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Self - - 66 8. 86 9. Bali 92 10. Paradigm: A Meta - 103 58 The Repatn ofer Sp icati Lesss in thsrm to Creatnde A ph I Wayan Rasna 1 , Ni Wayan Sariani Binawati 2 , I Gust Sudiana 3 , Raden Relin 4 , I Nyoman Tri Anindia Putra 5 1 Prersitas Pendeshing 2 Prtitut Hindu Dharma, Desia 3 Prtitut Hindu Dharma, Desia 4 Prtitut Hin du Dharma, Desia 5 STIKI, Denpasar, Email: wayail.com Abst.

This discusteacherspeecethi as ethiand rational to crea atme (Tilaar , Rasna , Rasna , describing relonship among emotionalintelligence intectual gence , motor intigence] (Rasna , Tampubolon , Albert , refining hes 'mstyl (Tampubolon , needed e humanshave in (, 2006) (Yanti Katubi Darheni to - of Keywords : , , , , (Rasna Rasna , 2018) . Teaching as a rational and ethical act descri the relatiell 59 and intelliand intelli (Rasna , Tampubolon , Alberto , 2011) . Through refinih, which can be seen as mask stylucing confl potentiao cre conducting ac atme, to make thel.

The rning of h one th e ategi to ate a c ospher needs abilitto controneselfand abilitto t appr This needed sinc human have intelliboth tea studeln rning alsnee ds (Casmi , . acquiof occurin in intbetween teants (Jumad , 2005) . Teachiuced to an eff to make

thought feel and behavior unified. Hence, diversity in ethics and behavior becomes important (Jumad, 2005). Ethical behavior can be used by the speakers to make communication, command being expected an essence (Yassi, there a to inform avoid an conflict (Thomas, and rules to change behavior (Saondi, basic quality develops symmetric relationship (Jumad, to prevent adolescents to rebel not generally conventional proscribed the generation era (Aziz, 2003).

The creation of a conducive academic atmosphere in communication when a teacher teaches in by speaker's expression. Since expression in speech is essential it requires the, on a global interpersonal and the member the unit in harmony their (Aziz, . This because of the occurrence, but can also in appropriate expressions speaking (Aminudin, . is on a rational model act as parallel (Kasper, 2011) Polite behavior has - esteem self - respect respect (Awawangi, because speaker should have a good character (Aziz, Speech related to psychology and cognitive (Ibanez, 2011).

Language to influence strength emotion more than of reason (Guntur Tari, Tampubolon, . on an reason (Rasna, This phenomenon occurs when is; one reading a literary work, during an advertisement the of factors like the that develop during the order era which Tampubolon calls k (Tampubolon, . style used make into a character of a young (Rasna, . neat wrapped speech make actually young I sound close to the atmosphere between speaker and into a character is well (Seken, . is the social factors in the community (Hymes, 2001).

The wrapped speech is important since speech is only effective by an individual, also influence the between the and into a character (Chaer, Casmi, . Thus, using the (Muni, 2009; Muth, 2015; Sim, 2011) 60 2 METHOD The subjects are the students and teachers of senior vocational school in Singar town consisting of 1 senior high 1 school 1 vocational and private vocational and sample was selected by purposive sampling Data the relationship of speech in communication to create a character were effective by observation and while data teacher giving lesson to create a conducive atmosphere were collected by recording, observation interview documents) were analyzed qualitatively allowing the categorizing the data 2) categorizing data into sections, elements distributed times; in the ; for the use 5) analyzing conclusions based the data more general on data 6) using and conclusion; and preparing discussion. 3 RESULT 3.1

Representation of Speech Ethics The character that affects students senior high school senior vocational school in Singar was studied from the perspective of educational psychology. It is interesting to see that not only cognitive process with intention transfer knowledge from teacher to students order latter understand the material learned, more importantly this by using the student's aspect feel comfortable in addition to the knowing the lesson The role of learning is to help students to learn and protect them so that the students learn comfortably The comfortable condition is expected rather than make them have low self-esteem and that is why a wiser way needs to be found in or not the student. 1) Representation of Teacher Good morning children.

Student Good morning Mis Teacher : : : Here, you are. : : of 5 th 9.15 61 leswell e
understhe bett The y (besides stating ng alshing) the stude the conducivee in learni
mained. 2) Repres Examplcher'ivates the studern. The sta found ilowing conver Student
To parrrting some inseraphrase'. Teacher: Good, all re - expre an essay in another form
by usings words (t th - 3) Teacher A: : : Not yet. : Okey! homework unti they : th th 5) : 62
Student : : : Who? : Why? : Sick! Teacher: rd March The cher's ent callforthe to y the of
is repof s hy herstudent.

can feeling pleasure, happinect from to their teache 6) Repressity The priving the
studentt of the cult Not rev in studentsservtheirteacher. is not becausthe nts , the cher
to o altit not uesteforexamplit not mi theris nothibad the of sing students come the ice,
the descron. Exampl Teacher How can I Student I would I o borr Teacher : Okey The
tement of can help shows generof teato or A teawho esses or student offhelp his
orherstudent not mthat humihim hers lowering his her but the it his or henerositcomes
a perore respect 7) Repres The or arrdoes only anotherpersincl studenot li you, itcan
down charisma a Moreover, have chariThus, is bee yourselfact symphe following
example. Teacher Afterl to you ask ions. But is one can , I hopep me.

Student : Iso? Teacher It is pos The staws the humbl teacher. 3.2 The Teacher'ng Lessons
to Create a Conduasive 1) Adaptihe students' Adaptatand standing studentdevelopmare
most strate in the nts learn. stically, use the words the 63 generon (teenagers) is an im
portant part of the effe vivi such a use of brow, etc. 2) Repr The of an strategy
motivating students descr the study, that is, the use of the sentence: "Then, I willeat the
material we rnelast This ence motthe nts liseriy the cher' explaon and elimi anxiety which
is caused by their inab ilitsta matal tained to t the time the.

3) Repron of Pr The expr"Good, and you es tbe the " is exprpraise that a tastic
enerthatcan mot the nts to y d and mize eff to ain opti achievement 4) Repron of
Tolerance The ng more to studewho not nished ks the repof erance the art the to
studeThis be essed ling: Those who have nothe assignmentnue!" 5) Repres Remit of the
teak. The remom the tea the students to y doing acty partof teacher'sasthatcannot
separfrthe educationaagenda. reminders ude caron way Give to pedest cro These
expreons have the mea elegraders sentenc"Now arealrin is reminderwhich ns 's have an
examion and you haveudy hard.'

6) Represhy Sympatis forof / pport, morand erially to one is tror ks some Teachercan
expra athy theistudewho have not got the passi example by sayiam ready to gi e you a
lee of cge. 7) Re presity Generosy meay much ifon in need. For example a poor student
who has not got books, but he or she will be thankful if thereon who help tending
books. The will ronger one willito hellis or student teachervermuch. The chercan "You

use books." sentence a ic value for studeHe s he willit all hir life. 4 CONCLN a. a
conduciacademic e ts the ntation 1) 2) 3) tolce, 4) reminding the chance, 6) gener
reminder. b.

The cher's str in senting lessons create a c atm consiof 1) 2) wisdom3) 4) nce, reminder,
givi 7) gener 64 REFERE H.A.R. Til, Kekuasaan dan Pendidikang: Indonesi Tera I Rasna,
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