TINDAK TUTUR GURU BIMBINGAN DAN KONSELING (BK) DALAM PROSES BIMBINGAN
(The Speech Acts Of The Counseling Teacher In The Process Of Counseling)

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Abstract
Guidance and counseling teachers or commonly called BK teachers have a very important role in schools. Students who have behavioral problems must get proper treatment so they can change for the better. Therefore, a BK teacher should have a good skill in language beside the counseling competence he/she has. The purpose of this study is describing the speech acts carried out by BK teachers in SMK 7 Jember in guiding problematic students. The data was successfully collected through the record and note technique in the form of BK teacher's speech when conducting guidance which is a speech act. The data source comes from a BK teacher at the 7th Jember Vocational School who conducts guidance for students who play truant, drink alcohol outside the school, and smoke in the school environment. The data was analyzed using the pragmatic theory of speech acts of Austin (1962) and Searle (1969), and combined with theories of counseling techniques. The results showed that there were 12 speech acts used by BK teachers in the process of guiding three students’ problems and illocutionary speech acts tended to be used in the guidance process.

Keywords: Counseling, Language, Pragmatics, Speech Act

Introduction
Education is a pillar of the progress of a nation because education has a duty to prepare human resources for nation and state development. A school is a formal educational institution in which there are educational support elements. One of them is the guidance and counseling teacher that is commonly called BK teacher who has the main task of educating and guiding students. According to the Joint Regulation of the Minister of National Education and Head of the State Personnel
Agency Number 03 / V / PB / 2010 Number 14 of 2010 concerning Guidelines for Implementing Teacher Functional Positions and Credit Scores Article 1 states that guidance and counseling teachers are teachers who have duties, responsibilities, authority, and full rights in the guidance and counseling of a number of students. In carrying out the guidance and counseling process of BK teachers certainly will not be separated from the role of language. The language used to communicate in the guidance process is expected to convey messages to students well. As the opinion of Kerf (2004) which states that language is a communication tool used by community members in the form of sound symbols produced by human speech tools. The language used by BK teachers in the guidance process will have a tremendous impact on their students.

There are several previous studies on speech acts, namely Mudiono (2010) researched the Indonesian commission speech acts in family interactions. The method used in this study is the ethnographic method of communication and pragmatics. The results show that commission illocutionary acts in family interactions include making promises and bidding actions, and these actions can develop using various powers. These actions are influenced by the principles of politeness and cooperation, as well as the values that develop in the family. These principles are influenced by socio-cultural dimensions. Etikasari (2012) which examined directive speech acts in class discourse. This study used a descriptive qualitative research approach with micro ethnographic research, a form of the use of ethnographic research for class researchers which aimed to describe the speech and events around the life of a group and interpret their meaning. The result showed that the form and function of directive speech acts in class discourse include: instructing, commanding, asking, inviting, urging, prohibiting, suggesting, and inducement while directive speech acts were found in the context of learning in preliminary, core, and closing activities. Haryono and Wibisono (2018) examined the use of the Madurese language level in the horseshoe area. The use of BM with E-E, Ng-E, and È-B variation in the perspective of Madurese ethnic in Tapal Kuda is as the politeness implementation form and formal relationship among speech participants, whereas variation of BM E-I (ngoko: Javanese) in family is used to keep intimacy and closed relationship between parents and children in order not to be too formal. Octavia (2019) examined the perlocutionary acts in the song lyrics album Iwan Falls: their relevance to character formation. The method used was descriptive qualitative which described the object in accordance with the actual situation. The results showed that there were 30 data included in the act of speech perlocution and raised 10 relevances to the formation of a person's character education through the Iwan Falls album song.

