

An Analysis of Assertive Speech Act Used by Dr. Jun Chen Hsieh in English Interpretation for Tour Guide Virtual Exchange Course at Asia University

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Abstrak

Penelitian ini bertujuan untuk menganalisis tindak tutur asertif yang digunakan oleh Dr. Jun Chen Hsieh saat proses belajar mengajar pertukaran pelajar. Penelitian ini menggunakan teori Searle dan Vanderveken (1985:182-192) yang menjelaskan jenis tindak tutur asertif. Deskriptif kualitatif adalah metode yang digunakan dalam melakukan penelitian ini, dengan teknik analisis data. Tujuan dari penelitian ini adalah 1) Untuk mengidentifikasi jenis tindak tutur asertif yang dominan digunakan oleh Dr. Jun Chen Hsieh dalam 2) Untuk mengetahui apa makna yang dimaksudkan yang ditemukan dalam ujaran Dr. Jun Chen Hsieh. Temuan menunjukkan bahwa ada 12 jenis tindak tutur asertif dan 153 ujaran. Menyatakan 60 kali (39,21%), menegaskan 23 kali (15,03%), melaporkan 22 kali (14,37%), menyarankan (9,80%), mengklaim 8 kali (5,22%). menyimpulkan 7 kali (4,57%), meyakinkan 5 kali (3,26%), mengakui 5 kali (3,26%), memuji 4 kali (2,61%), menebak 2 kali (1,30%). %, mengkritik 1 kali (0,65%), mengingatkan 1 kali (0,65%). Menyatakan adalah yang paling dominan digunakan oleh Dr. Jun Chen Hsieh selama proses belajar mengajar, menyatakan dapat menjadi sumber informasi inti, terutama untuk mata kuliah asing atau di luar mata kuliah utama di kelas. Menyatakan merupakan cara untuk menyampaikan informasi kepada siswa lintas budaya untuk mendapat informasi secara jelas dan efektif karena berperan sebagai pemberi informasi dan penjelasan kepada siswa, sehingga penggunaan menyatakan dapat membantu siswa untuk memperkaya pengetahuannya serta memahami pesan yang disampaikan dengan mudah dan tidak menimbulkan penafsiran yang salah. Kemudian, makna yang dimaksud yang ditemukan dalam tuturan tersebut adalah tentang kebijakan penilaian, masalah teknis dan kode absen. Makna yang dimaksudkan ini berfungsi sebagai tindakan di balik ujaran, yang mana siswa harus perhatikan dan pahami agar melakukan sesuatu dibalik ujaran tersebut.

Kata Kunci: *Pragmatik, Tindak Tutur, Asertif*

Abstract

This study aims to analyze assertive speech acts used by Dr. Jun Chen Hsieh during the teaching and learning process of exchange students. This study uses the theory of Searle and Vanderveken (1985:182-192) which explains the types of assertive speech acts. Qualitative descriptive is the method used in conducting this research, with data analysis techniques. The aims of this research are 1) to identify the dominant types of assertive speech acts used by Dr. Jun Chen Hsieh 2) To find out what the intended meaning is found in Dr. Jun Chen Hsieh. The findings show that there are 12 types and 153 utterances. Stating 60 times (39.21%), asserting 23 times (15.03%), reporting 22 times (14.37%), suggesting (9.80%), claiming 8 times (5.22%), concluding 7 times (4.57%), assuring 5 times (3.26%), confessing 5 times (3.26%), praising 4 times (2.61%), guessing 2 times (1.30 %). %, criticizing 1 time (0.65%), reminding 1 time (0.65%). Stating is the most dominant used by Dr. Jun Chen Hsieh during the teaching and learning process, stating can be the core of source information especially for the unfamiliar course and out of major course in the class. Stating be a way to intercultural students to get more information because it is possible to convey information clearly and effectively because it acts as a provider of information and explanations to students so that the use of stating can help students to enrich their knowledge as well as understand the message conveyed easily and does not lead to wrong interpretations. Then, the intended meaning found in these utterances is about grading policies, technical issues and roll call codes. This intended meaning

functions as take action behind the utterance, which is students should concern and comprehend to do something behind the utterance.

