



**Pattimura Excellence Journal of Language and
Culture**

(PEJLaC)

URL: <https://ojs3.unpatti.ac.id/index.php/pejlac/index>

ISSN: 2808-2265

DOI: <https://doi.org/10.30598/PEJLaC.v3i2.pp64-72>



Praise Speech and Pragmatics Implication in Classroom Discourse Interaction among Junior High School Students

Carolina Sasabone¹ Petrus J. Pattiasina² Novita Tabelessy³

³Lecturer of the German Language Education Study Program, Pattimura University, Ambon, Indonesia



¹ Program Studi Pendidikan Bahasa Indonesia, FKIP Universitas Pattimura
² Pusat Studi Bahasa Universitas Pattimura

Language Study Center

Pattimura University

Received : 23th October 2023
Revised : 26th October 2023
Published : 21th December 2023
Corresponding author: *Email: novitatabelessy@gmail.com

Abstract**Abstract**

Interaction is a communication process that can occur anywhere and anytime. Communication can take place whether in formal or non-formal situations. A classroom is a place where formal interaction occurs, involving communication between students and teachers, and vice versa, between teachers and students or speakers and interlocutors. In communicating, the speaker has a purpose to convey, and this purpose will be understood by the interlocutor. In this context, in classroom interaction, the teacher plays a strategic role. This strategic role is related to the teacher's formal tasks as an educator and instructor. Praise given by the teacher carries certain implications for students, such as motivating them to be more diligent, enthusiastic, and diligent in their studies to achieve good results. Similarly, students can also give praise to both teachers and fellow students. This research examines the Pragmatic Implications of praise speech in interactions among junior high school students. The aim is to describe praise speeches that have pragmatic implications. It adopts a descriptive qualitative approach, focusing on language synchronically. The findings reveal several Pragmatic Implications of praise, including praising as a mode of commanding, reinforcing, criticizing, and mocking.

Keywords: Praise speech, pragmatic implication, classroom interaction.

The significant finding:

Praise is an important thing in the teaching and learning process that teachers should not ignore. In class interactions, praise is given by teachers to students in order to motivate students to learn. Praise is not only from teachers to students, but praise is also from students to students. With praise, the relationship between teachers and students becomes more harmonious and makes students more enthusiastic and motivated to study better or more actively.

**ARTICLES****I. INTRODUCTION**

Interaction is a fundamental process of communication that takes place in various settings, regardless of time or location. It can occur both formally and informally. Within the context of a classroom, formal interaction transpires between students and teachers, as well as between speakers and their speech partners. During communication, speakers convey meaning that is understood by the interlocutor. Therefore, in classroom interaction, teachers assume a strategic role that closely tied to their formal duties as educators. As educators, teachers should guide, encourage, and provide information to students. Additionally, they can employ diverse teaching media and techniques to optimize learning outcomes.

In addition to their primary function of conveying lesson material, speech plays a crucial role in learning by fostering engaging activities, stimulating critical thinking, encouraging creativity, enhancing comprehension, and providing language experience to students, enabling them to develop comprehensive skills applicable in various real-life situations. Effendy (1998:27) emphasizes that learning conversations serve not only as a means of knowledge transfer but also as a platform for socialization, motivation, discussion, cultivation, and integration of learning. Within the classroom learning environment, speech can be perceived as a speech act, embedded within the broader context of speech events influenced by socio-cultural factors (Hymes, 1974; Duranti, 2000).

According to Kartomihardjo (1989), classroom interaction discourse represents a multidirectional communication event characterized by specific contextual elements. These elements encompass the participants, setting, topic, nature of the message, and tone of the message (Suparno, 1994; Hymes, 1974).

