

Professional Identity

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Professional Identity via Head Acts, Supportive Moves, and Internal Modifications in Teacher's Requesting

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Abstract

This research focuses on head acts, supportive moves, and internal modifications in teacher's requesting. The data are utterances taken from the teacher's talk while teaching in the classroom. The teacher who participates in this research is an English teacher. These utterances are analysed based on Blum-Kulka's theory (1989) of requesting which categorized head acts, supportive moves and internal modifications into several types. The head acts function as an illocutionary force of the intention of requesting. This intentions can be delivered into several types of strategies. Types of head acts' strategies consist of directs, conventionally indirects, and nonconventionally indirects. The head acts of directs are as mood derivable, performatives, hedge performatives, want statement, and obligation statement. The conventionally indirects are suggestory formulae and query preparatory. The nonconventionally indirects consist of strong and mild hints. These strategies involve the aggravating and mitigating supportive moves and internal modifications realised into downgrading and upgrading internal modifications. The supportive moves and internal modifications function to give imposition in the requesting intention. This imposition can greatly affect the response of the hearer whether he does or not what the speaker said. This condition depends on what context lied in the interaction between the teacher and the students. Finally, the result shows that the choice of head act, supportive move, and internal modification types related to the professional identity of the teacher in order to reach effective teaching. This effective teaching will lead the students to have ability in English and show that the teacher has professional knowledge and skill in teaching language.

Keywords: head acts, supportive moves, internal modifications, professionalism, effective teaching

INTRODUCTION

The concepts of professionalism and professionalization are 'essentially contested' as philosophers say. Outside education, professions have been represented theoretically, in the image of those who belong to them, and who advance their interests as having a strong technical culture with a specialized knowledge base and shared standards of practice, a service ethic where there is a commitment to client needs, a firm monopoly over service, long periods of training, and high degrees of autonomy [1].

An important factor influencing whether professional learning activities have a positive impact on outcomes for students is the extent to which those outcomes form the ratio for, and ongoing focus of, teacher engagement. Such a focus requires teachers to understand the links between particular teaching activities, the ways different groups of students respond, and what their students actually learn. Professional knowledge and skills that do have a positive impact on student outcomes are consistent with evidence-based principles of teaching effectiveness. Teachers need knowledge and skills in assessment to maintain a student focus: the ability to identify exactly what students know and can do is a prerequisite for teaching that is responsive to each student's needs [2]. Therefore, developing a strong sense of a professional identity as a teacher may be crucial to the well-being of new members of the profession and the process of envisioning the self as a

professional in the development of an effective teacher identity [3].

Professional knowledge and skill are shown in the teacher's talk. Specifically, this way is realized in the speech act of requesting appearing in teacher's instruction while teaching in the classroom. Requesting has an intention that represents what are said to someone to do something [4,5]. It is classified from the directive acts. It also can be speaker's expression for his 'need' or 'desire' about something to be done [6]. This desire or need is emphasized to be the speaker's 'benefit' after his requestee doing the act [7]. In the requesting itself, there are parts consisting the strategy, the external modifications, and internal modifications. The other things exist in a requesting can be alerters and perspectives [8]. The strategies are how a head act of requesting performed in an utterance. The internal components of it, are specifically used in various categories that imposing the intention of the request [5]. Meanwhile, the supportive moves are externally added into head acts of requesting. These positions are aroused before or after head acts performance. The moves also are for determination to reduce the impression on the asking in order to be done as like as a smoothly force. These additional parts, following or modifying head acts, function to be aggravating and mitigating. When it minimizes the imposition, it mitigate the head acts of requesting. On the other side, to make the request to have worse imposition, aggravating is performed [4]. Those parts are like a motivation for the students

because the teacher shows his role [9].

