



## Action of Language Teachers of Daarut Tauhid Elementary School during the Pandemic COVID-19

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**Abstract:** Learning during the pandemic period requires educators to know technology and master pedagogy skills well. Good teacher speaking speech acts are a form of skill that will have an impact on the character of students, especially at the elementary school level. This study aims to describe the speech acts used by elementary school teachers in learning during the pandemic. The method used is descriptive analysis method using a qualitative approach. The data source used was the speech acts of elementary school teachers. The technique used is the technique of recording, listening, and taking notes. Data analysis techniques consist of (1) data collection (2) data reduction (3) data presentation (4) verification or drawing conclusions. The results of this study are expected to describe the forms of directive, representative, expressive, commissive, declarative speech acts, and direct and indirect speech acts to elementary school teachers in learning during the pandemic.

**Keywords:** Speech acts, Daarut Tauhid Elementary School Teachers, Pandemic, Character Education.

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### INTRODUCTION

Educators must have character and personality that reflect professionalism as a scholarly human maker in order to produce an ideal education. A good and noble educator personality as the main personality of a teacher. This will have major implications in the teaching process and shaping student behavior. As it is known, that in the 1960s to 1970s, teachers were a noble profession and occupation and had a very high value of appreciation in their social position in society (Hakim, 2012).

In addition, the government through the Ministry of Education and Culture in this era is very serious in fostering and educating prospective teachers through formal educational institutions. In addition, the recruitment process is quite selective in determining the passing criteria for each prospective teacher, whether they are competent to become a teacher. So, it is not surprising that Indonesian teachers in this era have very high idealism, personality and dedication to carry out their professional duties with a full sense of responsibility and compassion.

Teachers should present happy learning to students. Therefore, teachers must also have pedagogical skills. Pedagogic ability is the ability to develop concepts regarding the nature of humans, the nature of children, the nature of educational goals and the educational process of Langeveld in Ibrahim (2017, p. 2). In pedagogy, professional teachers are teachers who have the ability to organize a productive learning environment. The word "profession" in terminology means a job that requires higher education for the perpetrator with an emphasis on mental work, not manual work. The mental faculty meant here is that there is a requirement for theoretical knowledge as an instrument for performing practical actions. Ideal education according to Ibn Khaldun in Wajdi (2015, p. 282) has an educator who is knowledgeable and has a good personality. Because educators apart from being teachers in the classroom, educators must also be able to be role models or role models for their students. Ibn Khaldun recommends that teachers behave and behave in a loving manner to their students, teach them with a gentle and understanding attitude, do not apply harsh and rude behavior, because this attitude can harm students, it can even damage their mentality, students can become lying, lazy and talking dirty, and pretending, because



they are driven by fear of being scolded by the teacher or afraid of being beaten.

Referring to Government Regulation no. 74 of 2008 concerning Teachers as a juridical foundation on Competence and Certification Article (2) reads: "Teachers are required to have academic qualifications, competencies, teacher certificates, are physically and mentally healthy, and have the ability to realize the goals of national education. Whereas article (3) states that: Competence as referred to in article (2) is a set of knowledge, skills and behaviors that must be possessed, lived, mastered, and actualized by teachers in carrying out professional duties.

School education is the process of teaching and learning or the process of educational communication between teachers and students. Viewed from a social perspective, schools are social institutions that do not stand alone. As a social institution, the school is in the environment of other social institutions in society. School is not a place that is sterile from influences outside the school. Students come from families and communities, as do teachers, employees, and school principals. Therefore, schools cannot be separated from the community. Even more than that, the school is a picture or miniature of the community environment. In the learning process, teachers have a very important role. One of them, teachers are required to be able to create a conducive learning situation so that students can learn in a supportive psychological atmosphere by paying attention to the condition of each student and helping him towards optimal development. This conducive learning atmosphere can only be created if the teacher is friendly to students. The teacher uses polite language, so it doesn't threaten the students' faces. The polite teacher's language can be used as a model by students. Thus, indirectly, the teacher at the same time instills the character values of courtesy to students. Manners are one of the character values proclaimed by the government to be instilled in students and one of the strategies that must be carried out is through exemplary or modeling (Pramujiono & Nurjati, 2017).

