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Speaking Strategies In Teaching And Learning Interactions In SMAN 2 West Pasaman

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Abstract – *This research is motivated by the importance of speaking strategies in teaching and learning interactions in the classroom and during ongoing learning the teacher is able to express himself by communicating through the speaking strategies used. The aim of this research is to describe or find out the Form and Function of Speaking Strategies in Teaching and Learning Interactions at SMAN 2 Pasaman. This type of research is qualitative research using descriptive methods. The instrument of this research is the researcher himself. The data source was obtained from the teacher's speech during PBM. The data collection techniques in this research are proficient free-involved listening (SBLC), recording, tapping, recording, transcribing and note-taking techniques. The data analysis techniques used are data tabulation, data presentation, interpretation and conclusion drawing. The data validation technique used is the triangulation technique. There are two research results. First, the form of speaking strategy and the function of the teacher's speaking strategy in learning Indonesian in class - positive politeness platitudes, 15 strategies for speaking frankly, negative politeness platitudes, and 1 strategy for speaking vaguely. Second, the dominant speaking strategy used is the strategy of speaking frankly with pleasantries*

Keywords: *Strategy, Speaking In Interaction*

1. INTRODUCTION

Language as a communication tool is used in interaction between teachers and students to exchange opinions. Interaction in the learning process in the classroom is interaction carried out by teachers and students, students and students with the aim of being able to convey certain goals according to the learning context. These communication activities take place effectively, and a teaching and learning interaction process is created that runs well and is in accordance with the goals to be achieved. Therefore, the role of language in communicating in school learning cannot be separated, because the learning process will run smoothly if there is a language function. (Carolus Borromeus Mulyatno, 2022:979). Therefore, the role of language in communicating in school learning cannot be separated, because the learning process will run smoothly if there is a language function.

Speech acts carried out by teachers and students can be used as a measure of the effectiveness of communication in learning (Febrina, 2015: 88). One indicator of the effectiveness of communication in learning is the occurrence of multidirectional communication, namely communication that involves the participation of students and teachers as well as students and other students. If in learning there is no or little use of speech acts by students, this shows that students are acting passively. Such learning is usually dominated by the teacher. Through speech acts, Indonesian language teachers can utilize forms of speaking strategies in the branch of pragmatics. In relation to speech acts, the speaking strategies used by Indonesian teachers and students when giving advice or direction to students so that the teacher can carry out direct speech directions, for example;

Teacher: "Open the printed book to page 59!"

Student: "What page, sir?"

Teacher: "Page 59. Open your book to page 59."

Student: "About analyzing the language of novel story texts, right?"

Teacher: "Yes."

(Context: spoken when the teacher explains the learning material).

In the quote above, speaking frankly without further ado is intended as an order for students to carry out the actions intended by the speech. Apart from that, according to Borwn and Levinson (in Syahrul, 2008) speaking strategies that can be used by Indonesian language teachers and their students, namely the strategy of speaking without further ado, being frank, the strategy of speaking without further ado, being frank, using positive politeness, the strategy of speaking without further ado- stale frankly using negative politeness, the strategy of speaking vaguely, and the strategy of speaking in one's heart. As is the case in the SMAN 2 Pasaman environment, classroom learning is a real example of communication that takes place in social interaction. A teacher uses speech when learning, namely to convey various information both related to the learning material and outside the learning material. The speech delivered by the teacher also aims

to get students to do something according to what is said. For example, when a teacher asks students to pay attention to learning, the students must obey.

Teachers must pay attention to appropriate speaking strategies in classroom learning so that they can attract students' attention (Fitri et al, 2013:440-445). The appropriate strategy can be speaking without further ado, speaking frankly with positive politeness pleasantries, speaking frankly with negative politeness pleasantries, speaking vaguely, and speaking silently. When the learning process in the classroom takes place, the teacher has more power and control than the students, so that speech acts in the classroom are characterized as dominant by the teacher. Therefore, teachers are expected to have the ability to communicate well and correctly with their students, so that they are able to produce appropriate speech and strategies, for example uttering correct and appropriate words in speech acts, either directly or indirectly. Based on the explanation above, researchers feel it is necessary to study Speaking Strategies in Teaching and Learning Interactions at SMA 2 Pasaman.

Based on the researcher's experience when carrying out Field Practice (PPL) at SMAN 2 West Pasaman, there are interesting speaking strategies used by teachers in front of the class, sometimes getting positive responses from students, but not infrequently also getting negative responses because it is not always the teacher who teaches in front of the class. The class uses appropriate speaking strategies to students. Based on the description above, it can be concluded that the Indonesian Language Teacher in Teaching and Learning Interactions for SMAN 2 Pasaman Students, the speech delivered by the teacher also aims to get students to do something according to what is said. For example, when a teacher asks students to pay attention to learning, the students must obey. To solve the problems experienced by these students, Indonesian language teachers can use speaking strategies in student teaching and learning interactions so that the speech used by the teacher can make it possible to give advice to students. This is what makes the author interested in researching Speaking Strategies in Teaching and Learning Interactions at SMAN 2 Pasaman.