Keywords: *Pragmatics, Speech Acts, Assertive*

INTRODUCTION

Pragmatics is a study of speaker meaning Yule (1996:3-112). Pragmatics focuses on the study of the intention of spoken words and how they are interpreted by others. Every utterance uttered by the speaker has an implied meaning that determines the speaker's intention. Pragmatics also called the study of "invisible meaning". Here, the "invisible meaning" refers to how people understand what is meant even when it is not explicitly stated. The ability to learn about people's intentions, assumptions, purposes, and actions when they speak is one of the benefits of studying language through pragmatics. Pragmatics also had to do with the situation or context in which something was said Leech (1983:6). To get the deep understanding, context is the important one. Mey (1993: 39-40) states context encompasses more than merely a reference and comprehension of what something is. The physical environment in which a word is used is all that is meant by "context." The setting is where a situation takes place. In the meantime, this gives speech a deeper meaning. When used during a major holiday, the expression "*Let's go on vacation*" has a completely different connotation when used during business hours, when it is appropriate for a joke. David Nunan (1993:7), the term "context" refers to the setting in which discourse originates and is embedded. According to this statement, "context" can be simply defined as the situations or circumstances that surround the conversation. As a result, it plays a crucial role in the expression and interpretation of speech. Holmes (2001:8) he expresses that a conversation happens as a result of the impact of social variables. Typically, these social factors are referred to as the "5W" Who, Whom, Where, What, and Why.

Based on the statement, it can be concluded that pragmatics should consider the aspect of context and how to interpret meaning by utterances. For example, the element of context is to whom a speaker is speaking, as well as the place, the time, and circumstances in which they are talking, all play a role in interpreting the speaker's meaning. Regarding utterance, when it is produced not only wants the listener to understand but also to demonstrate the actions. For instance, in the classroom context: the lecturer says, *I got a technical problem with my laptop!* The lecturer (speaker) may intend the students (listener) to carry out a certain action. The act of producing an utterance that requires the listener to understand the speaker's intention is referred to as speech acts. Therefore, it is crucial for educators to focus on the context, what they want to say, and how their words convey meaning.

The act of producing an utterance that requires the listener to understand the speaker's intention is referred to as speech acts. Austin (1962:14) stated that speech act used to perform an action and argued. It is study of meaning. Dhanaji Nagane (2015:2) stated a theory known as speech acts, examines the relationship between speech and listener and speaker behavior in interpersonal communication. Based on the statement, in showing or expressing a feeling, people should express it by uttering words and also perform actions through those utterances. However, the message can be delivered to the hearer. Speech acts are actions that are carried out by utterances.

The factor that influences the process of teaching language is how the process of communication between lecturers and students occurs in the class activities. To express thought, ideas, and emotions, lecturer has own ways. The role of lecturers and students in communication is asymmetric, which means that it is the lecturer who has the power, researcher, and control over the students. In the education field, how to communicate is the crucial thing that influences the lecturer's success in reaching the goal of the learning process in a class. Learning a language is not only for its grammaticality but how the speaker or the lecturer is affected only by words. Successful communication will occur if the lecturer and student can clearly understand the context of the conversation. Sinaga (2019:358) stated lecturers will have difficulty in teaching if their students come from different cultures with them because the different background of students will give influence to the capability of lecturers in delivering the material to their students. Pinariya (2021:91) states intercultural communication faces several challenges as a result of the distinct ways in which members of each culture communicate and think. Then, it can be concluded that the lecturer who teaches an international student or commonly called students exchange, have more challenges, especially in terms of communication.

Based on the statement, it can be concluded that educators encounter challenges when teaching communicatively with various levels of component complexity. It means that each class taught by educators, including lecturer, have its problem. In this case, teaching student exchange from different countries, backgrounds, languages, and intercultural communication must pay attention to how they communicate. Hilliker (2020:2) a lecturer roles as a educators who teaches in virtual exchanges between universities in various countries, uses international languages as the main thing of communication to their students. When lecturers

participate in the teaching and learning process in a different nation, the experience of teaching in a foreign country can be rich.