This study focused on the speech acts used by the BK teacher in the guidance process. The aim was to uncover the utterances used by BK teachers in SMK 7 Jember in dealing with problematic students, namely students who take truancy, smoke in the school environment, and drink liquor outside of school by using descriptive qualitative methods of interpreting and explaining data to find out the speech acts. As Denscombe (2003: 267) argued that qualitative analysis is closely related to the meaning and the way people understand something. Thus, it is hoped that this research can give an idea to the readers. the certain utterances can be used in conducting guidance on problematic students. So that readers, especially teachers, can imitate these utterances in providing guidance to students with problems.

**Theoretical Basis**

The theories used in this research were the Austin (1962) and Searle (1969) speech act theory to reveal the speech acts used by the BK teacher in the guidance process, and the theory of counseling of Fauzan, et.al (2008) to classify the steps of the counseling process. Austin (1962) mentioned that basically when someone says something, he also does something. According to Austin, there were
three types of actions that can be done through speech, namely (1) locution act, speech that states something or acts of speech that does not require or force the speech partner to take certain actions in accordance with what the speaker wants; (2) illocution act, which is a speech that states as well as performs an act or speech act that requires the speech partner to take certain actions in accordance with what the speaker wants; (3) acts of perlocution (perlocutionary act), is speech that has the power of influence on the speaker to do something or speech act that forces the speech partner to take certain actions in accordance with what the speaker wants, for example the act of a judge in court.

The classification made by Searle (1969) regarding illocutionary acts is based on various criteries, outlined as follows; (1) assertive, in this illocution the speaker is bound to the truth of the preposition expressed, for example stating, proposing, boasting, complaining, expressing an opinion, reporting; (2) directive, this illocution aims to produce an effect in the form of actions taken by the speaker, for example ordering, commanding, begging, demanding, giving advice; (3) commissives, in this illocution the speaker is more or less bound to an action in the future, for example promising, offering, vowing; (4) expressive, the function of this illocution is to express or express the psychological attitude of the speaker to the situation implicit in the illocution, such as saying thank you, congratulating, apologizing, criticizing, complimenting, expressing condolences; (5) declarations, this illocution has resulted in the suitability of the contents of the proposition and reality, for example resigning, baptizing, firing, naming, punishing, isolating / disposing, appointing (employee). In this study, the sentences in question are BK teacher's speeches which are considered as speech acts that have a specific purpose towards the students.

According to Fauzan, et al (2008), the steps of counseling process are the opening stage, the core stage of counseling, and the closing stage. In the opening stage, the teacher welcomes the students and makes sure that they are ready to do counseling. The core stage of counseling consists of giving advice or solving the problem. In the closing stage, the teacher closes the guidance process.

Research Methodology
This research included in pragmatic studies and qualitative research with a case study approach. The data presented in the form of sentences obtained from the BK teacher's speech when conducted guidance on students with problems. The sources data of this research is a BK teacher and 3 (three) students of vocational school 7 Jember in case truancy, 3 (three) students smoked in school and 3 (three) students) drank alcohol outside the school. The data was obtained by recording the conversation between the BK teacher and the students in the process of guidance. After recording, the next step was writing and classifying the data into the steps of counseling process. And then, the classified data were discussed using the appropriate theory. The data were also supported by interviewing the teacher to know the purpose of the speech act usage.

The Result and Discussion
This research was conducted to uncover the speech acts used by BK teachers in SMK 7 Jember in conducting guidance on students with problems. The data in this study were in the form of 19 BK teachers' speeches (nineteen) which were considered as acts of BK teacher's speeches that have certain objectives.

Truancy Case
Students with absences of more than three days without information will be called by the homeroom teacher and will then be referred for guidance from the BK teacher. Then the BK teacher will make a schedule for mentoring the
students accompanied by their homeroom teacher. If needed, parents of students will also be invited to school at the next guidance stage. There are three parts in the process of mentoring this case, they are the opening, the core, and closing. The following is an analysis of the truant case guidance process:

Context:
Three students sat in front of Pak. Dd by bowing their heads in the BK room and their homeroom teacher.

