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The Representation of Teacher Speech Ethics in Communicating Lessons in the Classroom to Create a Conducive Academic Atmosphere

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Abstract. This article discusses teacher speech ethics as an ethical and rational action to create a conducive atmosphere (Tilaar, 2003; Rasna, 2017; Rasna, 2018) describing the relationship among emotional intelligence [EI], intellectual intelligence (II), and motor intelligence [MI] (Rasna, 2018; Tampubolon, 1998; Alberto, 2011) refining speeches as 'mask style' (Tampubolon, 1998) needed since humans have EI in interactions (Malini, 2006). Hence, teachers have to comprehend ethics (Yanti, 2001; Darmojuwono, 2011; Aminudin, 2006; Katubi, 2010; Darheni, 2016). This study used the ethnography of communication and pragmatic approaches using the transcription of recorded speeches in teaching and learning process and notes from the teacher and students. The data were collected using recording, observation, interview and analyzed by following the steps of transcription, classification, identification; description and coding of the data, drawing a conclusion and going over the findings carefully. The results showed that the teacher created a conducive academic atmosphere by a transformation from a power user to the one who showed solidarity that formed a symmetrical relationship by giving a good model through 1) verbal appreciation, 2) reminding, 3) giving an example, 4) polite refusal, 5) encouragement/ motivating, 6) prolonging time, 7) providing opportunities to show abilities, 8) self-control, 9) willingness on to greet students first as to reflect the ideology of humanistic learning.

Keywords: Ethics, Speech, Atmosphere, Academic, Conducive

1 INTRODUCTION

This article discusses teaching as a rational and ethical act (Tilaar, 2003; Rasna, 2017; Rasna, 2018). Teaching as a rational and ethical act describes the relation between emotional intelligence

and intellectual intelligence and motor intelligence (Rasna, 2017; Tampubolon , 1998; Alberto , 2011). Through refining speech, which can be seen as mask style to avoid at least reducing conflict potential to create a conducive academic atmosphere, to make the teaching run well. The refining of speech as one of the strategies to create a conducive academic atmosphere needs the ability to control oneself and the ability to select appropriate diction, This is needed since human beings have emotional intelligence both as teachers and students. In learning one also needs emotion (Casmini, 2006). The acquisition of knowledge occurs in teaching in the interaction between the teacher and students (Jumad, 2005). Teaching should not be reduced to an effort to make thoughts, feelings, and behaviors uniformed. Hence, solidarity as ethics in the teaching process becomes important (Jumad, 2005). Ethics should be used by the speakers to make communication positive, comfortable and being protected from an offense (Yassi, 2017). Thus, there is a need to use mitigated form to avoid an open conflict (Thomas, 2007) and rules as everyday guide to teaching behaviors (Saondi, 2015) beside solidarity to develop symmetrical relations (Jumad, 2005) to prevent adolescents to rebel against grammar and convention proscribed by the old generation (Aziz, 2003).

The creation of a conducive academic atmosphere in communication when a teacher teaches is influenced by the speaker's expression. Since the expression influences speech expressed and its reception by the interlocutor, expressions regulate interpersonal relation and behavior of the members of the community in developing a harmony in their community (Aziz, 2005). This is because misunderstanding occurs not only because of ungrammaticality, but can also the speaker's inappropriate expressions in speaking (Aminudin, 2006). This is based on a rational behavior model and social act as parts of politeness (Kasper, 2011) Politeness is needed since every person has self- esteem about self- respect and reputation (Awawangi, 2008) because speakers have to care about their interlocutors (Aziz, 2005). Speech is related to linguistic, psychological, and cognitive phenomena (Ibanez, 2011).

Language tends to influence the strength of emotion more than that of reasoning (Guntur Tarigan, 1985; Tampubolon, 1998). Emotion often weakens reason (Rasna, 2017). This phenomenon occurs when one is angry; when one is reading a literary work, reading an advertisement and the language of politics like the one that developed during the new order era which Tampubolon calls mask language (Tampubolon, 1998). This style is used to make the interlocutor comfortable although it has a very strong emotional load (Rasna, 2017). A neatly wrapped language/speech can make an actually very strong emotional load sound neutral, so that the relation between the speaker and the interlocutor is kept well (Seken, 2007). This is related to the sociocultural factors of the community (Hymes, 2001). The wrapping of speech is importance since speech is not only affected by reason and emotion, but also influences the relation between the speaker and the interlocutor (Chaer, 2010; Casmini, 2006). Thus, humanizing language is important (Munirah, 2009; Muthia, 2015; Simpen, 2011)

