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ASSERTIVE SPEECH ACTS AND COOPERATIVE PRINCIPLES IN TEACHER-STUDENT INTERACTIONS IN LEARNING

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Abstract

This study aims to describe the form of assertive speech acts and the application of cooperative principles in teacher and student interactions and their relevance for Javanese language learning in junior high school. This research uses descriptive qualitative method with pragmatic approach. The data in this study are in the form of teacher and student utterances during Javanese language learning. The data sources in this research are documents and informants. The technique of taking research subjects used purposive sampling technique. Data collection techniques used were observation and interview. The data validation technique used theoretical triangulation and source triangulation. Data analysis technique involved (1) data collection; (2) data reduction; (3) data presentation; (4) conclusion. The results of this study (1) the form of assertive speech acts found consists of speech acts of stating 34.3%, speech acts of proposing 22,8%, speech acts of complaining 14,3%, speech acts of satirizing 25,7% and speech acts of claiming 2,9%; (2) the application of cooperative principles found consists of maxim of quantity 40%, maxim of quality 26,7%, maxim of relevance 20% and maxim of execution 13,3%. The research results show that when implementing speech acts during learning, both teachers and students engaged in several conversations that included assertive speech acts. The speech acts between teachers and students applied the cooperative principles. This is crucial because speech acts require cooperation to convey information clearly and accurately.

Keywords: *assertive speech acts; cooperative principles; learning; teacher and student interaction*

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INTRODUCTION

Pragmatics is a language study, the content of which describes language relation related to context. Pragmatics is a language study paying attention to context (Saifuddin, 2018:109). Pragmatics has a variety of studies, one of which is speech act. Speech act in pragmatic study has 3 (three) types, one of which is illocutionary speech act. Illocutionary speech act is often defined as utterance wanted to be conveyed by the speaker to the interlocutor containing the speaker's purpose or plan. Sagita and Setiawan (2019:189) explained that illocutionary speech act not only focuses on conveying something or giving information but also functions to have others do an activity. Illocutionary speech act is divided into 5 (five): assertive, directive, expressive, commissive, and declarative. This research focuses on studying assertive speech act. Assertive speech act is known as an utterance demonstrating the truth of information given. It is as suggested by (Safriani, et.al., 2018: 68-69), that assertive speech act is the one functioning to convey something related to the speaker's want. Yule (2009:92) explained that the types of assertive speech act consist of stating, suggesting, complaining, satirizing, and claiming. Assertive speech act can be found in daily conversation including in school environment during teaching-learning activity.

Cooperative principle is an important principle met by speaker and speech partner to maximize communication (Wahidy, 2017: 3). In a pragmatic study, Nadar (2009:24) explained cooperative principle consists of 4 maxims: maxims of quantity, maxim of quality, maxim of relation (relevance), and maxim of manner (execution). The compliance with the cooperative principle will facilitate both speaker and speech partner to hold a speech event. This research also studies the application of cooperative principle to the interaction between teachers and students during teaching-learning activity. In communicating, both speaker and speech partner must consider the cooperative principle so that information received is as same as the one given.

Language as a communication medium aims to convey something to the readers with various contexts (Rohmadi, 2014:54). Communication may occur in any conditions, one of which is during learning process in the class. Teachers play a role to creatw an effective conducive class that is responsive to various questions using appropriate utterance, by giving feedback to their students and giving them opportunity to interact with each other (Afiya, et.al., 2022:205). Teaching-learning activity constitutes a interaction between teachers and students occurring during the learning process and producing an activity. The interaction occurring during the learning process is carried out to achieve the learning objective (Badelah, et al., 2019: 222). The teacher-student interaction can be a conversation. Through a conversation, teachers and students can give and take information each other.

Some researches having been conducted relevant to this current research. The first one was conducted by Khoiri (2020) entitled *Tindak Tutur Asertif dalam Interaksi Jual Beli di Pasar Beteng Trade Center (BTC) Lantai 2 dan Relevansinya sebagai Materi Ajar Teks Negosiasi di SMA* [Assertive Speech Act in Trading Interaction in 2nd-floor Beteng Trade Center (BTC) Market and Its Relevance to be Teaching Material of Negotiation Text in Senior High School] studying assertive speech act in trading

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interaction in 2nd-floor Beteng Trade Center (BTC) market. The object of research was trading interaction occurring in the market, while this current research uses teacher-student interaction during the learning process in the class as the object of research. The subject of research in the previous study was Senior High School, while this research uses Junior High School as its research subject.

