

PROMOTING ECO-GREEN CHARACTERS ON THE STUDENTS THROUGH TEACHERS' SPEECH ACTS

Noor Eka Chandra, Ismi Rajjani

Dr.Hj. Noor Eka Chandra, M.Pd., Lambung Mangkurat University, INDONESIA,
nooreka_chandra@ulm.ac.id

Dr. Ismi Rajjani, M.M. Gresik Muhammadiyah University, INDONESIA
Ismi.rajjani@ulm.ac.id

Abstract

The paper deals on the usage of teachers' speech act in developing the students' character in promoting the sustainability of the school environment. Environmental crisis in the modern society is caused by environmental management that ignored the sustainable principle. The damage of environment signed by environment degradation which makes modern civilization faces a condition to invade limited natural resources. Therefore in order to make the students aware on the eco-green sustainability, the teachers in the class should develop their students' character through teachers' utterances. In learning activities, teachers need to be aware that the language they use has an influence on student behaviors. Teachers need to adjust between what is said with the competence of students so that students can understand the purpose of the speech. Through this activity of speech, teachers could build the eco-green characters education of students as expected.

Keywords: teachers, speech acts, students, characters, sustainability, eco-green

1. INTRODUCTION

As educators in the 21st century, we are looked with genuine worldwide issues, for

example, wars, fear mongering, sexual orientation disparity, social imbalance, bigotry, and ecological devastation. One of the worldwide issues which is considered the most pressing and need prompt arrangement is the ecological issues. A worldwide temperature alteration, draft, flood, avalanches are a few instances of the natural issues which are presented pretty much consistently in news, announcement, television, and different sorts of media. Thus, it isn't misrepresenting to state that ecological issues are close and earnest to be illuminated on the grounds that they influence individuals internationally and legitimately (Cates, 1990).

These ecological issues happen as a result of human antagonistic conduct toward nature,

for example, illicit logging, contamination on water, land, soil, air, squander transfer and numerous other. The most threatening conduct toward the earth which are discernible day by day and close occurred in the encompassing condition are the propensities for tossing waste, and the flighty utilization of plastics. Since they become propensity, it is not weird and normal to see somebody tossing a pack loaded with trash into the waterway, kids tossing their plastic snacks all over the place, and individuals' utilization of plastic sacks for nearly everything. As a result of these, it is getting to be dire to expand individuals' ecological mindfulness with the goal that they can acknowledge nature better. This individual awareness on the environmental care

should be taught earlier so that the attitude of taking care the environment could be a daily habit in children's behaviors. Therefore, schools play a significant role in teaching the more youthful ages to be better residents in connection to the natural mindfulness and their readiness to take investment in securing the earth.

Achievement and disappointment of a country are exceptionally reliant on the endeavors

of encouraging and building up the characters of the general population. Character education expects to cultivate children to be great people. Character education aims to foster students to be good individuals and well-manner citizen locally also internationally. Indonesian government through the Ministry of Education and Culture divides the values of character education into 18 categories that become references to be implemented by educational institutions in Indonesia.

The schools are inquired to coordinated specific values into schools' vision, mission,

intra- and extracurricular exercises, instructors were required to consolidate a specific set of values in their educating syllabus and in their lessons. The 18 values offered by the Ministry of Education and Culture were determined from Indonesia's Pancasila (Five Principles), Indonesian culture, religions and the targets of Indonesian education (Kemendiknas, 2011). The stipulated values were "religiosity", "honesty", "tolerance", "discipline", "hard working", "creative", "independence", "democratic", "curiosity", "patriotism", "nationalism", "appreciative", "being friendly", "peace maker", "love to read", "environment awareness", "social awareness" and "responsibility". Through "religiosity", the character instruction arrangement looked for to empower and esteem students' adherence to devout values and devotion concurring to one's religion and God. Schools and instructors were permitted to prioritize among the stipulated values as well as to add other values as appropriate (Kemendiknas, 2011, p. 8). Hence, despite the prescribed 18 values, each school might introduce additional values, for example, "cleanliness" and "tidiness", in accordance with each school's context and priorities which related to the value of developing the sustainability of eco green character.