2. METHODOLOGY

This study employs a qualitative research approach, chosen in alignment with the research objective focused on elucidating "Speaking Strategies in Teaching and Learning Interactions in Class X1 of SMAN 2 West Pasaman." As outlined by Sugiyono (2013:222), qualitative research positions the researcher as the primary instrument. Utilizing a descriptive method, the research aims to comprehensively describe, analyze, and interpret the data under scrutiny. The chosen data collection technique is the observation method, with Sudaryanto (2015) noting that listening methods involve attentive language perception. Various techniques such as tapping, proficient free-involved listening, recording, transcription, and note-taking are employed to gather and document the data effectively. This methodological approach ensures a nuanced exploration of speaking

strategies within the teaching and learning dynamics of Class X1 at SMAN 2 West Pasaman.

3. RESULTS

This research aims to describe or understand the form and function of speaking strategies in teaching and learning interactions at SMAN 2 Pasaman. Based on the research results, it can be concluded that the speaking strategies in teaching and learning interactions at SMAN 2 West Pasaman in the learning process in class XII MIPA 1 and class XII MIPA 2 are as follows. First, direct speaking strategies were found in 20 utterances. The form of data findings related to the strategy of speaking without further ado can be found in the teacher said "Please Rehan, please take the mother who is absent from the ceremony." This utterance is included in the strategy of speaking without further ado because it is an order to students to carry out the action as intended by the utterance. The function of the Indonesian language teacher's no-nonsense form of speaking strategy is to simplify and speed up the communication process by reducing words/phrases that are considered not very important. The use of certain phrases whose context is already known makes the conversation more efficient and shows a close relationship and mutual understanding between the speaker and the interlocutor, so there is no need to explain the phrase in full. This strategy is often used by people who already know each other. near.

Second, the strategy of speaking with positive politeness pleasantries was found in 29 utterances. Speech with small talk can be seen in the speech "Just a moment, 2 minutes". This speech is included in the strategy of positive politeness, it can be seen that the speaker's promise has the potential to threaten the student's face because the teacher is demanding the student's promise. The function of the speaker's promise has the potential to threaten the student's face because the teacher takes the student's promise. So that it confirms the commitment of teachers who keep their promises, showing that they are committed to their duties and responsibilities. This is important to build good relationships with students.

Third, the strategy of speaking with negative politeness was found in 15 utterances. Furthermore, negative politeness speech data can also be seen in the speech "Alternative opinion, solution and conclusion, what are the three contents?". This speech is included in the strategy of speaking with negative politeness pleasantries. It can be seen that the speaker's use of this sub-strategy is related to the teacher's interaction using interrogative sentences with students when discussing editorial learning topics. Its function is to reduce bias/subjectivity, impersonal speech makes the delivery of lesson material more objective and fact-based.

Fourth, the vague speaking strategy was found in 1 utterance. The speech is vaguely found in the speech "If a friend listens to it, read it slowly". This speech is included in the vague speaking strategy, because the data regarding the vague strategy is that the speaker conveys his speech using signs, because the speaker cannot confirm the truth of the speech he conveys. Its function is that the teacher wants to explain indirectly that the volume of students' voices needs to be increased to effectively communicate in the

classroom and the teacher wants to express his desire for students to speak louder so that everyone in the class can hear him.

4. CONCLUSION

Based on the research results, it can be concluded that the speaking strategies in teaching and learning interactions at SMAN 2 West Pasaman in the learning process in class XII MIPA 1 and class XII MIPA 2 are as follows. First, the strategy of speaking directly, because the strategy used by teachers and students during the learning process is speech that is delivered directly without further ado. Second, the strategy of small talk with positive politeness, teachers and students use the strategy of small talk with positive politeness because the teacher expresses an agreement and also gives a speech that contains speech using the same group identity markers, the speech gives reasons, the speech involves the speaker in one activity, speech to seek agreement, speech to increase sympathy, speech to promise, speech to give appreciation, speech to be optimistic, speech to joke, and speech to help each other during the learning process. Third, the strategy of making small talk with negative politeness is that teachers and students use speech that contains guarded speech, apologetic speech, burden minimizing speech, impersonal speech, and statement speech as a general rule. Fourth, the strategy of speaking vaguely, namely the teacher uses speech that contains soft signals during the teaching and learning process.

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