MATERIALS AND METHOD

The English teacher is investigated while teaching in the classroom. Her talk is identified as utterances through observation and test. This talk is considered as teacher the major resources of comprehensible target language input learners are likely to receive in the foreign language teaching which creates a description that latterly the non-native teachers similarly have the same role in teaching, although they have their own styles in teaching [10]. The observation of teacher's talk was performed through a recording of the teaching process in classroom. From this way, the types of language behavior teachers tend to use in the classroom. For example, teachers mainly ask questions [11]. In addition, in the aspects of classroom talk, the focus is on talk between the teacher and pupils, or between different pupils, or both [12]. This observation can mainly reach the exploration of what the teacher is saying in the classroom to the students who are in class discussion or in a group. Meanwhile, test given is discourse completion test. This test is arranged based on the activities setting in the teaching learning process. The setting are pre, core, and post activities where utterances lied in the interaction between the teacher and her students. The teacher responds six setting of those activities done in the classroom.

DISCUSSION

Head acts, supportive moves, and internal modification of requesting taken from the teacher's talk realize the certain function in that kind of interaction. This interaction are described into several types and their intentions.

Head Acts of Requesting

Head acts are categorized into direct, conventionally indirects, and nonconventionally indirects strategies. It is to deliver the core of the utterance intention which function as effort of her to get attention from her students. The attention taken from the students are from the efforts of the teacher to do strategies in the utterances. In the direct strategies, she uses mood derivable, performatives, hedges performatives, and want statement to convey a very clear instruction. The other expressions emphasize that in the direct strategies the intention is clearly identified in the surface of utterance. The conventionally indirects are indicated by implicit requesting. This can be done by suggestory formulae and query preparatory. The suggestory formulae is to give the way in cooperating with the speaker in order to volunteering the hearer in doing the request, and there is also negotiating support. The nonconventionally indirects seem to hide a real intention of the request. These are categorized into strong and mild hints. Strong hints are that the request still has the related elements to the previous information of the utterance topic. Comparing with the strong hints, mild hints have no reference for the topic talked. In this case, the hearer consideration and knowledge is needed.

Supportive Moves of Requesting

The role of moves is an additional parts of the requesting. The parts can be placed before, after, or the combinations of the requesting. The functions of these modifications are to aggravate and mitigate the requesting itself.

To aggravate the requesting, there are various subtypes in the utterances. These subtypes are threat and moralizing, which make the requesting intention to be worse. It means that the imposition of the want to realize is shown by how the speaker emphasizes the

Table 1. The Types of Head Act Strategies

Strategies	Subtype	Utterance
Direct	Mood derivable	Hello class, please listen and attention to me.
	Performatives	Allright. I'd like to ask you to discuss within the group for reading comprehension. Page ninety, please. Page ninety
	Hedge performatives	Ok. If you still confuse about this materi, you can ask me.
Conventionally Indirect	Want statement	<i>Nanti diperbanyak fotokopinya.</i> This is very nice day! Hai students! How are you today? I hope you will be spirit always, because this material is very interesting for you.
	Suggestory formulae	Don't forget to do the assignment if you want to add your score. This material is very interesting for you, so comprehend it deeply, Ok?
Nonconventionally Indirect	Query preparatory	Do you understand my questions? Don't you understand what I explained? Are you nervous? Do you know what time our subject begin?
	Mild hints	Your talking is nice. Let me know what are you talking about. This is very important for you in English lesson.

Strong hints	Good question! It must be answered well. By that let me look for another information to answer your amazing questions! I can't answer it now. I'll read the material about it, so next meeting, I will give you the answer.
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Table 2. The Types of Supportive Moves