Ida Bagus (2014:90-91) speech acts that function for specifying or explaining something as it is, is an assertive speech acts. Speech acts that express the speaker's beliefs about something are referred to as assertive speech acts. The speaker is obligated to tell the truth. As a result, the assertive speech act is one that the speaker believes to be the truth Izar (2020:53). Based on expert opinion, it can be drawn that assertive are binding speakers to the truth of propositions that function to explain something as it is.

According to the researcher's experience when participating in a Student Virtual Exchange program for six months, the researcher took the initiative to study the assertive speech act of one of her lecturers, namely Dr. Jun Chen Hsieh. Additionally, the utterances that are often spoken by the lecturer in the learning process, such as asserting, reporting, stating, suggesting, claiming, concluding, praising, assuring, confessing, guessing, criticizing, and reminding. All of these words are part of assertive speech act Searle & Vanderveken (1985:182:192). Furthermore, unknowingly by students, from these utterances there is an intended meaning that is not directly conveyed by the lecturer. The study of the speaker's intention seeks to reveal the speaker's intent which is determined by the context, namely time, place, event, process, condition, speaker, hearer, cultural background, social and others. The context of this utterance can then determine the meaning of an utterance. For example: *Time is up*. In the context of examination, the lecture state *time is up*. From the utterance, there is an intended meaning that is not the said directly to the listener. Here, the purpose of the utterance means for them to collect test papers or submit their exam result to the lecturer.

The reason the researcher chooses assertive speech acts, first due to this action is the core of pedagogical communication, and it is relevant to the process of teaching and learning to increase students' cognitive competence. Second, pragmatic knowledge is tasked with studying the context of speech which takes into account extra-linguistic aspects. Therefore, knowing the ins and out of the lecturer's assertive speech acts in classroom learning requires a deeper understanding. Third, pragmatic learning will further demonstrate the existence of an assertive speech act utilized by the lecturer in class during the learning process to describe the characteristics of the lecturer's assertive speech act. By revealing the characteristics of the lecturer's assertive speech acts, it is possible to see the characteristics of the lecturer's assertive speech acts, which include the lecturer's ability to attract attention, the lecturer's ability to control the number of conversations, and so on. The researcher was solely concentrate on Dr. Jun Chen Hsieh's assertive speech when instructing an English Interpretation for Tour Guide course.

The researcher examines the utterances of Dr. Jun Chen Hsieh while the researcher follows the Student Exchange program held by Asia University. The researcher is interest in examining the utterance of Dr. Jun Chen Hsieh for some reason. First, data on assertive speech act is mostly found in his utterances. Second, he teaches international students from various countries and different backgrounds that is why the researcher is interest in examining his utterances. Third, when he gives material consisting of foreign terms that are unfamiliar. Fourth, the way he teaches material is lecturer-centered, which is mostly part of assertive speech acts.

The Student Virtual Exchange is a program held by Asia University in Taiwan as a form of cooperation between several universities in Asia, including Nommensen HKBP University Medan. One of the courses they offer is English Interpretation for Tour Guide from the Department of Foreign Languages and Literature. The goal of this course is to help students develop their expertise in guided tours and improve their oral communication proficiency, fluency, and accuracy. Based on the statement above, a lecturer of the English language requires expertise in English and higher communicative competence.

METHOD

This research was used descriptive qualitative research design because the result would be find by the observation, identified and analysis the utterances of the English lecturer in student virtual exchange. Asenahabi (2019:81) says that qualitative research focuses on finding and comprehending the meaning people give to a social or human problem. Through direct experience, honest reporting, and quotes from actual conversations, the qualitative descriptive method aims to improve comprehension. It aims to comprehend how participants' behavior is influenced by the meaning they derive from their surroundings. In collecting data, researcher conducted observations followed by note taking techniques. The data collection technique, the researcher download and watch the video from Teams application, make transcription, identify and clasify the data, then the researcher analyzed the data into the types of assertive. The researcher was analyzed the data using Miles and Huberman's approach, Miles & Huberman (2014: 31) state there are data condensation, data display, the drawing and verifying conclusion. Pelto (2017:242) defines triangulation as the use of multiple research methods to evaluate the validity and reliability of data collection methods in the social and behavioral sciences. The researcher was used triangulation of data.