Teachers as motivators in class do not ignore speech of praise. Praise given by teachers has certain implications for students, for instance, to motivate students to be more active, more enthusiastic and more diligent in studying in order to achieve good results. Students should also be able to express praise both to the teacher and to fellow students. According to Holmes (1992:35) Praise is an act of speech that explicitly or implicitly symbolizes appreciation for others, usually done for a good action or something meaningful. For instance, when a teacher praises their students, it can have pragmatic implications as it encourages participation from other students who may respond when the teacher poses a question. Similarly, students themselves have the ability to express praise towards their classmates.

The investigation into praise speech and its pragmatic implications within classroom learning interactions remains largely unexplored, making it a compelling area for further study. Schools and classrooms serve as formal forums for interactions that differ significantly from informal interactions. Praise speeches can be delivered by teachers to students, as well as by students to teachers or their peers. Therefore, conducting research titled "Analysis of Praise Speeches and Pragmatic Implications in Classroom

Interaction Discourse at Christian Junior High School of Kusu-kusu Serah Ambon" would be valuable in shedding light on this subject matter.

Upon examining the background information, the primary issue lies in the verbal expressions of praise and their pragmatic implications within the classroom environment at the Christian Junior High School of Kusu-kusu Serah Ambon. This study aims to delve into the verbal forms of praise and their pragmatic implications in classroom interactions at the mentioned school. The research yields both theoretical and practical advantages, which can be categorized into two distinct aspects.

Theoretically, the result of the research as references for the development of various fields, including sociolinguistic studies, speech acts, pragmatic studies, conversation studies, and ethnographic studies of communication. By exploring the form of praise and its pragmatic implications in classroom interaction discourse at Christian Junior High School of Kusu-kusu Serah Ambon, this study aims to provide fresh insights into the topic.

From a practical standpoint, this research offers tangible benefits. It can serve as valuable input for teachers, equipping them with enhanced experience and knowledge in effectively communicating across different discourses. Furthermore, teachers will gain a deeper understanding of the diverse competencies possessed by individual students.

II. METHODOLOGY

This research is a descriptive qualitative study that specifically focuses on synchronous language research. This aligns with Mahsun's (2017: 86) assertion that synchronic language research involves observing language phenomena over a specific period, emphasizing a descriptive approach. The primary goal is to provide a comprehensive depiction and explanation of the collected data. In this study, the research data consists of verbal utterances containing praise within the discourse of learning interactions at the Christian Junior High School of Kusu-kusu Serah Ambon.

The focus of this research is to analyze the utterances of teachers and students in the formal domain, specifically within the context of teaching and learning interactions in the classroom. It is important to note that the object of language research is inherently dual, existing in multiple contexts simultaneously (Mahsun, 2017:19).

The data for this study was collected through the listening method. The listening method employed a tapping technique, which was used to gather information from the informants (Mahsun, 2017: 92). The data analysis procedure consisted of four stages: identifying verbal forms or expressions of praise and their pragmatic implications, describing the data in relation to the research questions, and drawing conclusions through verification.

III. FINDINGS AND DISCUSSION

The research findings on speech and the pragmatic implications of praise speech in classroom interactions revealed the identification of various forms of praise speech. Furthermore, the study identified five pragmatic implications associated with praise speech, namely commanding, reinforcing, mocking, criticizing, and engaging in small talk. The subsequent section presents the data pertaining to the different forms of praise speech.

Forms of Praise Speech:

(01)

Teacher: What is a diligent student like?

Student: Like Vina...

Teacher: Vina is a diligent child indeed; my bag is still in the teacher's room.

The teacher praises the student, who is known for being diligent. This praise is not only given by the teacher but also by the student's peers, as the student does many things without being asked.

(02)

Student: Group 2 can answer, ma'am (directly answering)

Teacher: OK, Group 2's answer is correct

Praise speech by the teacher to a student who answers another group's question correctly.

(03)

Teacher: Your writing is good, like climbing the Nona Mountain

This praise speech is also directed towards a student who was assigned to write on the blackboard.

(04)

Student: Your voice is so good. It calls for the rain

Praise speech in this data is a form of praise from one student to another who is singing, coincidentally while it is raining.

