



PROMISING PRACTICES USED BY EFL TEACHERS IN TEACHING AND LEARNING PROCESS

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Abstract. This study focused on promising practices used by EFL teachers in teaching and learning process. This study applied descriptive qualitative which focused on discourse analysis. This qualitative study involved non-numeric data. This study was conducted in Junior High School 2 Pinrang that focused on 18 students in VIII.4 and 18 students in VIII.5 and two English teachers as the participants. The instruments were recording namely video camera and sound recording to record the teachers' promising practices, interview the teachers to clarify the promising practices used and to ask about the implication of promising practice in teaching and learning process. Thus, interview the students to know their responses on promising practices used by teacher. Based on the result, the teacher A and B mostly used commissive speech act that function as promising in teaching and learning process. Promising utterance is making the students prepare their self in learning process. The result of observation and interview from the teachers, the commissive speech act as promising not only has function to promise but also to assert, so the students can prepare their self and doing their homework. The students also gave positive responses on promising practices used by EFL teachers. Thus, it also gave implication in TEFL.

Keywords: commissive speech act; promising; students' responses

1. INTRODUCTION

Language holds the important role for all human beings. It is as a flexible and useful communication tool to understand each other in any situation. Language is intentional behavior that should be done in action form. In understanding language, someone must understand the speaker's intention (Searle, 1969). Through language, the teacher can deliver intention to students, and vice versa. Thus, language is tool in formulating what someone has in thought, perceived, and what someone wants (Butar-Butar, 2018). When teaching is designed to accomplish a particular goal of learning, it might be successful with the use of a certain language so the teacher should use suitable language to do it because the students are the target on teaching and learning process. The success in teaching and learning process depends on many factors, one of the factors is language used by teacher. The success of teaching depends on how teachers use the language appropriately which best suits the learner

and the situation where allow them to use language in the classroom. So, good communication between teacher and learner is very important to create the effective learning. As (Celce-Murcia, 2000) stated that the use of language affects on students' process and progress of learning in the classroom. Moreover, the use of suitable language is the most important thing because it influences the teachers' success in reaching the goal of teaching. Thus, if the teacher conducts in teaching process, she/he has intentions in speech directly or indirectly, and literal or non-literally spoken. If the students can understand what the teacher delivers, the use of speech acts is affective. Good teacher should be clever in spoken word and communicated to the students. (Bach, 1994) act of speech in communication is called speech act that is defined as the speaker acts of speech in relation to the hearer. For this situation of speech that involves the teacher as the speaker and the students as the hearers, the acts of the teacher's utterances are varied (Bach, 1994).

The speech act is basic unit of language. Speech acts are all the acts and the things that someone performs through speaking (Schmidt, R., and Richards, 1985). It is also as the main square of discourse that has been applied to the second language acquisition (Johnstone, 2008). The teacher use speech act in delivering material and the phenomenon of speech act happens everywhere such as in teaching and learning process. It is evidents that teaching and learning process consist of a lot interactions that the teacher produce utterance. The use of speech act determines how the teaching and learning process will happen. For example, the teacher can use commisive speech act namely promising utterance to make the promise to students if the class will be done next meeting so the students can prepare their self for the class. (Wajdi, 2009) stated that teachers' speech act is very important, it is for organization the classroom and students' acquisition processes.

In teaching and learning process, the teacher shares and gives information or knowledge by communicating with students. Both teachers and students will produce utterances in teaching and learning activity. Especially for teacher, she/he can give greetings, praise, thanking, promising, requesting, questioning for the students as the part of speech act. The utterances produced have propositional meaning and illocution meaning. Thus, by utterances the teachers also want students to do something in the classroom and being active because all of the utterance produce that give reaction is called speech act. This study focused on commisive speech act that function as promising used by the teacher. As Searle in (Hatch, 1992), commissives are statements that function as promises or refusals for action and it vary in strength. It commits the speaker himself/herself to do future actions (Searle, 1979). In this

case, the teacher used promising utterances by saying “we will” and “next week”. For examples, “we will continue speaking, not for today” and “next week, I would like you to have a presentation”. The content condition for promises is the predication of a future act by the speaker. It means that the speaker must admit if the content of his or her act is about future event and it is possible to carry out the act in the future. In this study, the researcher also found out the students’ responses on promising practices used by teachers and also the implication of promising in teaching and learning process.

