Professionalism Representation

by Agis Andriani

Professionalism Representation through Teachers' Speech Acts Performance in the Classroom Discourse

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Abstract

The teacher has the fundamental role in the classroom. One of defining characteristics of all classroom discourse is the teacher's modifications of their spoken language, especially speech acts which can represent the professionalism in teaching. This study focuses on the teachers' speech acts in the classroom discourse. Written Discourse Completion Test (WDCT) is used to get the utterances from the 112 students of English Department who will be the pre-service teachers. This WDCT consists of eleven situations describing the teaching activities based on the pre-activities, core activities, and post activities. Observation is done through recording their teaching process to get the utterances from the real activities among pre-service teacher and the students. This will take at least one hour for one session recording. The speech act theory from Searle (1971) becomes the foundation of analyzing the data. The result shows that the teacher uses representative/assertives, directive, commisive, expressive and declarative speech acts. Representatives are used when the teacher states information or material taught. Directives are for requesting the students to involve in learning or activities in the classroom. Commissives are for promising the students about rewards or any additional important information. Expressive uses when the teacher appreciates the student achievement or gain. Declarative functions to ensure the statement made before to the students. These function as the verbal stimulation for the students to motivate in the learning process. If the students can be motivated by these kinds of interaction, it means that the teacher has been realized the role of the professional teacher who always gives the various educational aims through the quality of linguistic acts which influences the aspects of methods, techniques, and strategies used in instructional process. Finally, this study reveals that the teacher needs outstanding preparation to reach the professionalism standard to teach the students.

Keywords: speech acts, classroom discourse, WDCT, professionalism, teaching process

Introduction

Professionalism based on the educational context focuses on teachers' professional qualifications. These qualifications, such as being good at his/her job, fulfilling the highest standards, and achieving excellence, refer to 'professional teacher which is related to the status of a person who is paid to teach or who represents the best in the profession and set the highest standards (Tichenor and Tichenor in Demirkasimoğlu, 2010, p.2049). Therefore, teacher professionalism could be interpreted as a professional work field with its sociological, ideological and educational dimensions aims at achieving the highest standards in teaching profession which is based upon the professional formation, knowledge, skill and values (Demirkasimoğlu, 2010, p.2050). To this reason, the teacher has the fundamental role in the classroom interaction. She determines the students, who are the part of the interaction, to study effectively and efficiently. This is also how her attitude and her way to explore the classroom influence the way to manage the instruction which

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can deliver the students their beliefs to involve in the teaching learning process. In this case, "An English teachers effectively provide students with more opportunities to use English through meaningful tasks and activities and try to raise the fundamental motivation of students to learn English"(Ghasemi & Hashemi, 2011: 415).   However, the classroom interaction is something complex, because there will be more related elements for the teachers to run the activities. "When we reflect on classes that we have been in, either as teachers or learners, we quickly realise that classroom communication is both highly complex and central to all classroom activity. In the rapid flow of classroom interaction, it is difficult to comprehend what is happening. Not only is the interaction very fast and involves many people, it has multiple foci; the language being used may be performing several functions at the same time: seeking information, checking learning, offering advice and so on" (Walsh, 2011: 23). To these reasons, this study focuses on the use of speech acts of the teachers in giving instruction to motivate students to participate in teaching learning process. To know the types of speech acts used in the interaction among teachers and students.

Theoretical Framework

Utterances, specifically speech acts and made by the teachers to meet various educational aims in the classroom have the certain effect on the student learning. "The quality of the teacher's linguistic acts influences efficiency in all aspects of the methods, techniques and strategies, used in instructional process" (Karadüz, 2010: 696). This represents the language habits that can help teachers established good relations with their students and create a rich learning culture in their classroom. The stimulation of this side can be seen by the teacher's area of development of her performance including improving questioning strategies, making the discourse more communicative, improving interactive decision-making, and dealing with reticence (Walsh, 2011:51).

