PRAGMATIC ANALYSIS OF TEACHER UTTERANCES IN A VIRTUAL CLASSROOM

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ABSTRACT

This article is interested in studying the utterances used by a teacher in a virtual classroom. The study is conducted in Kindergarten 2 class, James Education Centre located in Bogor. The method applied is descriptive qualitative, using recordings and note taking as a technique to attain data. Looking into the illocutionary act, which is the meaning of utterances proposed by Searle, the data reveals that 69% of the teacher utterances are directives, 18% assertives and 12% expressives. The meaning of directive speech act is commiting interlocuters to do something. Assertives are used as statements and reports, while expressives as compliments and expressing gratitude.

Keywords: utterance; speech act; illocutionaryact; directives.

I. BACKGROUND

In the beginning of 2020, the world watched as the world was put to a halt due to Covid 19. Because of the pandemic, millions of people worldwide have started working from home. The COVID-19 has resulted in schools closed all across the world. Globally, over 1.2 billion children are out of the classroom. To ensure that students can continue their education during school closures, many countries moved teaching online. The Indonesian government has already taken several steps to support learning from home, including providing free or subsidized internet quotas to students and teachers, educational TV programming, and providing schools the option of using emergency or simplified education curriculum.

On April 3, Indonesia released two regulations, a government regulation and a Health Ministry regulation, for large-scale social restrictions (PSBB), the country's equivalent to partial lockdown. The partial lockdown requires offices, schools, places of worship and public spaces to close. Authorities in many countries not just Indonesa have closed schools to prevent further spread of Covid-19, moving teaching and learning largely online.

Learning a language is best conducted in the most 'natural' environment. Face to face interaction with peers and teachers as a role model of the language is crucial. Thus, how does communication happen in a virtual classroom? How do teachers carry out their 'talk' in a virtual classroom? This research is interested in studying the utterances of the teacher in a virtual classroom. The study was conducted in James Education Center (JEC) in Kindergaten 2.

James Education Center (JEC) was establisehd in 2005, with a mission to help increase the English of Indonesian society specifically in the Bogor region. Classes in JEC are conducted fully in the target language, which is English. Before the pandemy, learning English was conducted in the classroom where students are able to achieve learning a language in the most comfortable environment. Since the large scale social restrictions, JEC also implemented teaching online.

Similar to many problem encountered with teaching online, the limitation of the study also deals with bad internet connection. The schools' regulation which only allowed five recordings and certain teachers to be recorded were also the boundaries that had to be faced. The following research question arised, in a video conference classroom, what types of speech act does the teacher use? What are the meaning of the utterances?

II. RESEARCH METHOD

This study applies qualitative research with a descriptive analysis method. The primary data is the utterances of a Kindergaten 2 teacher. She has had three year experience in teaching and has been a full time teacher in the school for the same amount of years. The teachers uses the target language, which is English as a medium for communication.

The recordings show an interaction in a video conference classroom of Kindergaten 2 students. Because English is used pervasively for communication, the students understand the majority of the instructions and explanations of the teacher very well.

The technique used in this research is recording and note taking technique. One zoom meeting class recording that showed the best quality were chosen, then the teacher's utterances were transcribed. Following that, utterances of the teacher were classified using Searle's types of speech act. Once they are put into types, then the meaning of the utterances were analysed.

Theoretical Framework

According to Pateda (2010:96) one way of analysing and seeing meaning is through speech act, which is an utterance as a functional unit in communication. The utterances as a functional unit have many functions depending on speaker intention; from instructing, complementing, promising to accosting. The function of speech is limitless.

Austin (quoted by Markoem, 2017) classifed speech act into three: locutionary act, illocutionary act, perlocutionary act. The locution is the utterances itself. The illocutionary act then looks further into the meaning of the utterances. Perlocutionary act deals with the response of the interlocutor. An example of these concepts is when a speaker utters; "*Close the door*" this is the locutionary act. The meaning of the utterance (illocutionary act) is possibly an instruction to close the door. Upon hearing this utterance the listener could commit to the instruction or even deny (perlocutionary act). Furthermore, Searle classified speech act into 5 (Markoem, 2017:242), which will be elaborated below:

1. Assertive or representative is a speech act which describes states or events in the world as an assertion, a claim, a report. Examples of assertives can be seen in the following example:

    a. *The earth is flat.*
    b. *Chomsky didn't write about Shakespeare.*
    c. *It was a warm sunny day.*

2. Directive is a speech act that has the function of getting the listener to do something, such as suggestion, a request, or a command. Directives include utterances such as:

    a. *Gimme a cup of coffee. Make it black.*
    b. *Could you lend me a pen, please?*
    c. *Don't touch that!*

    Directives can be further classified into requestives (invitation), questions, requirements (instructing), prohibitives (prohibition in doing something), permissives (allowing to do something), advisories (giving advice) (Ibrahim,1993:27-33).