Opening Stage
In the welcoming phase, the counselor began the guidance of the counselee by saying a greeting and proceeding with a speech using a maxim of appreciation or expressive ilukosi speech acts. As in the following quote;

Data (1)

Pak Dd : “Pak Dd bangga sama kalian, karena kalian udah berani mengakui kesalahan kalian. Nggak mudah nak untuk mengakui kesalahan itu.”

‘Pak Dd is proud of you because you of your bravery to admit your fault. It’s not easy to do it’

Student : “Iya, Pak.”

‘Yes, Sir’

Data (2)

Pak Dd : “Terima kasih mas Yuda. Tapi mas Yuda sakjane kamu ndak nakal, mas. Semuanya yang saya anu nggak ada yang nakal. Cuma posisinya yang males itu.”

‘Thank you Yuda. But exactly you are not naughty. All my students are not naughty. But lazy’

In counseling techniques, expressions of giving praise or gratitude are called reassurance techniques or giving words of guarantee or support. The phrase belongs to the category of providing support (approval) for a positive action plan. One of the aims of this technique is distinguishing doubt, anxiety and tension (Fauzan, Hidayah, Ramli: 2008).

In terms of language, Pak Dd expressed his pride as utterances in the form of a maxim of appreciation (Leech:1983), while the expression of gratitude towards counselees for the slightest good thing they did was an expressive illusory act (Searle:1969). Both forms of speech can be used simultaneously but sometimes only one of them is used by the counselor. The words “bangga” (proud) and “terima kasih” (thank you) are commonly used to show maxim of appreciation. The use of these utterances means giving an award to students who have acknowledged mistakes or just thank the counselee for being present to meet the counselor’s call.

Verbal expressions are made to foster self-confidence and prevent counselees from fear and anxiety. In line with the opinion of Fauzan, Hidayah, and Ramli (2008) that with the creation of a sense of security there will be an impression and perception that there is hope for the counselee to obtain counselor services. Thus, the use of a maxim of appreciation in the opening activity is needed to condition the counselee has a sense of security and comfort so that he can receive advice from the counselor properly.

The Core Stage of Guidance
In this stage, the counselor starts to get to the point. The variety of languages used is a variety of non-formal languages and there are occasional code mixes, even the use of code switching to local languages, especially Javanese. Javanese is used in the guidance process because it is known that these students use the language in their daily lives so it is assumed that students feel more comfortable and relaxed. This was stated by Pak Dd as follows;


‘when the students are Javanese so I use Javanese so that they are comfortable’
The BK teacher’s opinion is in line with Putri’s (2018) opinion that the factors that cause the use of code switching are linguistic factors, class situational factors, the objectives to be achieved by speakers, and the emotional factors of speakers.

The core stages of guidance can be seen in the following sample;

Data (3)

Pak Dd : “ehem ehem dah, ke sini berdua (memanggil dua siswa lainnya)
‘ok, come you both’
:”Ya, Mas Yuda jelas wis tadi di mana?”
‘Yes, mas Yuda is clear where he was’

Student : “Warung, Pak.”
‘Shop, sir’

Pak Dd :”Warung, warung mana, le?”
‘Shop, where shop is it?’

Student :” Kaliboto, Pak. Al Kausar.”

Pak Dd :”Kaliboto ya, Al Kausar iku endi.”
‘Kaliboto, yes, Al Kausar, where is it..’

Student :”Pasar Kaliboto, Pak.”
‘Kaliboto market, Sir’

Pak Dd :”Iku fix kafe tah. Opo o kok krasan neng kono samean. Kok krasan neng kafe opo o? Wifi an tah piye?
‘Is that right a café? Why are you comfort there? Do you need the Wi-Fi?’

Student :”Nggak ada, Pak.”
‘No, Sir

In the core stage of counseling, the counselor uses directive illocution speech acts that ask the counselee’s parents’ work or questions about the family and home environment with the aim that the counselee provides information about his parents or his environment, so that the counselor can find out the family background and the environment. Family and environmental factors are very influential on the child’s growth and development and behavior.