The value of developing the sustainability of eco green character examined in this study

is the value of environmental care. The value of environmental caring was an attitude and an actions that always try to prevent the damage of nature and develop the efforts to repair natural damaged. The value of environmental caring was demonstrated by an attitudes and an actions to develop the efforts to repair the natural damaged (Azzet, 2011). Kollmuss & Agyeman (2002) described environmental caring behavior as a behavior that consciously attempts to minimize the negative impact caused by someone activity on the environment. As Kaiser & Fuhrer (2003) mentioned that environmental cares included six domains: energy saving, mobility and environmentally friendly transportation, ecofriendly purchasing behavior, recycling, environmental caring behavior, and waste minimization behavior. This study examined the teachers' way in promoting the environmental caring behavior through their utterances to the students during the process of teaching and learning at the class. This study is limited to the class interaction between the teacher and the students. There are two objectives of this study. The first one is to find out which classification of speech act is mostly used by a teacher in promoting the eco green sustainability during the process of teaching and learning at the classroom. The second objective is finding out the reasons why certain classification of speech act is preferred by the teacher.

2. THEORETICAL REVIEWS

2.1 Teachers Talks

Teacher talk is the talk that a teacher does in the teaching and learning process. Lei (2009)

stated that good communication in the teaching and learning process depends on a good and effective teacher talk. Apparently, Harmer (2007) implied that students learn from the teacher talk. That is the reason why the teachers are expected to know how to talk to students and adjust the language that they use because teacher talk gives a chance for students to hear the language which they more or less understand.

A study from Sadeghi, Ansari, and Rahmani (2015) proves that appropriate teacher talk brings

positive effect on students' engagement and attitudes. Appropriate teacher talk can also contribute either to the presence of politeness or directness in teaching which will impact on the students' characters.

Character education is a matter that needs to be internalized in the process of teaching and learning. Education matters requires a process or stages in a systematic and gradual way according to the growth and the development of the students. Character education should be developed through the stages of knowledge (*knowing*), implementation (*acting*), and custom (*habit*) (Lickona, 1994) and these steps could be done by having a good teachers' talk in the teacher and students interaction.

2.2 Speech Acts

Ki Hajar Dewantara said that instruction could be a social exertion that points to supply life direction for the development of children's body and soul in arrange to be in their individual nature and the impact of their environment, they can get internal and outer advance toward the humankind. Instructors are not as it were required to supply learning approximately essential abilities, such as reading, writing, and arithmetic. Additionally, instructors should also provide understanding and character building values that are coordinates within the instructing and learning process within the classroom. One of which is by utilizing the use of language in speech acts during teaching. A good speech act is expected to be able to build good character values in students, so that students can be motivated to speak good words and conduct good deeds as well. Within the world of instruction, the humanist discourse act could be a discourse act that raises a positive impression for the interlocutors.

Speech acts classification a number of different scholars revealed different speech acts classifications which actually were originated from Austin's. Oluremi (2016) pointed out that Austin's speech acts classifications include verdictives, exercitives, commissives, behabitives, and expositives. However, a popular American Philosopher, John R. Searle, extended the ideas, making his taxonomy a reference or framework of speech act classification used by many researchers conducting research on speech act classification. Searle (1999) categorized five different types of illocutionary acts; assertive force, directive force, commissive force, expressive force, and declarative force.

Yule (1996) represented a table of the five speech acts classification based on the theory of Searle.

a. Declarative force

Declarative force has a principle that words change the world. It means that speech act uttered by a speaker changes the world or situation. It is illustrated by the sentences below.

[1] *Police officer: " You are under-arrest!"*

When a police officer says utterance [1] to a person doing a crime, the utterance changes the situation of the criminal. From the status of a free man, the person doing the crime is put in jail. However, if the utterance [1] is uttered by a teacher to a student, the utterance does not make any difference or change whatsoever the student because the ones who have the rights to say the utterance [1] are only police officers.

b. Assertive force

Making words fit the world means that speech acts with assertive force is used to state what the speaker believes to be the case or not the case. Yule (1996) said that assertive force is used to represent the world as the speaker believes it is. Below are the examples of speech acts with assertive force.

[2] *The earth is flat*

[3] *Roses smell good*

c. Expressive force

Performing speech acts with expressive force, speaker wants to show what he/she feels about particular situations. Expressive force expresses psychological state such as likes and dislikes, joy, sorrow, pain, and many others. [4] and [5] are the examples.

[4] *I am really sorry.*

[5] *Congratulation*

d. Directive force

Performing speech acts with directive force means that the speaker wants to get someone to do something. Giving commands and orders are some examples of speech acts with directive force. [6] is one of the examples.

