if someone interacts with other people who have a different tribe, ethnicity, race and social class from themselves. A person's culture will influence verbal and nonverbal communication (Afrizal & Netri, 2021)

Emphasizes that speech acts are a matter of pragmatic study. Pragmatic competence into the rubric of action competence, which consists of knowledge about the series of speech acts and language functions, as well as productive and receptive skills in discourse competence, so that teachers will also be able to utilize the most effective types of treatment, resulting

in better performance and production (Borer, 2018; Shakki et al., 2020), however, in this case it is also explained that there is no significant difference between the listening comprehension of male and female EFL learners regarding the speech act of indirect/polite requests which is statistically rejected and supports the better performance of female participants and there is no difference in the fluency of understanding internal modifiers and externally by male and female EFL students who were also rejected due to the female EFL students' outstanding performance on the pragmatic post-test (Sasani & Pilevar, 2017).

Emphasis is also given by directive speech acts in RV program speech when promoting goods and services. The dominant directive speech act used is the speech act of suggesting, followed by the speech act of ordering, the speech act of advising, and the speech act of requesting. (Derita & Agustina, 2023). Thus, speech acts in communication are the final step and are an assessment when doing contextual listening

The aim of this research is to describe the form of student speech acts, especially students' questioning speech acts in contextual listening activities.

2. METHOD

The research was conducted at the Simalungun University location on 6th semester students at the Faculty of Letters, with a population of 40 students and this research was carried out using quantitative methods so that the sample was taken randomly so that the sample required by the researcher was 2 speakers.

Research design is a design used to find out how researchers will carry out research. The design used is a grounded research design, namely that researchers are prioritized to be able to develop knowledge and several theories after knowing the

problems and field data. Thus, it can be emphasized that the researcher will use a grounded research design by focusing on the problem of student speech acts in asking questions.

Qualitative research methods do not contain variables like research using qualitative methods, this is because qualitative research is holistic and places more emphasis on the process, meaning that qualitative research looks at the relationship between variables in the object being studied, which is more interactive, that is, they influence each other, so there are no known variables. dependent or independent.

The data collection technique used is observation, which is a way of collecting data by carrying out observations of ongoing activities. Activities in research are related to observing students in the conversation process with assessments according to indicators. In this research, participatory observation will be carried out, because it is appropriate observation. used is participatory observation.

The data collection technique for the speech act of asking the observation sheet uses scores according to Searle, by paying attention to teaching and learning activities in the classroom and the conclusion technique for calculating speech act strategies, the highest score will be shown, then the highest score will be concluded to see the strategy used student.

3. RESULT AND DISCUSS

In the form of teacher speech acts in learning activities involving two students - 1 and student - 2. The forms of speech acts that will be known are representative, directive, commissive and expressive. The following was produced by each student:

Student Speech Acts – 1

Based on field observations, it is known that teacher - 1 asks questions with several forms of speech acts. Following are the results obtained:

Speech Act of Questioning – 1

What's the debate?

From these questions, it is known that students use a form of representative speech act, namely the teacher carries out, gives questions, descriptions and confirmations about the debate material to friends. In this case the teacher also provides an overview of the lesson which will begin with initial questions.

Speech Act of Questioning – 2

Who knows?

Taufik?

From this question, it is known that the teacher uses a form of directive speech act, namely students carry out actions of inviting, commanding, requesting and instructing (prohibiting, ordering). In this case, the teacher also ordered and instructed a friend named Taufik to provide an explanation of the material being taught, namely debate.

Speech Act of Questioning – 3

Yes

What is a supporting argument?

From this question, it is known that the teacher uses a form of commissive speech act, namely the teacher carries out the actions of offering, inviting and challenging. In this case the teacher invites and challenges all students to explain supporting arguments in the debate.

Speech Act of Questioning – 4

Yes

What is a motion, Ani?

From this question, it is known that the teacher uses a form of directive speech act, namely the teacher carries out actions of inviting, commanding, requesting and instructing (prohibiting, ordering). In this case, the teacher orders and instructs a student named Ani to provide an explanation of the motion in the debate element.

Speech Act of Questioning – 5

What's that, Cindy?

From this question, it is known that the teacher uses a form of directive speech act, namely the teacher carries out actions of inviting, commanding, requesting and instructing (prohibiting, ordering). In this case, the teacher orders and instructs a student named Cindy to provide an explanation regarding the affirmative explanation of Ani's answer regarding the elements of debate.

Speech Act of Questioning – 6

Yes affirmation,

Yes, what is meant by affirmation, Taufik?

From this question, it is known that the teacher uses a form of directive speech act, namely the teacher carries out actions of inviting, commanding, requesting and instructing (prohibiting, ordering). In this case, the teacher orders and instructs a student named Taufik to provide an explanation of the meaning of affirmations.

Speech Act of Questioning – 7

Yes

What is a neutralizing team?

From these questions it is known that the teacher uses a form of representative speech act, namely the teacher carries out, gives questions, descriptions and confirmations about the debate material to students. In this case, the teacher needs confirmation of the neutralizing team's explanation in the debate to all students.

Speech Act of Questioning – 8

What is Mei's task?