As caregivers, teachers should have love and concern for students, help students to succeed in school, foster self-confidence, and provide experience and moral teachings so that students have morality. As a model of someone who has ethics, the teacher should be able to show high respect and responsibility, both inside and outside the classroom. Every teacher's actions and words in everyday life should be a role model, both in the school environment and the wider community. As an ethics guide, a teacher provides moral education and guidance through explanations, class discussions, story reading, encouragement and motivation, and provides admonitions and feedback when students hurt others or themselves (Pramujiono & Nurjati, 2017).

Teacher competence as referred to in paragraph (1) includes: pedagogical competence, personality competence, social competence and professional competence obtained through professional education, while as referred to in paragraph 2 at least includes personalities; (1) Having faith and piety, (2) having noble character, (3) virtuous and virtuous, (4) democratic; (5) Steady, (6) dignified, (7) stable, (8) mature, (9) honest, (10) sportsmanship, (11) being a role model for students and society, (12) objectively evaluating one's own performance, (13) Self-development independently and sustainably.

The reality on the ground shows an alarming thing. In schools, there are still many elementary school teachers who commit violence, both verbally and physically to students. This fact shows that in schools there are still many teachers who do not provide examples for their students about how to behave and act in polite speech. In the perspective of politeness theory, verbal violence violates the principles of politeness, because this action basically threatens the interactant's face (Febriasari & Wijayanti, 2018) so that it can lead to disharmony. Therefore, it is very important to make the teacher as a model of speech acting in interactions in elementary schools. Polite speech acts are a good and subtle character from the point of view of grammar and behavior to everyone (Iswara & Rahmawati,



2018). Examples of good speech acts will develop children's potential to become human beings who believe and fear one God, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become polite citizens. Good speech acts have values that are very important to understand ethics and manners.

Daarut Tauhid Elementary School as one of the elementary education institutions under the Daarut Tauhid Foundation that applies distinctive characters, one of which is the character of keeping oral, which is an implementation of Akhlak 3 SA (I am safe for you, I am pleasing to you and I am useful for you). This is in accordance with the objectives of national education contained in Law No. 20 of 2003 concerning the National Education System article 3, which states that national education has the function of developing abilities and shaping character (morals) and dignified civilization in order to educate the nation's life. Good teacher speech acts will build the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens. Thus, education is expected to develop the nation's generation that can minimize and reduce various national problems.

So, it should be that all the Daarut Tauhid community, especially all teachers in schools under the auspices of the Daarut Tauhid Foundation, must have morals that always maintain oral (acting in good speech). Moreover, teachers will be role models as a way of changing character for their students. The devastating shocks of the Corona Virus Pandemic have infected at least 6 million people in the world and nearly 400,000 of them have died. As a result, human life in various sectors has been severely shaken, including the education sector. Learning Online (online) at all levels of education, including SD Daarut Tauhid, is the best solution at this time was observed from the performance appraisal of teachers at the Daarut Tauhid Foundation that there were still teachers who were still low on their

speech act assessments. This was based on the data from the questionnaire given to the parents of students. Therefore, this should be a concern, especially since the Distance Learning (PJJ) process during this pandemic was still based on online (online) which resulted in a lack of teacher control in maintaining speech and speech acts.

## METHOD

The method used in this research is a qualitative experiential phenomenological study because the researcher focuses on the experience or process of speaking speech acts of the teachers while carrying out the task of educating students in school and the achievements obtained from these activities. The use of a qualitative approach aims to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is done in triangulation (combined), the data analysis is inductive, and the results of qualitative research emphasize the meaning rather than generalization. This design aims to understand the speech acts of teachers at SD Daarut Tauhid during a pandemic so that the meaning and essence can be expressed scientifically and comprehensively. Researchers will examine the speech acts of teachers in elementary schools which include direct speech acts and indirect speech acts, locus speech acts, illocution, declarative, interrogative, and directive speech acts. A qualitative approach is needed because the methods are used to explore and understand social and humanitarian problems (Creswell, 2007). Anyone involved in this form of research must apply an inductive research perspective, focus on individual meaning and translate the complexity of a problem. So, this qualitative research process involves important efforts such as asking questions and procedures, analyzing data inductively starting from specific themes to general themes, interpreting the meaning of data. So that by using this qualitative approach the researcher can provide an understanding and explanation of the phenomenon of non-speech speaking in school teachers which has its own characteristics. Therefore, if you use a qualitative approach, the results will be



more in-depth, comprehensive and more varied in data presentation.