Speech act is one part that is discussed in Pragmatics. Framework of speech act itself is based on the theory of the illocutionary acts introduced by Austin (1962). He examines what humans do with language and what language function that uses it through the three crucial things (locutions, illocution and perlocutions) . This classification is based on the concept of performative verbs that the reference to the differences in the function of speech that is worth illocutionary intent. According to Searle (in Yule, 1996), the speech act of illocutions are divided into five, namely representative, directive, commissive, expressive and declarations. He mentions representative speech acts as acts of speakers said that binds to the truth about the things he said. Directive speech acts are acts of speech that has the intention that the hearer doing things contained in the speech. It is intended to make the hearer implement a desire of speaker .Expressive speech acts are acts of speech as a evaluation of the items mentioned in the speech. It relates to the disclosure or express the psychological attitude of speakers towards the situation. Commissive speech acts are acts of speech that binds speakers to do anything like that utterances. They are carried out when the speaker has a commitment about what he would do in the future, such as promising. While the speech act is a declaration of speech acts dillakukan to create something new. They are statements that relate to expression realized in reality, for example, withdraw, cancel, permit, prohibit, dismiss, give the name, sentence, throwing and lifting.

Methods

Data in this study are the utterances from WDCT and observation taken from the pre-service teacher participants of English Department students of Siliwangi University Tasikmalaya. The participants are 112 students at the seventh semester who will teacher junior or senior high schools in Tasikmalaya City. WDCT (Written Dicourse Completion Test) is used to collect the utterances from the pre-service teachers before they start the teaching proggram (PLP). Kasper & Dahl (in El Hiani, 2015) say that WDCT is used as the major data collection instruments and as one of the most powerful methods used in speech act research. This WDCT consists of eleven contexts of activities run in the classroom. The eleven situations are based on the stages of teaching activities including pre-activities, core activities, and post activities. The participants will response those contexts by the utterances they will use based on the situations. In

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observation, observer will record the utterances used in the teaching process as the teacher students interaction. The utterances represent types of speech acts and the their functions. This observation is useful for investigating the teachers' utterances while running interaction with the students. Observation is choosen because it is "quick and easy to organise" (Walsh, 2011, p.74). To complete the data of observation. The data are analysed by the Searle's theory of speech acts. The utterances data from WDCT are categorized into five types of speech acts including assestives, directives, commissives, expressives, and declaratives.

Findings and Discussion

The utterances found in the data reveal the kinds of speech acts used in the classroom. The speech acts functions to engage students to involve in the teaching learning process. The first type, assertive/ representatives function when the teacher makes statement related to the material. This statement is information given to the students. For example: [1] The things in the classroom are the things that you usually used to write, to draw or to colour in your classroom.[2] As we can see that simple present tense is used for normal sentence and habitual action. The formula is as follows, subject +verb+ object.[3] Alright in narrative, there are signal words such as …[4] Descriptive text is about describe things, someones, etc [5] Ok, simple present tense is usually used in daily life that happen know, today we speak used simple present, if you want to retell yesterday activity, you use past tense. Directives contain the intention of the speaker to ask or influence hearer to do thing. It makes the hearer implement what the speaker wants. For example: [1] Is your name Wulan? Please read the text!" [2] Who wants to answer number one?[3] Make a group, each group consists of five students. The leader of the group is Enida, Azril, Azis, Cyntia, Wulan, Mutia, Nabila.[4] Pay attention, please. Now, we are going to study. Please sit down.[5] Does anyone ever heard of this? Yes, you? How was it? Can you explain? Commissives are for promising the students about rewards or any additional important information. For example: [1] Students. I have a new material. I'm sure you want to know more about this.[2] Can you get it, if you understan can repeat the material [3] Good questions! I will answer one by one.[4] I will give good score for who collect the assignment on time [5] Oke. I'll give you material to understanding and make the other students more understand.Expressives use when the teacher appreciates the student achievement or gain. For example: [1] I'm sorry to hear that.[2] Oh, I feel sorry for him/her. Hope she/ he will get well soon. However, please tell him to bring the letter from his/her doctor once she/he back to school.[3] Thank you for your information, but later please give the letter of sickness from the doctor, okay?[4] I'm sorry to hear that. Let's pray for him/her![5] Thank you for the question. Before I answer it, does anyone want to answer ot? I'll give point to the students who can answer your friends question. Declaratives function to ensure the statement made before to the students. For example: [1] *Ingat ya, KKM nya 79 [2]* Ok, I think you should pay attention and listen carefully because this is new material [3] Don't forget about your asssignment collect for the next meeting [4] All of you are th estudents that have responsibility, right? I believe you [5] I will appreciate the students who collect the assignments on time, but if you collect it lately, there will be a punishment. In addition, there are the combinations of the types in the utterances. For example: [1] Wow, great question, before I answer the question, there is anyone who wants to answer? Let's discuss it! While waiting the students, I search the correct answer in Google! [2] Oh I am sorry can't answer for the question, Insyalloh for next week. This homework for me, and remember me about the question. [3] I'm sorry, because of I haven't discovered about your problem, so let's do the discussion, let's share our knowledge, if we can't finish it now, we can continue our discussion in the next meeting, and I can [4] You know…I haven't know this but I have the books that can answer your question you may ask me to give you the book and we will learn about it. [5] I think it is impossible to get the question. So, I'm sorry, and next week I can find the question about that.