2. METHOD

The study focused on promising practices used by teachers in teaching and learning process. Descriptive qualitative which focused on a discourse analysis used in this study. (Kothari, 2009), qualitative study focused on qualitative phenomena. This qualitative study involved non-numeric data. The data of this study is the English teachers’ utterance in teaching and learning process. (Gay, L. R., Mills, G. E., and Airasian, 2006), qualitative research is collection, analysis, interpretation of comprehensive narrative and visual data to get knowledge into a particular phenomenon of interest. The data also included of teachers’ interview and students’ interview. This study was conducted in Junior High School 2 Pinrang that focused on 18 students in VIII.4 and 18 students in VIII.5 and two English teachers as the participants.

In this study, the researcher found out the promising practice of teachers’ and students’ response of teachers’ promising. Giving students times in responding or formulating on response is necessity (Fujiyanti, 2014) because they are people who learn something and need sufficient time in learning process. The instruments in collecting data were recording namely video camera and sound recording to record the teachers’ promising practices, interview the teachers about the promising practices used and students’ responses on promising practices used by teacher. Those instruments are done to see the use of promising speech act by the teachers during the process of teaching and learning in the classroom and to what extend the use of promising speech act in building up the atmosphere in the classroom. Process of recording data must be done as naturally as possible (Sudaryanto, 2015).

The steps in collecting data were firstly, recording the English teachers in teaching and learning process by using video camera and audio recording to find out the promising practice. The classroom observation was done in three meetings or until the data was saturated. Then, transcribing the data into the written form, after that listening the recording

to check the accuracy of data. Selecting the data recording based on objective. Recording the data into data sheets and classifying data. The researcher also interview the teachers to clarify the promising used. The last, interview the students to know their responses on promising practices used by teacher. In this study, the researcher used semi-structured interview for the students. (Gay, Mills, & Airasian, 2012) “semi structured interview combine both structured and unstructured approaches. Unstructured interview is not to get answers to predetermined questions, but rather to find out where the participants are coming from and what they have experienced while in structured interview the researcher has specified a set of question that elicits specific information from respondents. It allows the qualitative researcher to ask all of the participants the same questions”.

3. RESULTS AND DISCUSSION

This study was conducted in Junior High School 2 Pinrang that focused on 18 students in VIII.4 and 18 students in VIII.5 and two English teachers as the participants. In this study, the researcher found out the promising practice of teachers’ and students’ response of teachers’ promising and also the implication of promising speech act in teaching and learning process. The researcher observed and recorded all of what the teacher and students said in the classroom. The result of data was explained below:

3.1. Commisive Speech Act as Promising

Promising is the function of commisive speech act. Based on the result study, the teachers used promising in teaching and learning process. The conversation is showed below:

Case 1: The teacher A promised to read Bandung Bondowoso story

- T.A : *Prepare, today we are going to read about the legend of Bandung Bondowoso and Roro Jongrang*
SS : Yes sir
T.A : (The teacher writes down the title of that story “Bandung Bondowoso and Roro Jongrang) Have you read about this?
S : Yes I have
T.A : Tell something about this!
S : E.. Bandung Bondowoso made temple

Based on case 1, the teacher A used commissive speech act by saying “*prepare, today we are going to read about the legend of Bandung Bondowoso and Roro Jongrang*”. That statement was function as promise to make the students preparing their self in reading text and brainstorm about Bandung Bondowoso story. This finding is also congruent with the teacher’s statements in dialogue between the researcher and the teacher in order to clarify the meaning for function of commissive speech act. The dialogue is presented as follows:

R : What is the function of your utterance “prepare, today we are going to read about the legend of Bandung Bondowoso and Roro Jongrang”.

T.A : For that utterance, I said it to make the students prepare their self in study

R : Is there any function?

T.A : Yes, it is also to make them doing brainstorming

R : Could it classify as promising?

T.A : Yes

Based on the case 1 and interview above, the teacher A used commissive speech in term of promising. That utterance was function as promising to make the students ready in learning and to make the doing brainstorming.

Case 2: The teacher A promised the student by saying wait to the students.

T.A : Yes, he was.....? good! He was.....? This is past continuous because he was striking Indonesian maid. Good!