The moderator's first task?

From this question, it is known that the teacher uses a form of directive speech act, namely the teacher carries out actions of inviting, commanding, requesting and instructing (prohibiting, ordering). In this case, the teacher orders and instructs a student named Mei to provide an explanation of the tasks that must be carried out by the moderator in the debate.

Speech Act of Questioning – 9

Thirdly, what Cindy?

Leading, apart from that?

From this question, it is known that the teacher uses a form of directive speech act, namely the teacher carries out the action of inviting, commanding, requesting and instructing (prohibiting, ordering). In this case, the teacher orders and instructs a student named Cindy to provide an explanation of the components of the debate in the third part and the explanations that must be included in the debate.

Speech Act of Questioning – 10

What?

From this question, it is known that the teacher uses expressive speech acts, namely students carry out acts of surprise, doubt, worry, disappointment, regret, anger, protest and mistakes. In this case, the teacher acts astonished at the unclear answer given by the student, because there are so many explanatory voices that the answer looks vague.

Speech Act of Questioning – 11

Surely each of you can draw conclusions from this topic. What is Midarti?

From this question, it is known that the teacher uses a form of directive speech act, namely the teacher carries out the action of inviting, commanding, requesting and instructing (prohibiting, ordering). In this case, the teacher ordered and instructed a student named Midarti to provide an explanation of the conclusion of the debate held in class.

Speech Act of Questioning – 12

Yes, what is Siti's conclusion?

From this question, it is known that the teacher uses a form of directive speech act, namely the teacher carries out the action of inviting, commanding, requesting and instructing (prohibiting, ordering). In this case, the teacher orders and instructs a student named Siti to provide an explanation of the conclusion of the debate held in class.

From the explanation of the data obtained, in sample 1, student 1 mostly used the speech act of asking questions in the form of directive speech. The form of directive speech is found in the pattern of asking 9 questions in learning, meaning that many of the questions have a pattern of direct orders to the students concerned in explaining the learning material. By not forgetting that the initial stage of learning is opened with a representative speech act, meaning that opening a question at the initial stage of learning is given to all students, then a directive speech act, then in the third stage, the speech act of asking, the teacher carries out a form of commissive speech act, meaning inviting and challenging all students to answering the discussion that will be completed and then the tenth speech act, the teacher performs an expressive speech act, meaning the teacher does not listen to the answers given by the students, so the teacher shows an expression of astonishment.

The pattern of asking speech acts applied in class is as follows:

- a) At the beginning of the lesson, the teacher performs a representative speech act, meaning that students give initial directions in the lesson, so that students become familiar with the material that will be taught in the lesson and this directive speech act only occurs once in the lesson.
- b) After carrying out representative speech acts, students then perform directive speech acts, meaning that the teacher focuses the questions on students who are instructed to answer the questions, while other students only listen to the answers given by students and directive speech acts take place 9 times in the lesson.
- c) Another thing that students do, is a commissive speech act, which is carried out by the teacher in the middle of learning, the teacher does not point to students by name, the teacher asks questions that challenge all students and occurs once in the lesson

- d) In learning, students then carry out expressive speech acts, the teacher does this, because he does not listen correctly to the answers given by students, so students ask for confirmation with expressions of astonishment in answering questions and this happens only once in learning.

Thus, it is clearly known that student - 1 focuses more on asking questions by pointing directly to a friend's name to answer the question, while fellow students who are not called by their names will listen to the answers, even without the lecturer realizing it, there are students who are indifferent to listening to the answers given by friends in class and interaction in the learning process goes well, even though students focus on the answers of students who are only called by name, thus the teacher will use challenging questions to all students only occasionally in learning and only certain students answer there are still students indifferent in learning. This is in accordance with observations, it is known that students are experiencing boredom in learning, even though the lecture is practicing the debate material.

Student Speech Acts – 2

Based on field observations, it is known that student - 2 asked questions with several forms of speech acts. Following are the results obtained:

Speech Act of Questioning – 1

Is that a fact?

From these questions, it is known that students use a form of representative speech act, namely the teacher carries out, gives questions, descriptions and confirmations about factual material to students. In this case the teacher also provides an overview of the lesson which will begin with initial questions about the meaning of facts.

Speech Act of Questioning – 2

What reading is that in?

From this question, it is known that the teacher uses a form of commissive speech act, namely students carry out the actions of offering, inviting and challenging. In this case the teacher invites and challenges all students to explain the discourse that explains the facts.

Speech Act of Questioning – 3

Is it fact or opinion?

From these questions, it is known that students use a form of representative speech act, namely students perform, ask questions, describe and emphasize differences in facts or opinions. In this case, students also provide an overview of learning by giving students the opportunity to recognize the differences between facts and opinions in a topic or discourse.

Speech Act of Questioning – 4

Any other?

From this question, it is known that the teacher uses a form of commissive speech act, namely students carry out the actions of offering, inviting and challenging. In this case, students invite and challenge all students to explain other discourses related to opinions, so that students are able to get to know discourses or headlines related to facts or opinions better.

Speech Act of Questioning – 5

Now who is ready to conclude what an opinion is?