3. Commisive is a speech act that commits the speaker to doing something in the future, such as a promise in *I'll take you to the movies tomorrow.* Or a threat in *If you don't stop fighting, I'll call the police.*

4. Expressive is a speech act which the speaker expresses feelings and attitudes about something, such as an apology, a complaint, to thank

someone, to congratulate someone. These sentences include:

a.   *I'm really sorry.*
b.   *Congratulations!*
c.   *Oh, yes, great.*

5.   Declarative is a speech act which changes the state of affairs in the world. For example, during the wedding ceremony the act of marriage is performed and changes peoples state when the phrase *I now pronounce you man and wife* is uttered. Another example of declaratives is an utterance by a jury in a courtroom; *We find the defendant guilty.*

III. RESULT AND DISCUSSION

As previously stated, the video selected for this study is the best quality recording with the least intereference. Interference can be caused by bad connection from both teacher and students. As metioned also earlier, the data obtained are utterances of a Kindergaten 2 teacher in James School Education. The class consist of ten students and the topics of the lesson; telling time and talking about food from different countries.

Table 3.1 answers the question; what speech act does the teacher use in the virtual classroom. The discussion that follows discusses in detail the types of speech act and meaning of the utterances.

Table 3.1. Types of speech act used by the teacher

Directive		
	Question	178
	Requirement: order	81
	Requestive: invitation	56
	Permissive	4
Expressive		
	Compliment	57
	Thanking	1
Assertive		
	Statement	84
	Total	**460**

In total there are 460 utterances produced by the teacher. 69% are directives, 18% assertives and 12% expressives. The function of directives as stated above commits the listener to do something. In this context, the teacher tries to elicit responses from the students, while the students commit to perfoming the instructions. There are four types of directives found in the utterances; question, requirement, requestive and permissive.

The teacher uses questions to check whether the students understand a concept, and mostly to check whether the student's connection is in good condition. Utterances such as *Do you know what is that?, Have you taken your book?, Have you found the page?, Can you see my screen?* are examples of directives of this type.

One type of directives used by the teacher are requirements, which is giving instructions. Instructions give a dominant role to the teacher. It is produced with high intonation and emphasis. The utterances; *Unmute speaker please!, Repeat!, Count again, please!, Take a look at your book!* are examples found in the data.

Requestives are types of directives which has meaning to invite someone to do something. Utterances such as *Let's hold our hand for prayers, I need you to do open your books to page, take a look at page 48* invite students to do activities of praying and going on to the next activity. Requestives is different with instructions. Instructions give a sense of an urgency to do an activity. The utterance *Unmute speaker!, Repeat!* is proof of that. Requestives on the other hand, invites students to do an activity without pressure. Interactions and activities that the teacher and students do together.

The last type of directives found are permissives. Permissives are utterances which has meaning to allow the students to do something. These type of utterances shown

in the data are; *You can watch after studying, You can unmute the speaker now, You can read now, You can close your book.*

Other than directives, two types of speech act found are assertives and directives. Assertives are used when the teacher starts and ends the class. The meaning of this type of speech act is to signal what students will learn that day. It is also used as an indication that the class will end.

Assertives are also used as statements that student's answers are correct. The teacher either repeats or emphasizes students answers by using assertion as seen in the utterances; *This is Japan, This is China, These are Yoyo's, It is 245.* Assertions also functions as a report which means informing the students about certain condition. The utterances of this type are exemplified in the sentences: *Ciara page 48 and 49* (asserting and informing the class that Ciara is the one who will be responsible for pages 48 and 49), *The first player will be Celine,* and *Let me roll again.*

The meaning of expressives used by the teacher is a follow up or response to student's answer. The majority of follow ups are giving compliments and thanking, such as; V*ery good, Nice, Excellent, That's nice, Good job, Great,* and *Thank you.*

IV. CONCLUSION

This study is conducted to seek the answers to the following questions; what speech act does a teacher use in a virtual classroom and what are the meanings of the utterances? The data shows that the utterances produced are 69% directives, 18% assertives and 12% expressives.

Directives show that the most important way to communicate is as the notion directives itself; getting the listener to do something. In this case, the student's response in a virtual classroom is important. In a "normal" classroom teacher talk must be minimalized. This can be done by conducting many student-student interactions with the goal of using the target language. As this is a

Kindergaten 2 virtual classroom, the dominance of the teacher is important. Assertives are used as statements and reports, while expressives as compliments and expressing gratitude.

There needs to be further studies with higher level students. An output of this study is a booklet consisting of phrases (utterances) with specific meaning and function which can be used for teachers in the classroom.

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