The second research was conducted by Ramadhanty (2023) entitled *Tindak Tutur Kesantunan Berbahasa dan Prinsip Kerja Sama Pada Pembelajaran Bahasa Indonesia Kelas VII SMPIT Insan Kamil Karanganyar* [Politeness Speech Act and Cooperative Principle in Indonesian Language Learning in 7th grade of SMPIT Insan Kamil Karanganyar], studying the speech act of politeness and the violation of cooperative principle occurring in the Indonesian language learning. In contrast, this current research focuses only on the form of assertive speech act and the fulfillment of maxim in the cooperative principle during Javanese language learning.

The third one was conducted by Purboningrum (2024) entitled T*indak Tutur Ilokusi dan Kesantunan Berbahasa dalam Interaksi Guru dan Siswa pada Novel Andrea Hirata serta Pemanfaatannya dalam Pembelajaran Bahasa Indonesia di SMA* [Illocutionary Speech At and Language Politeness in Teacher-Student Interaction in Andrea Hirata's Novel and its utilization in Indonesian Language Learning in Senior High School], studying teacher-student interaction, while the current research studies teacher-student interaction during the learning process at school. The result of research will be adapted to the learning process at school at Junior High School level.

The application of assertive speech act and cooperative principle still needs improvement in Javanese language learning. Both students and teachers have not been accustomed with applying various types of assertive speech act in Javanese language learning such as claiming, complaining, and suggesting. The school environment accustomed with applying Indonesian language system in daily activities make students less accustomed with spelling and interpreting Javanese vocabularies. This affects the cooperation occurring in the conversation; as a result, information is not conveyed clearly and completely. Therefore, this research is important to carry out.

METHOD

This research studies assertive speech act and the fulfillment of the maxims of cooperative principle in teacher-student interaction in the teaching-learning activity. This research belongs to a qualitative one. A qualitative research is the one describing an object, a phenomenon, or a social event in the form of writing or fact, and having narrative characteristic (Anggito, et.al., 2018: 8). This research was carried out using descriptive qualitative method. A descriptive qualitative method is a qualitative research method, the content of which explains the result of an analysis of an object found and selected by means of observation and interview (Andriani, 2024: 887).

The data analyzed in this research includes conversation showing assertive speech act and cooperative principle. Data source used in this research consists of

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document and informant. Data source of document includes conversation transcript of teacher-student interaction during the learning process in the class, journal, book, and curriculum for the 7th grade of Junior High School. Meanwhile, data source of informant includes pragmatic language expert, subject teacher and representative of the 7th graders. The procedure of selecting the subject in this research was carried out using purposive sampling technique. Purposive sampling technique is the technique of selecting research subject adjusted with the objective of research (Lenaini, 2021:34). The sample of data used in this research was the transcript of conversation resulting from the interaction between teachers and students during the learning process in 7th, 8th, and 9th grades belonging to active class category. The informant of research consists of the representative of the 8th graders having learned text material of dialog/conversation, Javanese language teacher and linguist.

In this research, the procedure of collecting data was carried out through observation and interview. Observation activity was carried out to collect data in the form of conversation resulting from the interaction between teachers and students during the learning process in the class. Interview activity was carried out to find out whether or not the object of research and the result of data analysis conducted have aligned with the theory used. The procedure of validating data used in this research consisted of theory and source triangulations. Furthermore, the procedure of analyzing data used in this research was Miles and Huberman's (2007) procedure of data analysis involving, first, collecting data through field observation to obtain the result of teacher-student conversation during learning process in the class and open-ended interview with informants. The second procedure of data analysis was data reduction by means of summarizing, sorting important data that can be analyzed using assertive speech act and cooperative principle theory. The third was displaying data by grouping data belonging to assertive speech act and the one belonging to the application of cooperative principle. The fourth was drawing a conclusion, i.e. the author presents the conclusion drawn from the result of data analysis conducted and rechecks whether or not the data presented has been true.

RESULT AND DISCUSSION

Based on the data analysis conducted, the author found 35 forms of assertive speech act and 15 forms of cooperative principle application in teacher-student interaction during teaching-learning activity in the class. This research uses Yule's (2006) theory to analyze assertive speech act, where Yule has 5 types of assertive speech act: stating, suggesting, complaining, satirizing, and claiming. Cooperative principle used in this research refers to Nadar's (2009) theory having 4 maxims: quantity, quality, relevance (relation) and execution (manner).