(07)

Student 1: Try to guess whether the teacher is coming in today or not.

Student 2: No

Student 1: Smart, you always know if the teacher does not come

The above speech context is a common occurrence. It involves one student praising another student after they make a correct guess.

IV. DISCUSSION

The following section provides a discussion of the pragmatic implications associated with the form of praise speech previously described. In this discussion, five types of pragmatic implications are identified: commanding, reinforcing, ridiculing, criticizing, and engaging in small talk. Additionally, the subsequent discussion focuses on the form of

praise speech itself and its corresponding pragmatic implications.

Praise as a Mode of Command

Speeches of praise as a mode of command are found in classroom interactions, namely speech from teachers to students and from students to students. This mode of speech was not found from students to teachers. The following statement can be observed.

(01)

Teacher: What does a diligent child like?

Student: Like Vina....

Teacher: Vina is a diligent child indeed; my bag is still in the teacher's room.

Speech 01 involves the teacher praising students in the classroom. Although the teacher was already in the classroom, her bag remained in the teacher's room. Instead of directly giving a command, the teacher asks the students about the characteristics of a diligent child. In unison, the students respond that Vina exemplifies diligence. Vina, an eighth-grade student serving as the class secretary, is widely known for her diligence. Consequently, the teacher praises Vina, saying, "Vina is truly a diligent student; my bag is still in the teacher's room." This speech not only acknowledges Vina's diligence but also serves a pragmatic purpose of giving an order. In this case, the teacher intends to prompt Vina to retrieve the bag from the teacher's room. Speech 01 represents a form of praise that also functions as a command towards the students.

Praising as a Mode of Strengthening

Praise is a mode of strengthening something positive. Praise in this mode is the praise most often found in learning situations. Praises with strengthening implications is found in teachers' praise of students.

(02)

Teacher: OK, Group 2's answer is correct

Praise serves as both a form of commanding and a positive mode of reinforcement. As a mode of commanding, praise encourages students to repeat positive actions. Teachers often provide praise when students exhibit positive behavior, which reinforces its emergence. Speech 02 exemplifies this. The teacher praised the students, anticipating that their enthusiasm would increase as a result. The students responded well and demonstrated enthusiasm, indicating that they would continue to do so in the future. This specific instance of praise occurred during a group discussion, when Group 2 successfully answered questions posed by students from other groups. The purpose of this praise was to reinforce the students' enthusiasm for learning.

Praising as a Mode of Mocking

In contrast to praising as a mode of commanding and strengthening which is related to the emergence of something positive, praising as a mode of mocking and criticizing is related to the emergence of something that is considered negative. In the act of mocking and

criticizing, praise is expressed to eliminate something that is considered negative. Because it is related to efforts to eliminate something that is considered negative in other people, acts of mocking and criticizing have a high level of face threat (TMM). In this regard, giving praise is intended to reduce the TMM. Praises 03 and 04 are examples of compliments used to mock.

(03)

Teacher: Your writing is good, like climbing the Nona Mountain

This teacher's speech was conveyed to students when she asked them to write answers on the blackboard. Students displayed sloppy or crooked handwriting. Their writing was too small to be read from the back seats, and it also lacked consistency. The teacher made a comparison to convey her message indirectly. She likened the students' handwriting to climbing Mount Nona, which is an allusion to the students. The teacher did not say directly that the writing was bad, instead the teacher said that it was good like climbing the Nona mountain, a tall mountain in Ambon.

(04)

Student: Your voice is so good. It calls for the rain

Students conveyed this speech to their friends. It is a mockery. This type of speech occurs when a friend sings but has a less-than-pleasant voice. In such instances, a student sarcastically comment that their friend's singing is so good that rain. To criticize is to point out someone's

weaknesses or shortcomings, which can be seen as a threat to their social standing (TMM). Praise, within the context of TMM, serves the purpose of reducing TMM. It follows the "law of positive and negative," where positive aspects are initially mentioned, followed by negative ones. In Speech 04, a compliment with a mocking tone is used, as something positive is conveyed first, followed by something negative. This approach allows the speaker to indirectly criticize while avoiding explicit offense. It's worth noting that there is often biased speech from teachers to students, with limited student speech directed toward teachers. Additionally, students engage in speech among themselves, communicating with one another.