[6] *Go away!*

e. Commissive force

Commissive force in speech acts shows speaker's intention. Yule (1996) stated that speakers use commissive force to express promises, threats, refusals, or pledges. It has something to do with showing speaker's intention in the future as shown in [7].

[7] *I promise to buy you ice cream after school.*

3. METHODS

The research was conducted using descriptive qualitative study design. Teachers' utterances to the student in the context of learning in fourth grade was the object of this study. There were 3 teachers who became the subjects in this study. They are the teachers of SDIT Ukhuwah Banjarmasin. The data collection was carried out by conducting observation, recording, and depth interviews with the teachers.

In collecting the data, the researcher acted as the key instrument equipped with a manual

observation, interview, and electronic recording devices. Observation methods was used to obtain data on teachers' utterance that was not recorded by the audio-recorder. Observation method was created in the form of passive participatory methods. Depth interview method was used to supplement the data which was not observed or recorded in the observation sheet. The process of data analysis was conducted in few stages such as (1) data collection, (2) data reduction, (3) the presentation of the data, (4) the tentative conclusion drawing, and (5) the conclusion of the final study findings. Thus, the process of data analysis and conclusions were made from the beginning to the end of the research.

4. FINDINGS AND DISCUSSION

Based on the research results it can be found out that there are 3 (three) classification of speech

acts that are produced by the teachers during the process of teaching and learning which contribute in promoting the eco green characters on the students behaviors or attitudes. In this research, Searle's (1979) classification was used to describe the types of speech act produced in the 4th grade of SDIT Ukhuwah Banjarmasin. That is, the speech acts identified in the research was classified into three categories, namely: directives, assertives, and expressives. In terms of frequency of occurrence, the type of speech act that occurred frequently in the classroom was directives speech act (47.79%), that was followed by assertives (44.11%), and expressives (5.56%). Generally the teachers produced more utterances than students did. From the data, thus the teachers produced 1973 utterances (72.59%); the students produced 745 utterances (27.41%) within the time the observation was done.

4.1 Directives Utterances

The teachers in SDIT Ukhuwah produced directives speech acts mostly. Searle (1969) asserts

that the directives speech acts produce an effect through some actions that is done by the hearer. From the data collected, the teachers at SDIT Ukhuwah Banjarmasin created this type of speech acts as requestive (ask), requirement (command, order), and advisory (advice, suggest).

The requestive type of the teachers' speech acts were used to ask the students about something that were constructed in question form. It applied wh-question, and also yes-no question types. On one hand, the teachers constructed the questions by applying the question words, namely, "yang mana" (which), 'apa' (what), 'bagaimana' (how), 'mengapa' (why), and "where" (dimana). Those words put at the beginning or at the end of the questions. For example: " Bunga apa yang mau ditanam?" (Which type of flower do you want to plant?) or " Lisa mau buang sampahnya dimana ?" (Lisa where do you want to throw the trash to?" . On those expression, it can be seen that the teacher tries to enhance students' awareness on the environmental care when the context of the conversation was related to flower plantation and keeping the cleanliness of the class. The teacher wanted the students to think what should they do at the time of utterances.

On the other hand, the teachers employed the Yes/No questions type. In making this, the teachers chose modal auxiliaries and verb treated as auxiliary that were put at the beginning of utterance, Those are, namely, "dapat" (can), "mau" (want), " sudah" (already / yet)", and "bisa" (can). For example: " Mira, sampahnya sudah dibuang belum ke tempatnya?" ("Mira have you already thrown the trash on the bin?". This utterance happened when the teacher asked student to throw the trash into the bin and wanted to know whether it had been done by the student. This speech acted as the follow up utterances after the teacher gave command to the student. The existence of question and advice in the teaching and learning develops the role of the teacher as initiator and sustainer of the interaction in the classroom (Brown, 2001). Teacher's production of directive utterances is really powerful compared to the students' production of directive utterances. It seems that teacher puts her position and existence in dominating the use of directives sentences. It is in line with Yule (1996) who says that the speaker has to have a special institutional role in a specific condition in order to perform a declaration appropriately. One of declarations produced by the teacher is as follows

“ Ingat, sebelum mulai pelajaran itu kelas harus bersih...supaya apa...supaya nyaman belajarnya”

“ Remember that before the learning process begins please make sure that the class is already clean.....Why.....so that we will feel comfortable in learning in the clean class”

It can be seen that the teacher wanted the students to keep the class environmental to be cleaned everytime so that they will feel comfortable in learning the the clean class. It indirectly shows the teacher's role as a manager in the classroom. As stated by Spratt et al. (2005) and Harmer (2001) that one of the teacher's roles in the classroom is as a manager who must manage the teaching and learning activities. Thus, the activities run smoothly and students can perform them properly.