S11 : Me sir

S2` : Me sir

T.A : *Wait*. Number three

S12 : I answer number three

T.A : Yes.

Based on case 2, the teacher A used commissive speech act by saying “*wait*”. In this case, the teacher A asked the students to wait because some of them wanted to answer the questions. The word of “*wait*” used by the teacher was the promise, he would give the chance for students after their friend answered number three and make students prepared theirself. This finding is also congruent with the teacher’s statements in dialogue between the researcher and the teacher in order to clarify the meaning for function of commissive act.

R : Wait.. number three.. for this extract?

T.A : I asked the students to wait because they took away.. ee” but I would choose them.. I said “wait” so they didn’t make noise and prepare their self.. one by one would do it.

R : Is there any other function?

T.A : I just asked them to wait.. because I would choose them.

Based on the case 2 and interview above, the teacher A used commissive speech in term of promising. That utterance was function as promising.

Case 3: The teacher B informed the material next meeting

T.B : Have you understood?

SS : Yes

T.B : So, *the material will be continued like this*. So, you ask about be going to.

SS : Yes miss

T.B : Yes, that material is still future, but we learn the simple form. For your assignment, you find out when we use shall and we use will

In the conversation above, the teacher B used commissive speech act like “*the material will be continued like this*”. In this case, the teacher asked the students if the material for the next week was still about future tense. Based on the interview, the function of commissive speech act not only was promise but also as assertion so the students prepared their self, did their homework for next week. This finding is clarified and emphasized by the following teacher’s statement.

R : In the second meeting, you said “*the material will be continued like this*”. Is it as promise?

T.B : Yes, it is the function as promise.

R : Is there any other function miss?

T.B : I give promise.. but also assert so the students will prepare their self and do their homework.

Based on the case 3 and interview above, the teacher B used commissive speech in term of promising. That utterance not only has function as promise but also as asserting. It means that it make the readiness of students

Case 4: The teacher B promised the student to collect their assignment later.

S : Attention please

T.B : Don’t go on if your friends are still writing. *I wait your assignment later.*

SS : Yes miss

T.B : Don’t go on if there is still an activity. No activity!

S : Attention please

T.B : No activity

SS : Yes miss

Based on case above, the teacher B used commissive speech act which formulated utterance of promising like *I wait your assignment later*". In this case, the teacher B promised the students to wait their assignment later. Based on the interview result, the teacher not only promised the students but also asserted to collect the assignment later. These findings are also clarified and emphasized by the following teacher's statements.

- R : Then I find the type of commissive when you say "*I wait your assignment later*".
 T.B : Oh, yes.
 R : What is the function of your utterance?
 T : Well.. Here, I gave promising but also asserted, informed if they should collect their assignment later.

From the interview that has been done by the researcher, it can be seen if the function of commissive speech act not only as promise but also assertion in preparing their self and doing their homework.

As the summary, the teacher A and B use promising speech act in teaching and learning process.

Here the data display of teacher A and Teacher B in use promising practices.

Table 1. Data Display of case 1, 2, 3, and 4 from teacher A and B

Teacher	Case	Utterance
A	1	Prepare, today we are going to read about the legend of Bandung Bondowoso and Roro Jongrang
A	2	Wait
B	3	The material will be continued like this.
B	4	I wait your assignment later.

3.2. Students' Responses on Promising Practices

In this case, the researcher asked the students in VIII 4 about their responses on promising practices used by the teacher A in teaching and learning process. As the result, Most students gave positive responses on promising utterance because it made the students prepare their self. Then, giving promise was very important when the promising was about collecting the assignment or did the final test. It made them doing assignment seriously and study hard. It can be proofed from the students' statement:

Ada, supaya pelajaran yang diberikan kemarin kita bisa pelajari kembali apalagi kalau gurunya sudah janji untuk masuk ke pertemuan selanjutnya. Intinya kalau ada janji, kita lebih berkeinginan untuk membaca kembali materi yang telah diberikan oleh guru.

There is the effect.. so the material given yesterday can be learn again if the teacher promises. Promising makes us to read the material given by the teacher.

Iya.. kalau gurunya janji saya akan mempersiapkan betul-betul materinya apalagi kalau janji mengenai ulangan.