Supportive Moves	Subtypes	Utterance
Aggravating	Threat	Please, do the homework independently and submit it on time! Follow the direction, OK! <i>Banyak? But, can you guess the meaning of the words? Saya bilang tidak usah. Jangan dulu membuka kamus as long as you can predict the meaning you can guess the meaning. Gitu ya. Jadi jangan sampai satu kata yang tidak tahu...burn...ngaco...membuat the comprehension itu jadi kacau atau stuck kita membacanya. Ya Kang, Ya?</i>
	Moralizing	Are you afraid to give questions? Don't be afraid, don't be nervous. Once you try, you'll repeat that again. Ask me! Your spirit & your smile will accompany me in the next material. Don't forget to study. See you!
Mitigating	Preparator	<i>Ada lagi? Ada lagi? Yang di belakang, what did you say?</i>
	Getting a precommitment	Do you understand? If you don't understand I will re explain about this. <i>Udah belum? Any idea?</i>
	Grounders	I'm not sure with the answer but I promise to find out the answer of your questions. Next meeting I'll tell you the answer Give your attention just for me please, This material is very important for you.
	Imposition minimizer	I'll repeat the questions, listen carefully and answer the questions.
	Disarmers	Come on, no question? I'm sure some of you would like to ask me but I don't know what makes you silent.
	Imposition Minimizer	I'll let your mark blank if your task don't exist in my table at 9 a.m. Wow..it's amazing! Hei you..someone who is playing gadget! Please mention the generic structure of procedure text!

requesting and how she gives advice as the reason to soften the force. To mitigate the requesting can be realized into preparator, grounders, imposition minimizer, disarmers, and getting a precommitment.

Internal Modifications of Requesting

Internal modifications have the downgraders and upgraders. The downgraders modify the requesting in order to have the decrease effect, while the upgraders are for increasing the effect of the request. These are related to the condition when taking another person's feelings into consideration, people speak or put things in such a way as to minimize the potential threat in the interaction. In short, a request will make the speaker in the position of the boundaries of 'face', whether she is secured or not from the rejection [13].

Requesting and Teacher's Professionalism

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The teacher has to present and represent knowledge in education, be 2 as an agent of an institution and as a person [14]. The teacher's professional identity structure consisting of 4 components: professional "self-concept", harmony of professional identity, successful self-determination and creative professional activity was elaborated by adding criteria notions [15]. When it is about developing elements of professionalism. It is a matter of awareness, commitment, and practice [16]. The fact that teacher professionalism is regarded as one of the basic variables that determine the quality of learning and teaching in the classroom [17]. Therefore, professionalism is as a care that provides motivation, commitment, and condition resulted in the intensification and as control of the teacher's work

Table 3. Types of Internal Modifications

Internal Modifications	Subtypes	Utterances
Downgraders	Interrogatives	Any idea? <i>Kira-kira summary nya apa?</i>
	Subjunctives	Don't forget to do the assignment if you want to add your score.
Syntactic downgrader	Conditional clause	If you're sleepy you look so ugly. I will give you assignment, and please collect it next meeting on time, if some of you late collect it, I will not mark your task.
	Politeness Marker	Attention, please!
	Subjectivizer	Ah, that's easy dong? As far as I know...but I will looking for about this more deep and next meeting I will share about it.
	Appealer	Come on, no question? I'm sure some of you would like to ask me but I don't know what makes you silent.
	Hedge	Assalamualaikum students. Are you understand what I explain in the next material if you are not. I will explain again.
Upgraders	Commitment Indicator	Alright class, I think enough for meeting today, thank you for your attention, wasalam!
	Time intensifier	I'm not sure with the answer but I promise to find out the answer of your questions. Next meeting I'll tell you the answer.
	Repetition of request	What are the keyword? What are the keywords?

[18]. At last, the quality of teacher's linguistic acts influences the efficiency in all aspects of methods, techniques, and strategies used in the instructional process [19]. When giving instruction, the teacher does requesting. The variation of using this acts are relevant to Blum-Kulka's [8]. The form of requesting is also various in every cultures [20,21, 22]

CONCLUSION

The use of requesting is a way of the teacher showing her knowledge and skill. These also represent her competence and performance while teaching language. The support of both parts are the effort of the teacher to reach professionalism which needs process and development. This gain is an indication may an indication of how the students motivated to be attractive and eager to study English in the classroom where there are a lot of complex context around that atmosphere.

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