Praise as a Mode of Small Talk

Praise as a mode of small talk is more widely used to carry out social functions rather than informational functions. In praise, to express small talk is related to the emergence of something positive that has been jointly realized, both by N and by T and its frequent appearance is something routine. By giving praise, N does not mean to tell that T has something positive, nor to appreciate T for his ownership, but simply the praise is intended To strengthen the good relationship between N and T.

Praise as a mode of small talk can initially occur from high-frequency praise for reinforcement. By hearing it often, praise

becomes easy to understand, memorize, and participants understand each other that the act of language is just pleasantries. The following speech is an example of a praise as a small talk.

(07)

Student 1: Try to guess whether the teacher is coming in today or not.

Student 2: No

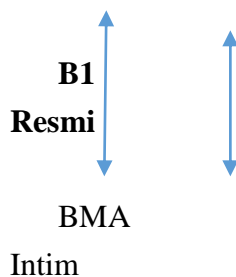
Student 1: Smart, you always know if the teacher does not come.

The context of this speech is a habit that is known to students, that on Saturdays, certain teachers are usually not present or rarely come to school. This has become a habit that students already know or have completely memorized. Student 1 asks and has confirmed that student 2 will answer with the same answer as in conversation (07). The praise given by student 1 was of course mere lip service. A routine compliment is given by N to T in the same situation.

Social Factors that Influence Response Praise

The results of observations of praise speech behavior show that there is the use of adjectives originating from Ambon Malay in addition to Indonesian. This usage stems from the participants' background, as they come from Ambon. Ambonese Malay serves as the language of everyday communication, both within the school, particularly in the classroom, and outside of it. Therefore, the use of Ambon

Malay reflects a sense of intimacy, while the use of Indonesian signifies formality. The relationship between language choice in praise and specific conversational situations can be described as follows



Relationship between Language User and Situation

V. CONCLUSION

Based on the research findings and data analysis, it can be concluded that students' praise speech in Classroom Interaction Discourse at Kusu-kusu Sereh Ambon Christian Middle School consists of forms of response praise and carries various pragmatic implications. The research findings reveal that praise in classroom interactions carries five pragmatic implications. These include praising as a means of commanding, strengthening, ridiculing, criticizing, and engaging in small talk. Additionally, the form of agreement in response to praise can be categorized into two types: agreeing and accepting the award or praise, and agreeing while rejecting the award or praise.

In general the function of praise-response in family interaction is to foster and maintainance close and harmonious relationship among the participants especially family members. The role of response-praise is to refine comment

strengthen or support positive performances, soften criticism, provide encouragement and serve as a gratitude and serve the substitute for expressing gratitude.

The research finding has significant contribution both in theoretical or practical aspects. The theoretical aspect response in students interaction is closely related to sociopragmatic study. Therefore, suggestions need to be made. First, for other researchers who are interested in the theme of response-praise, it is recommended to expand this study, for example to certain economic classes or certain professional circles, or between groups with different social and cultural status.

Second, it is recommended for Indonesian language education developers to incorporate the findings of this research into teaching materials, particularly for Indonesian language instruction. Engaging in discussions about response praise can help students recognize that politeness in speech is not only crucial for effective communication but also serves as a significant marker of identity.