The data in this research is the assertive's utterances of Dr. Jun Chen Hsieh where each lesson has been

saved directly in the Teams application when Dr. Jun Chen Hsieh teaching English Interpretation for Tour Guide course by virtual in 2021 by using application Teams. There are four meetings with the duration is 1 hour 30 minutes.

RESULTS AND DISCUSSIONS

1. The Dominants Types of Assertive Speech Act Used By Dr. Jun Chen Hsie in English Interpretation for Tour Guide Virtual Exchange Course at Asia University

After analyzing the data of Dr Jun Chen Hsieh utterances, the researcher found the types of assertive speech act, the researcher found 153 utterances that divided into 23 asserting, 22 reporting, 60 stating, 8 claiming, 15 suggesting, 7 concluding, 4 praising, 5 assuring, 5 confessing, 2 guessing, 1 criticizing, 1 reminding. The findings of this research were a form of an answer to the problems in this research. The findings of the research can be seen in the following below:

Table 1. The Percentage of Classification of Assertive Speech Acts

No	Types of Assertive	Amount	Percentages
1	Stating	60	39,21%
2	Asserting	23	15,03%
3	Reporting	22	14,37%
4	Suggesting	15	9,80%
5	Claiming	8	5,22%
6	Concluding	7	4,57%
7	Assuring	5	3,26%
8	Confessing	5	3,26%
9	Praising	4	2,61%
10	Guessing	2	1,30%
11	Criticizing	1	0,65%
12	Reminding	1	0,65%
	Total	153	100%

Based on the research findings the researcher found all types assertive speech act according to Searle and Vanderveken (1985) theory. Stating is the dominant type uttered by Dr. Jun Chen Hsieh, he was uttered of stating 60 times (39,21%). Stating is utterances that the speaker aims to provide information based on speaker's understanding of the information to the interlocutor. Expressing something as it is, is called assertive speech act states. It is used to express thoughts according to what one sees or feels. Expressing a fact that is reasonable based on the ability of the mind. The stating is mostly performed by Dr. Jun Chen Hsieh during the teaching and learning process. This is because these utterances make it possible to convey information clearly and effectively to students. In the context of learning, stating has a role as a provider of information and explanation to students, so that the use of stating sentences can help students understand the message conveyed easily and does not lead to wrong interpretations. Apart from that, the use of stating utterances can also help students develop a strong basic understanding of the concepts being taught. In learning, a solid understanding of basic concepts is essential to build a more complex understanding at a later stage.

Asserting was the second dominant used by Dr. Jun Chen Hsieh, he was uttered 23 times (15,03%). Asserting is utterances that the speaker state clearly and firmly that something is true. Here, the speaker tries to show his ideas based on belief. Asserting as the second dominant used in the teaching learning process. This is because it can help students better understand and remember the information conveyed by the teacher. It is also clarify information asserting can help students to understand the information conveyed by the teacher more clearly and decisively. By repeating or emphasizing important information, students will more easily remember and understand the concepts being taught. Asserting also can increases focus to help students stay focused and engaged in learning. By using clear and direct words, teachers can help students focus on important and relevant information. Then, explaining difficult concepts, some of the concepts in the lesson may be difficult for students to understand. By using asserting, teachers can help students to understand the concept better. Asserting can reinforce understanding, in some cases, students may already understand the concepts being taught but need asserting to reinforce their understanding. By repeating important information, students will be more confident in understanding and remembering the concept. Overall, asserting is an utterance that can help students to understand and remember the information being taught. Therefore, asserting is often uttered by teachers when teaching subject matter.

Reporting uttered by Dr. Jun Chen Hsieh 22 times (14,37%). Reporting is utterances that the speaker give information about something that heard, seen, done, etc. Here the speaker try to give something containing information that listener needs to have. Reporting as the third dominant used by Dr. Jun Chen Hsieh in teaching

learning process. This is because it helps students to require information in detail and accurate, especially when the topic of learning is consist of data or events that needs to report to the students.