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A. Forms of assertive speech acts in teacher-student interaction during learning process

No.	Assertive Speech act	No. of Data	Total	Percentage
1.	Stating	6,8,11,18, 22,26,28,33, 35,41,42,47	12	34.3%
2.	Suggesting	7,9,14,16,20,27,38,45	8	22.8%
3.	Complaining	10,17,25,31, 39	5	14.3%
4.	Satirizing	19,21,29,30, 37,40,43,44, 47	9	25.7%
5.	Claiming	32	1	2.9%
	Total		**35**	

Table 1. Data of Research on the form of Assertive Speech Act

The results (Table 1) indicate that assertive speech acts may occur in teacher-student interactions during the learning process in class. The speech act consists of stating, suggesting, complaining, satirizing, and claiming. The dominant speech act found in the teacher-student interaction during learning process is that of stating, because the teaching process involves more conveying information, presenting learning material, and communicating factual matters. Assertive speech act found rarely is that of claiming, because in the teaching process, teachers typically allocate the same amount of material to all students, resulting in the infrequent occurrence of this specific speech act in the classroom. The forms of speech act are explained below.

1. Speech act of stating

The speech act of stating aims to give factual information to the speech partner. The information given is the speaker's plan.

Data [6]

S : ***Iklan ing basa Jawa iku jenenge pariwara*** **(advertisement is called *pariwara* in Javanese language)**

SP : *Pariwara.* (repeating together)

Context:

Teacher served as speaker (S) and students as speaking partner (SP). Teacher was explaining material of chapter on *pariwara* (advertisement) in the 8thD class. Students paid close attention. When the teacher says "*pariwara*" the students imitated the teacher by saying that word. This condition shows that the students understand and pay attention to what the teacher says.

Linguistic signifier in the speech act of stating includes the sentence uttered by the speaker reading *iklan ing basa Jawa iku jenenge pariwara* (advertisement is called *pariwara* in Javanese language). The sentence belongs to the speech act of stating because it contains information on the word advertisement called *Pariwara* in Javanese language. The information is delivered by teacher to his/her students.

2. Speech act of suggesting

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The speech act of suggesting contains utterance delivered to serve as the point of consideration for the speaking partner.

Data [7]

S : ***Bu boten usah dicathet nggih Bu****, niki teng SBA wonten bu* (We do not need to write this down, do we Miss? It is already in the SBA)

SP : *Sakarepmu arep dicathet ora* (It is up to you whether to write it down or not).

Context:

Students served as the speaker and teacher served as speaking partner. Teacher was explaining material and writing the key points on white board. The teacher instructed the students to copy the material written on white board on their own notebooks to prevent them from forgetting it easily, but one of students suggested that it was unnecessary to copy the material as it was already in their SBA. The teacher gave the instruction to encourage the students to pay attention and to facilitate them to understand the material delivered.

The linguistic signifier in the speech act of suggesting is a clause from the speaker's utterance reading *Bu boten usah dicathet nggih Bu* (We do not need to write this down, do we Miss). The utterance belongs to the speech act of suggesting, as indicated with the speaker's utterance suggesting that they do not need to write down on their own notebooks what teacher has written on the white board, because it has been in the SBA.

3. Speech act of complaining

Speech act of complaining is the utterance used by speaker or speaking partner to convey something unpleasant, including situation, condition, or conduct.

Data [10]

S : *Bu, niki dikengken nggoleki sambungane supaya dadi ukara?* ***Napa boten angel ta Bu?*** (Miss, are we supposed to find the connecting parts to form a complete sentence? Isn't it difficult, Miss?)

SP : *Ora angel, ning SBA lho ana materine* (It is not difficult, as the material has been contained in SBA).

Context:

Students served as speaker and teacher as speaking partner. Teacher created groups using Javanese letter game. Teacher gave the students slips of paper containing syllable fragments written in Javanese letter. Students were asked to find other slips of paper to create a complete word. The complete slips of paper will be united into a group. The students considered the game difficult because they have not memorized yet the Javanese letters. The teacher

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explained that Javanese letter material has been contained in SBA book, so that the students only need to pay careful attention to understand the letter.

Linguistic signifier in the speech act of complaining is the clause from the speaker's utterance reading *napa boten angel ta Bu?* (Isn't difficult, Miss?). The utterance may belong to the speech act of complaining. Because although it is a question, it implies the students' complaint for they considered the task the teacher gave to create game group was difficult.

4. Speech act of satirizing

Speech act of satirizing is utterance said or given different from the fact or reality perceived. It is intended to provide a more subtle and inoffensive impression.