Yes.. if the teacher promise, I will prepare the material thus the promise is about test.

In contrary, there were two tudents gave negative responses. According to them, promise was not affect on their readiness.

Tidak.. karena sebenarnya bagus kalau datang ya datang.. tidak ya.. tidak.. kan kita tidak tahu kedepannya.. jadi tidak perlu janji.

No.. because it is better if you want to come.. just come.. you don't want to come..no.. we don't know the future.. no need to give promise.

Next step, the researcher asked the students of VIII.5 about their responses on promising practices by teacher B. Some of them gave positive responses but there were three students gave negative responses. In positive responses, the students said that the promise speech acts used by the teacher affected on their readiness in learning process for the next meeting especially when the teacher wanted to give the test. Besides that, when the teacher promised to come to the class for the next meeting, they motivated to do their homework. The positive responses above are supported by some statements below:

Berpengaruh.. ada pengaruh terhadap kesiapan saya karena toh kalau datang miss pasti pertama yang dia lakukan.. pasti langsung bertanya tentang materi yang lalu.. baru kalau tidak datang mungkin dikasi tugas jadi bisa kita baca-baca LKS.

[Giving promise] affected my readiness because when the teacher entered the class, he asked question about the material that has been explained. Then when the teacher didn't enter the class, she gave assignment.

Tidak.. ketika gurunya memberikan janji untuk hadir kepertemuan berikutnya itu sama saja bagi saya.. kecuali kalau janji untuk ulangan itu baru saya memiliki kesigapan untuk hadir dan belajar.

No, when the teacher promised to come for the next meeting, my readiness is same except if the promising is about examination, it will stimulate my readiness.

In contrary, three students gave negative responses. They said that promising was not affected on their readiness in learning process. It can be proofed from the students' statement:

Tidak ada pengaruhnya.. dia mau memberikan janji untuk datang atau tidak saya tetap siap dan sigap.

There is no effect.. he gave promise or not.. my readiness is same.

Tidak ji, mau ada janji atau tidak ada janji kesiapan saya samaji.

No, there is promising or not.. my readiness is same

3.3. The implication of Promising Speech Act in Teaching and Learning Process

Based on the interview from the two teachers about the implications of promising practice. They stated that promising speech acts gave implications on TEFL. During teaching and learning process, the teacher A also used speech act in giving promise that affect on students readiness, as the teacher B stated promise make the students ready, here give promise, assert so the students will prepare themselves.

The interview of Teacher A

- R : Sir, you sometimes used promising practice in teaching and learning process
T.A : Yes, of course. It gave the implication
R : What is it sir?
T.A : Affecting on their motivation in learning process
R : Is there any function sir?
T.A : The students can prepare their self
R : Thank you for the information sir
T.A : Yes

The interview of Teacher B

- R : In teaching and learning process, you mostly used promising practice especially if the time meeting is almost up.
T.B : Yes, because it is very important.
R : What is the important miss?
T.B : Ya, it can make them ready in learning. It affect on their readiness.
R : Is there any function?
T.B : I always use promising practice when I want to give them test or quiz and also for collecting the assignment.
R : Ya.
T.B : It affect on their readiness in studying and it was also as motivation. Thus, it was as assertion.

4. CONCLUSION

Based on the result, it can be concluded that the teacher A and B mostly used promising utterance in teaching and learning process. The use of promising utterance is making the students prepare their self. From the interview that has been done by the researcher, it can be seen if the function of commissive speech act not only as promise but also assertion in preparing students in studying and doing their homework. The researcher applied Descriptive qualitative which focused on a discourse analysis. This qualitative study involved non-numeric data.

Thus, the researcher also did the interview to ask about the students' responses on promising practices. Most of students in VIII.4 gave positive responses on promising practices used by EFL teachers because it made the students prepare their self, it made them doing assignment seriously and study hard. Besides, most of students in VIII.5 also gave positive responses, the students said that the promise speech acts used by the teacher affected on their readiness in learning process for the next meeting especially when the teacher wanted to give the test. Besides that, when the teacher promised to come to the class for the next meeting, they motivated to do their homework. Promising practice also gave implications in teaching and learning process. Speech act in giving promise affect on students readiness and motivation. Thus, it was also function as assertion so the students will prepare themselves.

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