From the utterances samples, it can be concluded that mostly the teachers used directive speech acts in order to explain certain thing to the students and asked the students to do or not to do something. It seems that the teachers used such utterances as directives function in which the teachers control and regulate the students (Halliday, 1976). The teachers believes that by using these directives utterances, the students could enhance their awareness on the environmental care.

4.2 Assertives Utterances

From the finding, assertives appeared in suggesting and stating. In suggesting the

students, the teachers used some expressions that contain a prospective meaning (future tense) such as the use of 'jika/nanti' (if) clause, sekurang-kurangnya (at least), kira-kira (approximate), Those were used by the teacher to suggest and motivate the students. Generally, those expressions covered the advisory meaning. The example from the data is 'Jika pohonnya nanti berbuah, kalian juga yang nantinya akan menikmati buahnya makanya harus dijaga betul betul pohonnya" (If there is a fruit on that tree,you will consume the fruits easily that is why you have to take care the tree" . This utterance happened on the context when the teacher asked the students to bring the fruit seed and plant it onthe school garden. The teacher suggest the students to take care the plant until it produces the fruits.

In the form of stating the truth on the way keeping the environment, teacher also used assertives utterances such as “ Remember, you to take care the environment of your class....why...because cleanness is also part on Moslem faith”. The assertives utterances can be also seen on these utterances below:

(1) *Anak-anak..Ibu minta kalo membuang sampah itu harus pada tempatnya* (2) *Jangan asal*

Buang sampah saja. (3) Kan di depan kelas kita sudah ada bak sampah. (4) Nah tolong buanglah sampah ke tempat sampah yang sesuai jenisnya supaya dilihat bersih dan rapi. (5) Sekarang tolong dilihat di sekitar meja dan tempat duduknya...ada sampah tidak ? Kalau ada tolong di buang dulu. (6) Nah kalau sudah bersih dan rapi baru kita mengerjakan soal latihannya.

(1) Children.. if you throw garbage, throw it into the bins (2) Do not litter. (3) There is a bin in front of the class, right? (4) So please throw garbage into bins according to its type. So it will be clean and tidy. (5) Now please look around your table and seat ... Is there any trash? If yes, please dispose it first. (6) If it is clean and tidy, we can start working on the exercise.

(Context: Spoken by teacher at the time she found that the class was less clean)

In the example above, the teacher used assertives sentences which stating the elaboration or description the things that the students were supposed to do to keep the cleanness of their environment. At the beginning of the utterance, the teacher asked the students to dispose the trashes by separating them according to their types. After sorting the trashes, the teacher asked the students to throw them into the bins that had been provided in accordance with the types such as wet trash and dry trash. The teacher's utterance above shows how the teacher described what students must do in keeping their classroom environment. By using asserives utterances, it was expected that it would emphasize the teacher's intention at that time which was keeping the environmental care.

4.3 Expressive Utterances

Concerning about the use of expressives, they are mainly used by the teacher in teaching and

learning process especially if the intention of utterance is promoting the students' characters in the environmental care.. Since her students are young learners, the teachers need to give them individual attention as well as approval—as stated by Harmer (2001). Based on the classroom observation, in expressives, teacher employs compliment. For example:

T: Wow...what a beautiful flower dearwhat is the name of it ?

S: It is hibiscus, Ma'am

T: Ok. Good job...so remember to water the flower every day, Ok ?

S: Yes Ma'am

In that utterance, teacher expresses her attention to the students who has answered her question correctly by saying 'good job'. In this context, it can be seen that the teacher appreciate the student's action by giving a compliment. The teacher believes by using assertives sentences the students will feel appreciated as the teacher paid attention to her action. This is another examples of assertives untturance which also promote the environmental care.

T : I really love your pencil box,who made it ?

S: Me and my sister Ma'am, we made it from a used snack box

T : Wow...That's great...it's really good to know that one of my students know how to recycle things....well done,dear!!

S: Thank you so much Ma'am

From those utterances we can see that the teacher giving credit to her students when she knew that the students can do recycling the used things. By giving this compliment, the teacher intended the students will be proud of herself as she knew how to recycle used things.