Data [19]

S : *Bu boten sah ditulis nggih?*(We do not need to write them down, do we Miss?)

SP : ***Penting sesuk yen ulangan kudu bisa nggarap lho ya*** (It is important for you to be able to do the task tomorrow, okay?)

Contexts:

Students served as speaker and teacher as speaking partner. The utterance occurred when teacher was writing the material on white board. The students were preparing their own stationeries. The class atmosphere was not conducive to learning; some students were being noisy and some others were chatting. The class, particularly the boys, was difficult to manage. One of students asked if it is allowable not to write down the material. The teacher merely answered that the important thing is to get good score, even without having notes on the material.

Linguistic signifier in the speech act of satirizing is a sentence from the speaking partner reading *penting sesuk yen ulangan kudu bisa nggarap lho ya* (it is important for you to be able to do the task tomorrow, okay). The utterance belongs to the speech act of satirizing because the speaker's utterance actually only needs simple answer, yes or not, but the speaking partner seemed to satirize that they were allowed not to write down the material as long as they would be able to the do the quiz well.

5. Speech act of claiming

Speech act of claiming is an utterance asserting something to be true and indicating ownership.

Data [32]

S : ***Iki wi soalku lho*** (This is my question sheet, you know?)

SM : *Weh.. lha soalku ana ngendi?* (Wait.. so where is my question sheet)

S : *Embuh, nggolekana ta* (I do not know, you should find it).

Context:

Students served as speaker and teacher as SP. Before the quiz was begun, the class circumstance seemed to be crowded because some students were chatting with their friends, some others were preparing their stationeries for the quiz, still some others were clearing books off their table, etc.

Teacher was beginning to distribute the question sheet to students one by one. A student was competing with his seatmate for the question sheet. The

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student named Wahyu admitting that the question sheet brought by Deny was his. In fact it was true, because Deny's question sheet fell down under the table.

Linguistic signifier in the speech act of claiming is the speaker's utterance reading *iki wi soalku lho* (This is my question sheet, you know?). The utterance belongs to the speech act of claiming because the word my question sheet in the sentence indicates the recognition of ownership.

B. Forms of Cooperative Principles in teacher-student interaction during learning process

No.	Cooperative Principles	No. of Data	Total	Percentage
1.	Maxim of Quantity	1,2,3,23,22, 34	6	40%
2.	Maxim of Quality	4,13,26,36	4	26.7%
3.	Maxim of relevance	15,24,46	3	20%
4.	Maxim of execution	5,12	2	13.3%
	Total		**15**	

Table 2. Data of the Result of Research on the Forms of Cooperative Principles

From the research results (Table 2), the cooperative principles can be found in teacher-student interaction during the learning process. The application of cooperative principles, according to Nadar (2009), is classified into 4 maxims: quantity, quality, relevance (relation) and execution (manner). The application of cooperative principles occurring dominantly during the learning process is maxim of quantity, where teacher has responded to the speaking partner's utterance clearly, briefly, and concisely according to the speaker's need. The application of cooperative principles found most rarely is the maxim of execution, because not all speaking partners, particularly students, can apply the maxim of execution easily. The forms of maxims are explained below.

1. Maxim of Quantity

In the maxim of quantity, speaker and speaking partner must be able to respond briefly, concisely, and clearly in accordance with the speaking partner's needs.

Data [1]

S : *Sinten ingkang boten mlebet dinten menika?* (Who is absent today?)

SP : ***Jendra*** *Bu* (sakkelas mbengok kanthi bebarengan) [Jendra, Miss (the class shouted together].

S : *Lha nyandi mas Jendra?* (Where is Jendra?)

SP : *Boten ngertos Bu* (We do not know, Miss).

Context:

Teacher served as speaker and students as speaking partner. Teacher was standing in front of white board while bringing the student presence book. As usual, before starting the learning, teacher would ask who is absent that day. Uki, one of students, answered clearly. The class atmosphere was still very conducive to learning so that Uki's answer could be heard obviously.

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Linguistic signifier in the maxim of quantity is the word from the speaking partner's utterance reading *Jendra*. The utterance belongs to the maxim of quantity because the speaking partner answered clearly, briefly, and in accordance with the speaker's need. The question "Who is absent?" was answered with the name of student absent, meaning that the information given has been true.

2. Maxim of quality

In the maxim of quality, speaker and speaking partner must be able to respond factually or according to the fact existing and clearly verifiable.

Data [4]

S : ***Ayo mendel dhisik, mengko ndhak ora mudheng*** (Please, be quiet for a moment, or you will not understand this)

SP : *Ssstt.. meneng dhisik cah!* (Ssstt, be quiet please!).