Researchers use descriptive analysis methods in order to be able to interpret the research results clearly. By using this method, the researcher described the speech acts of the Daarut Tauhid Elementary School teachers during the learning period during the Pandemic. The people involved in dealing with a speech act phenomenon contained in the learning. It is the attainment of an experience and the journey of this process that makes existential integrated in this research.

In this study, researchers dig and collect data from each object of research through various steps, including: Make a systematics of all possible meanings in an orderly manner which may be the basis for the textural meanings in the teacher's speech acts; Recognizing meanings or contexts as the basis for the emergence of teacher speech acts during learning during the pandemic; Consider the overall structure that can lead to teacher speech acts during learning during the pandemic; Clarify the types and functions of teacher speech acts during learning during the pandemic.

## RESULTS AND DISCUSSION

The First Cycle Speech act or in English terms a speech act is an activity of uttering or uttering utterances with a specific purpose (Rustono, 1999, p. 33). According to him, speech acts are a central form and very important in pragmatics. Therefore, speech acts play a role in the analysis of pragmatic topics such as participation, conversational implicatures, presuppositions, and the principle of cooperation. According to him rationally, the emergence of the term speech act based on the opinion of Purwo (1990, p. 12) is that in uttering an expression, the speaker does not merely say something by saying that expression. In pronouncing that expressions, he also took action. The important thing that needs to be mentioned in connection with the definition of speech acts is that speech (regardless of the number) can be grouped into five categories, namely representative, directive, expressive,

commissive, and declarative Searle, (1975, p. 17).

Thus, it can be understood that the speech acts used by a person are largely determined by several factors, including: First, the language factor, second. Opponent talking, Third. Situation, and Fourth. Language structure used. Based on the description above, the authors conclude that speech acts are social interaction activities carried out by humans to achieve the meaning and purpose of using language. Apart from developing the hypothesis that each speech contains action, Searle (1975, p. 59-82) also divides speech acts into three different kinds of actions, namely the 'utterance act' or 'locutionary act' locutionary act, the 'illocutionary act' illocutionary act, and the perlocutionary 'perlocutionary act'. Austin also said that analytically three kinds of speech acts can be distinguished that occur simultaneously in an utterance, namely locus, illocution, and perlocution (Sumarsono, 2009, p. 181). Wijana (1996, p. 19) explains that illocutionary acts are a central part of understanding speech acts. As supporting material, the classification of speech acts will be discussed based on function and based on various criteria. Tarigan (2007, p. 42) then explains the classification of illocutionary acts based on various individual functions by citing an explanation from a seasoned expert in this field.

Searle (1979) classifies illocutionary acts based on various individual functions in the form of: assertive, directive, commissive, expressive, and declarative functions. Different approaches to sorting out the types of speech acts can be made based on their structure. A simple structural separation between the three general types of speech acts given in English, there are 3 basic sentence types. There is a relationship between 3 structural forms (declarative, interrogative, and imperative) and three general communication functions (statements, questions, orders/requests) Yule (2006, p. 95). According to Nadar (2013, p. 11) The terms and theories regarding speech acts were first introduced by JL Austin, a professor at Harvard University, in 1956, the theory derived from the course



material was later recorded by Urmson (1965) with the title *How to do Think with Word* and then very influential on the development of subsequent language studies. Austin (in Commings 2007, p. 9) states that speakers speak not only to produce sentences that have a certain meaning but to contribute certain types of interactional movements to communication. This statement then gave the basis for the speech act theory. The speech act (Kridalaksana term) speech act, speech event) is the teaching of a sentence to state that the intent of the speaker is known to the listener (Kridalaksana, 1993, p. 45). From some of the experts' explanations, it is concluded that speech acts are a piece of speech produced as part of human social interaction which emphasizes more on the meaning or meaning of action. Therefore, speech act is an activity to speak or tell a speech accompanied by the context when speaking. According to Searle (in Putrayasa, 2014, p. 87) suggests that pragmatically there are three types of actions that can be realized by speakers. First, Locutionary act. Second. Illocutionary act, and Third. Perlocutionary act (perlocutionary act). These actions are governed by rules or norms for using language in conversational situations between two parties, for example, learning situations, debate situations, religious ceremonial situations, and various other situations.