The intended speech acts are seen in the following quotation;

Data (4)

Pak Dd :” Bapak kerja di mana, nak.”
‘What is your father?’

Student :”PG”

Pak Dd :”PG sini, Jatiroto. Ibu?”
‘PG Jatiroto, your mother?’

Student :”Kecamatan.”
‘sub district’

Pak Dd :”Ibu wong kecamatan?
Wah wong pendidikan kabeh. E.. bapak wong anu ya.”
‘Your parents are all educated. Your father?’

Student :” Sinder, Pak.”
‘cinder, sir’

The sentence “Bapak kerja di mana, nak?” (what is your father?) in data (4) shows that the teacher wants to know about the background of the student’s family deeper. The teacher believes that family has an important role in children development. As Yunhadi (2016) said that the better the family education of the child, the less the level of delinquency in the child.

In this stage the counselor also uses directive acts of advice in the form of the following quotation;

Data (5)

Pak Dd :”Sinder pisan. Wah, mosok bapak e sinder ibu kecamatan, anak e glebes, ha? Hehe. Nggak, yo tapi kamu bagus le, artinya bagus itu begini,
Nak. Ketika tadi tak tanya, Pak Dd aja belum
jelaskan aja udah “aku neng iki pak, aku neng iki. Aku seneng, tapi le..sakno bapak, yo. mosok disekolahno, maksude bapak ibu iku gini le, cek supoyo dadi wong, cek supoyo dadi wong sing baik. Amanah wong tuwomu mosok diselinduhnno le, yo wayahe sekolah.. sekolah. Ambek arek kene Yud mainmu neng nggone anu..neng nggone..” ‘cinder. Wow, your father is cinder your mother is an officer in sub district, it means like this. I am happy that you are honest to admit where were you when you played truant. But, poor your father. He sent you to school so that you can be a good person. Never ignore your parent’s mandate’

The quote above shows the BK teacher advises students not to skip school and diligently use speech “maksude bapak ibu iku gini le, cek supoyo dadi uwong, cek supoyo dadi wong sing baik. Amanah wong tuwomu mosok diselinduhnno le, yo wayahe sekolah.. sekolah. Ambek arek kene Yud mainmu neng nggone anu..neng nggone..” (The intention of this mother and father is this boy, so that he can be a person, so that he can be a good person. The mandate of parents being cooked is ignored, yes, it is time to go to school). In this activity, the BK teacher uses the advice technique, which is to signal actions that have the safest opportunities for themselves and others. From the data of this research, the teacher always uses Javanese language in giving advice. The purpose is to make the student calm so that easy to understand what the teacher mean, as the teacher said, “Kalo keliatan anaknya dari daerah Jawa iya saya pake bahasa Jawa biar enak, santai, nyamanlah. Anak-anak ga takut.” (When I know the student is Javanese I use Javanese language so that he/she can be comfortable)

The advice implies that the student does not play truant so that he becomes a good child for his parents and a good person. This means, in the core activity of guidance counseling teachers use directive illocution speech acts in advice techniques to stimulate students to do something and also give advice to students related to the problems they face.

Closing Stage

In ending the guidance process in the case of truant learners, BK teachers say the word “ok. Besok bisa ya mempertanggungjawabkan ke orang tua ya.” Accompanied by the nonverbal act of tidying up the book signifying that the guidance on that day was finished. This action is called the termination technique (termination or closing) in which the counselor ends the guidance to be continued in the next session (Fauzan, Hidayah, Ramli: 2008). The directive illocution action is also used in the closing stage which indirectly instructs students to bring their parents to meet the BK teacher for coordination. This means the guidance will continue to the next guidance process by presenting students’ parents. As shown in the following quote;

Data(6)
Pak Dd : “hehehe ok. Besok bisa ya mempertanggungjawabkan ke orang tua ya... dijelaskan ya besok orang tua ke sini. Tos tos tos “

‘hehehe ok. Tomorrow can you make the responsibility to your parents? Explain to your parents tomorrow’

Student : ”iya, pak”

‘yes, sir’

Thus, the closing activity of the guidance is carried out by using directive acts of
indications which indicate the completion of the guidance activity.