2 METHOD

The subjects of this study were the students and teachers of senior high schools and vocational schools in Singaraja town consisting of 1 public senior high school, 1 private senior high school, 1 public vocational school and 1 private vocational school and the sample was selected by a purposive sampling technique. Data on the teachers' representation of teacher speech ethics in communication in teaching to create a conducive academic atmosphere were collected by recording, observation, and interview while data on teacher strategy in presenting the lesson to create a conducive academic atmosphere were collected by recording, observation, interview, and documentation (photos). The data were analyzed qualitatively following the steps of 1) organizing the collected data; 2) categorizing the data into concepts, propositions, patterns of distribution based on similarities; 3) interpreting the data; 4) formulating the conclusion; 5) verifying the conclusion based on the validity of the data before the general conclusion was drawn; 6) revising and refining the conclusion; and 7) interpreting the conclusion.

3 RESULTS

3.1 *Representation of Speech Ethics*

The teacher speech representation that motivates the students of senior high schools and senior vocational schools in Singaraja to learn was studied from the perspective of educational psycholinguistics. Communication in the teaching and learning process is not merely a cognitive process with the intention of transferring knowledge from the teacher to the students in order the latter understand the material learned, but more importantly this is done by considering the students' psychological aspect so that they feel comfortable to learn in addition to the knowing the lesson. The comfort in learning is created through statements that can motivate the students to learn, reassure and protect them so that the students learn comfortably. The comfortable condition is expected to motivate the students to learn rather than make them have low self-esteem and that is why a wiser way needs to be found in order not to disappoint the students.

1) Representation of Wisdom

Teacher A: Good morning children.

Students B: Good morning Miss.

Teacher C: Who is absent today?

Student D: None, Miss.

Teacher E: All right, please collect the last week homework.

Student F: Here, you are.

Student G: I am sorry, Miss. Last week I was absent. I have not understood the material

Teacher H: In that case, I will repeat the material of two weeks ago, because at that time many students did not come (the 5th April, 2017 meeting at 09.15 at SMK Kesehatan Widya Ushada)

The teacher's statement at point (I H) is the teacher's statement that contains wisdom value from the perspective of Educational Linguistics. Because, the sentence "I repeat the material for the 2 weeks ago, in addition to helping the students who were absent and who did not understand the lesson, can also make the students who were present at that time but who did not understand the

lesson well become understand the lesson better. The illocutionary act (besides stating something also does something). This helps the students so that the conducive atmosphere in learning can be maintained.

2) Representation of Praise

Example (2) below is the teacher's statement that motivates the students to learn. The statement is found in the following conversation:

Student: To paraphrase a poem is to change the poem by inserting some words, but the words inserted use the paraphrase's own words.

Teacher: Good, all right. Yes, it re-expresses an essay in another form by using one's words (the 5th April, 2017 meeting at SMK Kesehatan Widya Usada)

The teacher's statement is the statement of praise.

It can make the students have more self-confidence of themselves and motivate them to learn as it gives a positive psychological effect to the students.

3) Representation of Tolerance

The teacher's attitude to give the students the chance to do the task that they have not done yet although it is the time for them to collect their work or to give them the chance to finish their work is a wise attitude on the part of the teacher to make a psychologically comfortable condition. The teacher can say: all right, you can finish it first. Here we see the teacher's tolerance toward the students to make them feel comfortable. This can be seen from the following example.

Teacher A: Have you paraphrased the poem in Student's Sheet on page 46?

Student B: Yes, I have.

Student C: Not yet.

Teacher D: All right, those who have not, please do it first, and then present the result. Okey! Try first do not give up.

The sentence "All right, those who have not, please do it first" is the sentence that gives the chance to the students to do the homework until it is finished so that the students who will feel that they have the chance to finish it, although the time for it is over. Here, the tolerance attitude on the part of the teacher to the students aims to give the feeling of comfort.

4) Representation of Reminder

A good teacher always reminds and pays attention to his or her students' development. This development becomes his or her concern as the basis to do something. For example, when there will be a test, it is the teacher's task to remind the students to study as in the following example.

Teacher A: Students, from 17th to 26th we will have tests, all right? Indonesian now ends. Read the book, All right! Try to do practices in the student's worksheet from the beginning to the end.

5) Representation of Sympathy

The following example shows the teacher's sympathy to the student who was sick as follows.