First. Lokusi act is a speech act to express something which is usually considered less important in the study of speech acts. The act of locus has a literal meaning, namely the meaning of the original word. Example: "At Mother's place the internet network is slow and often interrupted." The meaning of the location is related to the internet network in that place. Another example "Cows are mammals." The sentence is only in the form of information that does not have any impact on the partner, he said.

Second. Act of Illocution. According to Rahardi (in Putrayasa, 2014, p. 87) The act of illocution is referred to as The Act of Doing Something. The act of illocution is what the speaker wants to achieve when speaking something and can be an act of stating,

promising, apologizing, threatening, predicting, ordering, asking, and so on. This action contains meaning related to social function. Searle (in Wijaya and Rohmadi, 2011, p. 21) states that in the practice of using language, there are at least three kinds of speech acts. The three types of speech acts are as follows. First, the locus of speech acts, namely the act of speaking with words, phrases and sentences in accordance with the meaning contained by the words, phrases and sentences. Second, illocutionary speech acts, namely speech acts to do something with a specific purpose and function. Third, perlocution speech acts, namely speech acts that have an effect on speech partners. According to Putrayasa (2014, p. 90) agrees with Searle (Rohmadi, 2004, p 32) that the division of speech acts based on the speaker's intention when speaking (illocution) is divided into five types. The five speech acts are as follows: First. Representative Actions, Representative acts are speech acts that function as defining or explaining something as it is. These actions are like declaring, reporting, defending, rejecting and so on. Examples of representative actions are as follows. Lecturer: "The topic this time is about discourse analysis." The lecturer's speech above is an example of a speech act that is included in the act of telling.

Third. Commissive Actions Commissive actions are actions that function to encourage listeners to do something, such as promises, swears, and threats. Examples of commissive acts are as follows. "I vowed to leave this morning." The above speech is an example of a commissive act involved in promising to do something. Third. Directive Actions Directive speech acts are speech acts that function to encourage listeners to do something, for example ordering, asking, and ordering. According to Ibrahim (1993: 56), the directive expresses the speaker's attitude towards the actions that the speech partner will take, for example asking, begging, inviting, asking, ordering, and suggesting. Examples of directive speech acts are as follows: Teacher: "Try to say the truth!" This speech also includes directive speech acts, which mean to instruct or ask



the speech partner to speak honestly. As requested by the speaker.

Fourth. Expressive Actions Expressive speech acts function to express the feelings and attitudes of these speech acts in the form of apologies, gratitude, congratulations, praises, and criticisms. "Wow, you are so cool." The speech is an example of expressive speech acts which include praise.

Fifth. Declarative Actions Declarative acts are speech acts that have the function of strengthening something that is stated, among others, agreeing, disagreeing, completely wrong and so on. Examples of declarative speech acts can be seen in the following dialogue: Teacher: "According to you, one thing that influences students' cheating in answering exams during PJJ is not having confidence in themselves. That's right?" Student: "Yes, I agree with your opinion." The dialogue is a declarative act. The teacher uses declarative sentences in the form of approval of the opinions expressed by students. This book entitled *Pragmatics Basics*, Wijana (2006, p. 48) describes two types of speech acts in language, as follows: First. Direct Action. Direct Speech Actions are speech acts which are stated in accordance with the mode of the sentence. For example, a news sentence to announce, an order sentence to order, and so on. The speech "Jefry is a famous lecturer and researcher." is an example of a direct speech act. Second. Indirect Actions. Indirect speech acts are speech that is different from the mode of the sentence. Then the meaning of indirect speech acts can vary and depends on the context. The speech "Where is Papa Ma's Batik Shirt?" when it is spoken by a husband to his wife it contains questions and contains an order to get or find his clothes.

## CONCLUSION

From the results and discussion above it is expected that the following: First. Can describe the Actions of the Primary School Teachers in Distance Learning in Daarut Tauhid During the Pandemic. Second. Can

Describe the most dominant speech actions used by elementary teachers in Distance Learning in Tauhid Daarut during the Pandemic. Third. Can describe the Impact of the Daarut Tauhid Teachers' Language Actions in SD on Distance Learning During the Pandemic.

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