From this question, it is known that the teacher uses a form of commissive speech act, namely students carry out the actions of offering, inviting and challenging. In this case, the teacher invites and challenges all students to explain learning conclusions about opinions. The teacher challenges students more with the sentence "who is ready", so that students provide explanations of conclusions according to their readiness regarding opinion material.

Speech Act of Questioning – 6

Who's ready to summarize it?

From this question, it is known that the teacher uses a form of commissive speech act, namely students carry out the actions of offering, inviting and challenging. In this case, the teacher invites and challenges all students to explain learning conclusions about opinions. The teacher challenges students more with the sentence "who is ready", so that students provide explanations of conclusions according to their readiness.

From the explanation of the data obtained, in sample 2, teacher 2 often uses the speech act of asking questions in the form of commissive speech. The form of commissive speech is found in the pattern of asking 4 questions in learning, meaning that many questions have a pattern that challenges students' readiness in answering questions. The teacher does not order one student to answer the question, but rather the students invite and even challenge students to always be ready with the material that will be completed. . By not forgetting that the initial stage of learning is opened with representative speech acts, this means that opening questions at the initial stage of learning are given to all students and in the third speech act the teacher returns to representative speech acts about differences in facts or opinions, so that students see the differences more clearly.

Thus, the student speech act question pattern - 2 in the fact or opinion learning material applied in class, is as follows:

- a) At the beginning of learning, students perform representative speech acts, meaning that students give initial directions in learning, so that students become familiar with the material that will be taught in learning and this directive speech act only occurs twice in learning. This speech act takes place when the teacher introduces the material that will be discussed, especially in explaining opinions or facts.
- b) Another thing that students do is commissive speech acts, students must be more prepared to answer questions,

teachers challenge students more in answering questions, so that interactions will be more active, because students will be more prepared in answering questions.

Thus, students carry out speech act patterns using only two patterns, namely representative and commissive. Many of the questions asked by students challenge their peers in learning, although learning involves more interaction, so the class is more lively in learning, but based on observations, peers are more challenged in learning. answer learning. It is also clear from observations that learning takes place more actively, students are enthusiastic in learning to answer questions correctly and students are even more prepared to take part in learning, so that the class in the learning process not only provides opportunities for certain students, but students also provide opportunities for all students to answer questions. focuses only on one colleague and gives students confidence in answering questions given by the lecturer.

This research is also in accordance with the results of research that has been conducted which states that three types of speech acts are found in interactions between teachers and students, namely locutionary acts, illocutionary acts and perlocutionary acts. In this case it is known that locutionary acts are carried out when teachers and students utter expressions. without a specific purpose, illocutionary acts are carried out if the expressions contain a certain intention for the listener and perlocutionary acts are carried out when the listener shows a response and acts as feedback to the speaker's utterance and this is in accordance with pragmatic studies (Christianto, 2020) and strengthened the teacher's speech acts in the teaching and learning process at SMP Negeri 1 Karang Bahagia, there are 6 forms of speech acts, namely, directive speech acts of command, speech acts of requests, directive speech acts of asking, directive speech acts of inviting, directive speech acts of advising, and directive speech acts. critics (Yuli &

Nawawi, 2023), and it is also emphasized that in meetings there are also illocutionary speech acts in the form of assertive speech acts of stating, complaining and scolding as well as commissive speech acts in the form of threats. (Sulistiyowati, 2020).

Hal ini juga ditegaskan bahwa hasil penelitian tindak tutur lokusi yang dituturkan guru dan siswa dalam proses pembelajaran bahasa Indonesia sejumlah 27 tuturan, tindak tuturi lokusi sejumlah 36 tuturan, dan tindak tutur perlokusi sejumlah 36 tuturan, munculnya tindak tutur perlokusi dalam proses pembelajaran bahasa Indonesia dipengaruhi oleh dua factor yaitu guru memiliki pengetahuan yang luas mengenai tindak tutur perlokusi sehingga mampu menggunakan tindak tutur dalam proses pembelajaran, guru dan siswa menyampaikan tuturan di dalam kelas sesuai dengan modus tuturannya dengan tujuan tuturan yang disampaikan mempunyai daya pengaruh atau efek bagi mitra tutur (I Made Pradipta Adhiguna, I Nyoman Adi Susrawan, 2019)

Thus, it can be concluded that contextual listening activities allow students to carry out speaking activities through active speech. In this case, it is also emphasized that when students listen well, it will give them the ability to ask questions to understand the material being taught.

4. CONCLUSION

The results of the research are that it is known that students will have their patterns in the speech act of asking questions. It is known that student A uses questions more often by using speech acts in the form of directives 9 times followed by 1 time commissive, 1 time expressive, or 1 time representative, by focusing on the student appointed to answer the question, while Student 2 uses more commissive speech acts 4 times and uses representative 2 times, this shows that

many of the questions given by the teacher are more challenging for students to answer and not burdensome for one student, but for students who are ready to answer questions. Thus, it can be concluded that contextual listening activities allow students to carry out speaking activities through active speech. In this case, it is also emphasized that when students listen well, it will give them the ability to ask questions to understand the material being taught.

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