The Case of Drinking Alcohol outside of School

Context:
Five children were summoned to the counseling room because of drinking alcohol outside the school and outside of school hours (at night) according to residents’ reports. Parents of students are also called to the BK room for coordination. They sat in front of the BK teacher.

Opening Stage
The BK teacher opens the guidance activity by saying hello. Then proceed with giving questions expressly related to the violations they have committed. As seen in the following utterance:

Data (7)

Pak DD: “… Minum-minumnya di mana kamu, kenanya di mana kamu? dan sana itu… …Jadi yang jelas mas Samsul Arifin kamu berapa kali minum ?”
‘…where Did you drink? Where were you arrested? In the dam? so mas Arifin how many times you got drunk?’

Student: “sering”
‘often’

Pak DD: “tempatnya di mana aja mas ? di situ atau di tempat lain juga”
‘where is the place?’

Student: “di tempat lain.”
‘another place’

Pak DD: “di mana?”
‘where is it?’

Student: “Di situ baru pertama kali”
‘Only once there’

Pak DD: “Di tempat lainnya di mana sayang”

Thus, the concluding activity of guidance is carried out with decisiveness carried out because the problem of liquor including severe problems can even enter the realm of law.

This technique is called the lead/questioning technique in which the counselor specifically directs the counselee's conversation to the desired flow according to the process and content of counseling discussion, which is about the problem of students caught in the act of drinking outside of school hours. The question posed shows the directive illocutionary actions taken by the BK teacher to produce the effect of the actions taken by the speaker, namely the place used for drinking. This means, at the stage of opening a case of drunkenness or drinking liquor begins with the technique of lead/questioning by applying the directive act of asking questions.

The Core Stage of Guidance
At this stage, the BK teacher starts with a reassurance technique using a maxim of appreciation in the form of a thank you to the students for their acknowledgment. This expression of thanks also indicates that the BK teacher uses expressive speech acts in the core stages of guidance.

Data (8)

Pak DD: “terima kasih gapapa samsul saya minta kamu ngomong apa adanya saya seneng malahan dari pada ndak berani ngomong…”
‘Thank you, it’s ok Samsul. I ask you to say honestly.’

Then, the BK teacher continues with a narration that asks students to position themselves as parents who have children with such behavior. This was done so that students think and feel that the actions he did would
make his parents disappointed. BK teachers do it as an effort to touch the hearts of students. As stated by Pak Dd in the following interview results:

Seandainya kamu tak kasih peran jadi orang tua bagaimana perasaannya? Jadi di situ mungkin mengena…

‘If you were the parents, how do you feel?’

These actions are included in the sharing of experience technique with feedback-type state statements. The goal is to know the feelings of parents by students so that they can be input for consideration of responses. In terms of language, BK teachers have used the directive illocutionary speech act which indirectly asks students to imagine and position them as their parents. As shown in the quote below;

Data (9)

Pak Dd: “…saya balik kamu sekarang menjadi bapak atau ibu anak e samean koyok smeang ngene perasaan mu koyok opo. Wes tak balik sudah. Jawaban e sayang jawaban e ojo auauau.. jawaben nek anak e koyok ngene kamu akan apa yang terjadi. Coba dijawab ha…”

‘I ask you, imagine that you were the parents. what do you feel if you have a child like you?’

Student: “iya”

‘yes’

Pak Dd: “opo iya iku”

‘yes what?’