Teacher A: Good morning children!

Student B: Good morning, Miss!
 Teacher C: Any one absent today?
 Student D: Yes, there are, Miss.
 Teacher E: Who?
 Student F: Adi, Miss.
 Teacher G: Why?
 Student H: Sick!
 Teacher: Children, let us pray together for the recovery of Adi! (SMK Kesehatan Widya Usada, Thursday, the 23rd March, 2017 at 10.45)

The teacher's statement that calls for the children to pray together for the recovery of Adi is a representation of teacher's sympathy to her student. This can cause the feeling of pleasure, pride, happiness and respect from the students to their teacher.

6) Representation of generosity

The principle of teacher serving the students' needs to be made part of the culture. Not reverse, in which students serve their teacher. This is needed not only because the students request it, but the teacher needs to do it although it is not requested, for example, it is not a mistake and there is nothing bad in the habit of addressing the students who come to the office, like the following description. Example:

Teacher A: How can I help you?
 Student B: I would like to borrow LCD
 Teacher C: Okey

The statement of how can I help you shows the generosity of a teacher to his or her student. A teacher who addresses his or her student or offers help to his or her student does not mean that he humiliates himself or herself, lowering down his or her dignity, but on the contrary, it reflects his or her generosity. He or she becomes a person who is more respected.

7) Representation of Humbleness

The behavior of arrogance does not only make another person, including student not to like you, but it can lower down the charisma of a teacher. Moreover, they have no charisma. Thus, it is better to humble yourself to attract sympathy, like in the following example.

Teacher A: After I explain to you, you can ask questions. But if there is no one can answer, I hope you can help me.
 Student B: Is that so?
 Teacher C: It is possible.

The statement shows the humbleness of a teacher.

3.2 The Teacher's Strategy in Presenting Lessons to Create a Conducive Academic Atmosphere

1) Adapting to the students' Development

Adaptation and understanding the students' development are the most important strategy in motivating the students to learn. Linguistically, the use of the trendy words among the young

generation (teenagers) is an important part of the efforts to make the learning condition more vivid, such as the use of the word *brow*, etc.

2) Representation of Wisdom

The representation of wisdom is an important strategy in motivating the students as described in the result of the study, that is, the use of the sentence: “Then, I will repeat the material we learned last week.” This sentence can motivate the students to listen seriously to the teacher’s explanation and eliminate the students’ anxiety which is caused by their inability to understand the material that was explained to the class at the time they were absent.

3) Representation of Praise

The expression: “Good, and you deserves to be the star “ is a expression of praise that has a fantastic energy that can motivate the students to try hard and optimize their effort to attain an optimal level of achievement.

4) Representation of Tolerance

The giving of more chance to the students who have not finished their tasks is the representation of tolerance from the part of the teacher to the students. This can be expressed linguistically by saying: Those who have not finished the assignment can continue!”

5) Representation of Reminder

Reminding is one part of the teacher’s task. The reminder from the teacher for the students to pray before doing an activity is part of the teacher’s task that cannot be separated from the educational agenda. Other reminders include “Be careful on your way home! “, Give way to the pedestrians who are crossing the road? These expressions have the meaning of reminding. For the eleventh graders the sentence “Now we are already in March” is a reminder which means that ‘soon you will have an examination and you have to study hard.’

6) Representation of Sympathy

Sympathy is a form of help / support, both morally and materially given to someone who is in trouble or lacks of something. Teachers can express a sympathy to their students who have not got the passing grade, for example by saying: “I am ready to give you a lesson free of charge.

7) Representation of generosity

Generosity means very much if it is shown to a person in need. For example a poor student who has not got books, but he or she will take a test. He or she will be thankful if there is a person who can help them by lending their books. The effect will be stronger if the one who is willing to hello is his or her teacher. The student will respect the teacher very much. The teacher can say: “You can use my books.” The sentence has a fantastic generosity value for the student. He or she will remember it all his or her life.

4 CONCLUSION

- a. The ethical representation of the teacher speech in communicating lessons to create a conducive academic atmosphere consists of the representation of 1) wisdom, 2) praise, 3) tolerance, 4) reminder, 5) giving the chance, 6) generosity, and 7) reminder.
- b. The teacher’s strategies in presenting the lessons to create a conducive academic atmosphere consist of 1) adaptation, 2) wisdom, 3) praise, 4) tolerance, 5) reminder, 6) giving a chance, and 7) generosity.

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