Moreover, reminding and criticizing seldom uttered by Dr. Jun Chen Hsieh in teaching and learning process. For reminding, he prefers asserting rather than reminding students about a learning topic being taught. It is because asserting is more stronger and appropriate to the students college. Then, for criticizing, he prefers stating something rather than criticizing students. This is because criticism can make students feel uncomfortable and unmotivated to learn. If criticism is done in the wrong way or not according to the situation, students may feel offended or even feel that they are unable to do the task. Criticism is not always effective in improving student behavior. Sometimes, students can feel attacked or pressured, and this can make it difficult for them to change or develop themselves. However, that does not mean criticism is not important. Criticism done in the right way and in the right situation can help students to improve their skills. As a teacher, it is important to find a balance between providing constructive criticism and providing positive reinforcement to motivate students.

2. The Intended Meaning Found in The Utterances Dr. Jun Chen Hsie in English Interpretation for Tour Guide Virtual Exchange Course at Asia University

Researcher observed the intended meaning that uttered by Dr. Jun Chen Hsieh while teaching and learning process. The intended meaning didn't said directly by him. The researcher found the intended meaning that didn't uttered directly. There are about grading policy, technical issue, and roll call code.

Table 2. The Intended Meaning

No	Intended Meaning	Analysis
1.	Attendance is 15%, in class participation 15%, group presentation on Scenic spot introduction 30% and group presentation on Group Travel Itinerary 40%	The researcher classified as intended meaning because there is a hidden meaning that must be considered by students. Dr. Jun Chen Hsieh stated 15% for absence, 15% for in-class participation, <i>Scenic spot introduction 30%</i> , and 40% for final project. The intended meaning of that utterance can have a different purposes, it could be for students to pay attention to attendance, if their attendance limit is less than 15% they will most likely fail this course, as well as participate in class, if they do not participate their grades will likely decrease and then if they do not complete projects then their points in this course will automatically be low.
2	Technical issue huh...	The researcher classified as intended meaning because there is a hidden meaning that must be understood by students. Dr. Jun Chen Hsieh stated a technical problem huh. In the middle of explaining the material, the lecturer experienced a problem with his computer so he stated a technical issue. The pupose of that utterance it could be students must study on their own or wait until the problem can be solved before the lesson continues.
3	This is the beauty of Technology	The researcher classified as intended meaning because in this case it contains more meaning that must be understood by students. During the lesson the lecturer said <i>This is the beauty of Technology</i> , without saying it clearly, this sentence meant that something had happened to the lecturer's computer. So that students are expected to be able to understand the meaning of the utterance. This utterance means the students are waiting for the problem to be solved or it could be that students have to learn on their own before the problem is solved.
4	Roll call code 4713	The researcher classified as intended meaning because Dr. Jun Chen Hsieh said the roll call code 5305 which indirectly said what the code meant. However, when viewed from the context and previous student experience. Students are expected to register with code 5305. Therefore, the hidden meaning behind these words is for students to enter the code so that they are considered present in class.

For the second problem the intended meaning found by researcher. There are about grading policies, technical issue, and roll call code. The purpose of students understanding the intended meaning said by Dr. Jun Chen Hsieh so that they can take action behind the words. It is not just about the literal meaning but the purpose of the utterances. For grading policy, the purpose of the utterance is students have to do all the grading policy to success the course. For technical issue, the purpose of the utterance, students have to work by themselves. For roll call code, students have to sign up to fill the absences.

CONSLUSIONS

From the data analysis and data findings, some conclusion can be drawn from the teaching – learning process, that are some utterances that showed the types of assertive speech act used by Dr. Jun Chen Hsieh in English Interpretation for Tour Guide course based on Searle and Vanderveken's theory. Stating is the most dominant used by Dr. Jun Chen Hsieh during the teaching and learning process, stating can be the source of information, especially for unfamiliar courses and out of major courses in class. Stating be a way to intercultural students to get more insight, it is possible to convey information clearly and effectively because it acts as a provider of information and explanations to students so that the use of stating can help students to enrich their knowledge as well as understand the message conveyed easily and does not lead to wrong interpretations. Then, the intended meaning found in these utterances is about grading policies, technical issues and roll call codes. This is intended meaning functions as take action behind the utterance that students should concern and comprehent.

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