The activity of recycling is in line with the implementation of school – based programs environment SDIT Ukhuwah Banjarmasin which aims to shape the behavior of matter environments on students. Environmental care activities is in the form of conditioning learning activities and the example made by the school in building a caring attitude to the environment. The character of the care of the environment is formed into students if students have sensitivity to the surrounding environment and students feel compelled to do things well. As an example of clean school environment, if students had been accustomed to do so indirectly, this behavior will become a habit and formed a character to care for the environment. In the process of learning sometimes the students are asked to make either paper craft from trashes. Student success in making handcrafted recycled trash is a creative behavior, discipline, and responsibility which also associated with the environmental care. Therefore,it is normal if the teacher gives credit to the students if could do the action.

5. CONCLUSION

From the analysis of teachers' speech act in promoting the eco-green characters on the students,

it can be concluded that there are 3 (three) classification that used by the teachers in classroom interaction. Those classification are directive , assertives, and expressive utterances. Based on the interpersonal aspect of classroom discourse (Johnson, 1997) is divided into three modes: control, organization, and motivation. Based on the data, there were three instructional functions of speech acts produced by the teachers at SDIT Ukhuwah Banjarmasin namely: control, organizational, and motivational/evaluative functions. Toward this, the functions of speech acts were functioned as controlling and organizing the process of teaching and learning properly which also correlates to promote students' characters in environmental care. Directives utterances produced by the teachers were functioned as control and organizational moves. On the other hand, assertives speech acts were functioned as control organizational and evaluative functions. While the last speech act which is expressives functioned as motivational function for the students related to the actions of environmental care.

In relation to promoting the character education of environmental care, teachers need to realize that character building should not only be written as part of lesson plan. To build the expected characters within individuals, students need to have good models that they can learn from and reflect upon, or having the experience of doing certain action that can trigger their inner drive. Creating students who are environmentally aware and able to take participation to protect their environment basically help them to possess good moral values. In short, possessing characters which signifies awareness to environmental problems and ability to protect the environment is as important as possessing desirable characters that can help students to succeed in live. This purposes could be done by giving a good model for students in the form of teachers' utterances and action in keeping the environmental.

REFERENCE LIST

- Cooper, J. R. (1990). Classroom Teaching Skills. Toronto: D. C. Heath and Company.
- Creswell, J. W. (1994). Research Design: Qualitative & Quantitative Approach. USA: SAGE Publications, Inc.
- Finegan, Edward. et. al. (1992). Language: Its Structure and Use. Australia: Harcourt Brace Jovanovich, Publisher.
- Harmer, J. (2001). The Practice of English Language Teaching Third Edition. England: Pearson Education Limited.
- Gürsoy, E. (2010). Implementing environmental education to foreign language teaching to young learners. Educational Research, 1, (8), 232-238.
- Kemdiknas. (2010). Panduan Pendidikan Karakter di Sekolah Menengah Pertama. Jakarta: Dirjen Dikdasmen
- Lickona, T. (1994). *Raising Good Children: From Birth Through the Teenage Years*. New York: Bantam Books.
- Lickona, T. (1994). *Raising Good Children: From Birth Through the Teenage Years*. New York: Bantam Books.
- Levinson, S. C. (1983). Pragmatics. Cambridge: the Press Syndicate of the University of Cambridge.
- Liando, N. V. P. (2010). Students' Vs Teacher's Perspectives on Best Teacher Characteristics in EFL Classrooms. TEFLIN Journal, 21(2).
- Linse, C. T. (2005). Practical English Language Teaching: Young Learners. New York: McGraw-Hill Companies, Inc.
- Marpuah, D. H. (2009). Speech Act Expressions in the Advertisements on Television: a Case Study of Eight Advertisements Both Cosmetics and Cellphone Providers. Unpublished S1 Thesis. Bandung: Indonesia University of Education.
- McMillan, J. H. 1992. Educational Research: Fundamentals for the Consumer. New York: HarperCollinsPublishers.
- Mey, J. L. (2001). Second Edition Pragmatics: An Introduction. USA: Blackwell Publishers Inc.
- Paul, D. (2003). Teaching English to Children in Asia. Hongkong: Pearson Education North Asia Limited.
- Spratt, M., Pulverness, A., & Williams, M. (2005). The TKT Teaching Knowledge Test Course. Cambridge: Cambridge University Press.