According to Farrell (in Yusofa& Halim, 2014: 472), teachers use communication in the classrooms in order to accomplish three things: to elicit relevant knowledge from students, to respond things that students say and to describe the classroom experiences that they share with students. They communicate with the students started by sociating, directing, giving instructions and summarizing but the most common communication skills used by the teachers in the

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classrooms were explaining, questioning and eliciting. They also, in the investigated classrooms, had used high preference of questioning skills. They posed questions in order to check students' understanding and promote student involvement (Yusofa& Halim, 2014: 476). They control patterns of communication and the students response it based on their teachers' cues…"teachers decide who speaks, when, to whom and for how long. From this context, it is a captured situation that the teachers have the power to use the variation of language use in the classroom. Therefore, their communication is as the representation of how her professionalism in teaching. In line with, Timperley (2008) also states that 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 rationale for, and ongoing focus of, teacher engagement (Yusofa& Halim, 2014: 471). Finally, professional knowledge and skill are shown in the teacher talk. Specifically, this way is realized in the speech act. Those parts are like a motivation for the students because the teacher shows s role (Andriani, 2013).

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 (Lynn & Beauchamp, 2011). To these reasons, a language teacher needs the competence and performance of language. Competence is related to knowledge and performance is related to how to deliver the knowledge itself. Richard (2011) says that in competence and performance in language teaching explicitly stated professionalism. This means that English language teaching is not something that anyone who can speak English can do. It is profession, which means that English teaching is seen as a career in a field of educational specialization, it requires a specialized knowledge base obtained through both academic study and practical experience, and it is a field of work where membership is based on entry requirements and standards. He also mentions that becoming an English language teacher means becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices but one with a self-critical view of its own practices and a commitment to a transformative approach to its own role. In addition, Krull (in Okas, *et al*, 2014) The characteristic features of professionalism are displayed and reflected as specific features of the representative of an area that have developed as a result of natural prerequisites, professional preparation and practice. Depending on the area, development from novice to professional takes a shorter or longer period of time. Teachers' work requires an extraordinarily good knowledge of the human psyche and a sense of social context, which is why professionalism in this field is achieved through years of professional work. Finally, new understanding of teacher professionalism provides professional space and conditions for the teachers to take responsibility in their practices (Demirkasimoğlu, 2010, p.2049).

Conclusion

This study elaborates the linguistic sides of the teachers to run their role in teaching language. By their role, they can motivate and involve the students to the teaching learning process. When this happened, this can be the realization of their professionalism that contributes to the development of students' language competence. It is also prospective discussion when the teacher is in the non-native English, the same situation as her students. To this reason, investigation of how they use the linguistic features, especially in speech acts, will be the influenced contribution to the way in which she tries to reach to be the professional. As the result, this research gives the description and information of how the language of non-native English teacher used in classroom while teaching her non-native English students.

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