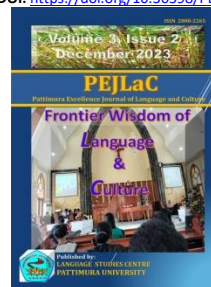
Third, it is important for parents to consciously foster polite communication among family members through intentional interaction activities. Parents should teach their children the appropriate use of response praise, taking into account cultural norms. This approach ensures the transfer of cultural values within each community group, irrespective of the

REFERENCES

- Chaer, Abdul dan Leonie, Agustina. 2014. *Sociolinguistik Perkenalan Awal Edisi Revisi*. Jakarta : Rineka Cipta
- Cummings, L. 2007. *Pragmatik Sebuah Perspektif Multidisipliner*. Yogyakarta: Pustaka Pelajar
- Halliday dan Ruqaiya Hasan. 1992. *Bahasa Konteks dan Teks. Aspek-aspek Bahasa dalam Pandangan Semiotik Sosial*. (edisi terjemahan oleh Asrudin Barori Tou) Yogyakarta: Gajah Mada University Press.
- Jamal, 2001. Pujian Respon Bahasa Indonesia Dalam Komunikasi Lisan Keluarga Jawa. Tesis. Universitas Negeri Malang.
- Kurniawan Anita dan Kinanti Puput Kingkin, 2018 “Respon Pujian oleh Mahasiswa Multikultural”. [PDF \(Bahasa Indonesia\) DOI: https://doi.org/10.32528/bb.v3i1.1105](https://doi.org/10.32528/bb.v3i1.1105)
- Leech, Geoffrey, 2016. *Prinsip-Prinsip Pragmatik*. Jakarta: Universitas Indonesia (UI-Pers).
- Mahsun. 2021. Metode Penelitian Bahasa: Tahapan, Strategi, Metode dan Tekniknya.
- Moleong, Lexy. 2017. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosakarya.
- Miles, & Huberman, 1992. *Analisis Data Kualitatif*. Terjemahan Tjetjep Rohendi Rohidi. Jakarta: Universitas Indonesia Press.
- Nwir M, Syahriyanti dan Nuerlaila, 2019. *Analisis Sosio-Pragmatik Terhadap Pujian Dan Respon Pujian Pada Masyarakat Suku Saluan*. <http://journal.lldikti9.id/linguistik>.
- Pattiasina, Petrus. J. 2009. *Bentuk Ekspresif Pujian Bahasa Indonesia dalam masyarakat Tutur Ambon*. Tesis. Universitas Negeri Malang
- Rani, Abdul, dkk. 2010. *Analisis Wacana: Sebuah Kajian Bahasa dalam Pemakaian*. Malang: Bayumedia Publishing.
- Poedjosoedarmo, S. 1985. *Komponen Tutur*. Dalam Soenjono Dardjowidjoyo (Ed); *Perkembangan Linguistik di Indonesia (hlm. 79-100)*. Jakarta: Arcan
- Rahardi. Kunjana. 2005. *Pragmatik (Kesantunan Imperatif Bahasa Indonesia)*. Jakarta : Erlangga.
- Richard, J.C. 1995 *Tentang Percakapan*. Terjemahan oleh Ismari. Surabaya: Airlangga Universitas Press
- Samarin, W,J. 1967. *Ilmu Bahasa Lapangan*. Terjemahan oleh J.S Badudu 1988. Yogyakarta: Kanisius
- Sasabone, Carolina 2017. *Wacana Percakapan Guru - Siswa dalam Interaksi Kelas di SMA*. Disertasi. Universitas Negeri Malang.
- Wijana, I Dewa Putu dan Rohmadi. 2009. *Analisis Wacana Pragmatik (Kajian Teori dan Analisis)*. Surakarta : Yuma Pustaka.
- Yule, George 2006, *Pragmatik*. Yogyakarta: Pustaka Belajar

Pattimura Excellence Journal of Language and Culture

ISSN: 2808-2265

DOI: <https://doi.org/10.30598/PEJLa.v2.i2.pp64-72>

Praise Speech and Pragmatics Implication in Classroom Discourse Interaction among Junior High School Students

Carolina Sasabone¹ Petrus J. Pattiasina²
Novita Tabelessy³



© 2023, by authors. Licensee Pattimura university publishing, Indonesia. This article is an open access article distributed under terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>)