Context:

Teacher served as speaker and students as speaking partner. The utterance occurred while the teacher was explaining material using lecturing method in a very noisy class circumstance. Many students were chatting with their seatmates. Being aware of this, the teacher asked the students to be quiet and one of students helped the teacher make the class conducive to learning to enable the teacher to continue explaining the material.

Linguistic signifier in the maxim of quality is a sentence reading *ayo mendel dhisik, mengko ndhak ora mudheng* (Please, be quiet for a moment, or you will not understand this). The utterance belongs to the maxim of quality as it contains fact. The fact that may occur when the students were not willing to be quiet and to pay attention to the teacher's explanation is that they would not understand the material and would not be able to the quiz well.

3. Maxim of relevance

In the maxim of relevance, speaker and speaking partner must each demonstrate contribution relevant to the topic discussed.

Data [15]

S : *Bu dinten niki deadline tugase sampun kathah Bu* (There have been a lot of assignments today, Miss).

SP : ***Yawis tugase ditumpuk minggu ngarep*** (It is okay, you can submit the assignment next week)**.**

Context:

Students served as speaker and teacher as speaking partner. Teacher assigned the students to work on summative questions contained in SBA. Teacher also instructed them to submit the assignment in the end of lesson in order to be able to grade it. But one of students complained and felt objected because there had been many assignments to submit that day, and the student was afraid of failing to complete the assignment and to good score.

Linguistic signifier in the maxim of relevance is a sentence from the speaker's utterance reading *yawis tugase ditumpuk minggu ngarep* (It is okay, you can submit the assignment next week)**.** The utterance belongs to maxim of relevance because the speaking partner's answer is relevant to the

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speaker's intention. The speaker's utterance implies the speaker's wish that the speaking partner will extend the time for submitting the assignment, given that there had been so many assignments to submit that day. The speaker's answer indirectly approved the speaking partner's request by extending the time of submission until the following week.

4. Maxim of execution

In the maxim of execution, speaker and speaking partner must capture and respond to the speaking partner's intention to prevent misinterpretation. The utterance said in this maxim of execution must be clear and direct.

Data [5]

S: *Sadurunge mantuk, ayo mas Uki mimpin donga* (Let Uki lead the prayer, before we go home).

SP : *Duduk siap grak, berdoa mulai. (tangan sedheku)* (Sit down, ready to pray, start praying) (fold the hand on the table).

Context:

Teacher served as speaker and students as speaking partner. It was the last lesson hour, the time indicated that it was time to go home, although the bell had not rung yet. Teacher asked the students to tidy up their stationeries before going home. The class circumstance became lively; the students' spirit lifted because the time to go home has arrived. Before going home, they must pray first; teacher instructed Uki (one of male students) to lead the prayer.

Linguistic signifier in the maxim of execution is a sentence from the speaking partner reading *duduk siap grak, berdoa dimulai* (Sit down, ready to pray, start praying). The utterance belongs to the maxim of execution because the speaking partner has responded correctly and in accordance with the speaker's intention. The speaker asked the speaking partner to lead the prayer before going home, and the speaking partner did it correctly. Based on the result of research, several conversations in the class during Javanese language learning have applied assertive speech acts according Yule's (2006) theory and cooperative principles according to Nadar's (2009) theory. Assertive speech act occurring frequently during learning process is assertive speech act of stating, meaning that during the learning process the students were able to state information using Javanese language. The speech event occurring with cooperative principle has close relationship because in the presence of cooperative principle, the speech event will run smoothly and information will be delivered completely.

CONCLUSION

The conversation resulting from teacher-student interaction can be a material for conversational text learning that is interesting and understandable to students. The conversation the students frequently listen to and using simple language will be more acceptable to the students. Student interaction or communication is conversation called speech act. In implementing speech event, both speaker and speaking partner must comprehend the context to understand the intention or topic of utterance appropriately. The research found assertive speech act of stating of

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34.3%, that of suggesting of 22.8%, that of complaining of 14.3%, that of satirizing of 25.7%, and that of claiming of 2.9% during the learning process. Meanwhile, the application of cooperative principles found includes maxim of quantity of 40%, maxim of quality of 26.7%, maxim of relevance of 20% and maxim of execution of 13.3%. The cooperative principles become equally important point in implementing speech event because a speech event will run smoothly if both speaker and speaking partner comply with the cooperative principle. Without the cooperative principle, information will neither be given nor received maximally.

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