Student: “kecewa”

‘disappointed’

After knowing the students' responses that showed remorse, the BK teacher gave information about the risks of taking alcoholic drinks. The goal is that students know that the action will harm themselves and also the family, so they can avoid the act. So it can be interpreted that it is expected that the information provided by the BK teacher can have a positive influence on students to stay away from alcohol. This indirect technical advice is included in the act of conservation. According to Austin (1962), the act of preservation is a speech that has the power to influence the speaker to do something or the speech act that forces the speech partner to take certain actions in accordance with what the speaker wants. As shown in the following data;

Data (10)

Pak Dd: “…koen milih mati ta ya opo ojo ngawur ta mas iyo koen sekarang gak kerasa nak ndak terasa jenenge paru-paru mu seger alkohol 70% seger sekarang bos saya bilang iku opo onok e dua bulan kedepan apa yang terjadi garing paru-paru mu langsung mari ngene muleh e bunuh diri kamu yo mati nganggur kamu mas wong loro neng rumah sakit kepengen waras lha koen malah kepengen neng rumah sakit malahan iki seng garai pertanyaan pikiran e smeang opo, opo mendem iku enak, nge fly enak,…”

‘…do you want to die? Don’t be crazy. Now, you don’t feel it. Your lungs are still fresh. 70% alcohol is fresh now. But let’s see in the next two months what will happen? Your lungs will become dry. You kill yourself. Your death is useless. What are you thinking or? Is it nice to be drunk?...’
Other examples of the data are;

Data (11)

Pak Dd : “…sekarang kamu, kemarin kena di kepolisian mohon maaf tak buka e mohon maaf mas ya nama samean sudah masuk daftar riwayat kenakalan remaja di daftar hitam kepolisian efek negatif yang kedua untuk mengurus SKCK kamu sudah lhooo... masuk komputer peminum gawe kerjo rodok susah karena laporannya ada catatan hitam kamu mati no dewe mematikan langkah mu sendiri…”

‘…now you, yesterday police arrested you sorry I say this your name has been noted in the police blacklist the second risk is that you can’t make your SKCK... you will have difficulty to find jobs because you are in the blacklist you have killed you own way…’

Data (12)

Pak Dd : “…membusukkan organ dalam yang kamu punya sekarang kalau gak percaya mohon nanti siapa orang tuanya wan siapa bu…”

‘…to break your vital organ if you don’t believe it please check it up…’

Thus, at the core stage of the liquor case the counselling teacher uses counselling techniques of reassurance, sharing of experience, and advice by applying linguistic elements in the form of a maxim of appreciation, expressive illocutionary speech acts, directive and perlocution.

Closing Stage

The guidance process ends with an action termination with utterance,

Data (13)

Pak Dd : “…saya kira itu ya saya tutup kurang lebihnya saya mohon maaf wassalamualaikum warahmatullahi wabarokatuh…”

‘…I think that’s all wassalamualaikum warahmatullahi wabarokatuh…’

The speech is included in the assertive illocutionary speech act, namely the BK teacher directly states closing the guidance activity. Thus the guidance activities on the liquor problem were closed with assertive illocutionary acts.

Smoking Cases in the School Environment

Context:

Four students sat in front of Pak. Dd with his face down, accompanied by their respective homeroom teacher.

Opening Stage

The BK teacher begins the guidance of the smoking case with a clear narrative that they have violated government regulations namely smoking in the school environment, as shown in the following quote;

Data (14)

Pak Dd : “…koen melanggar prosedure pemerintah…”

‘…you broke up the government rule…’

The speech acts in quotation (14) above are included in assertive illocutionary speech acts namely that BK teachers are bound to the
truth of government regulations regarding smoking bans in the school environment. In line with the opinion of Searle (1969), namely the assertive illocutionary act of the speaker is bound to the truth of the preposition expressed for example states, proposes, brags, complains, expresses opinions, reports. The BK teacher stated that the actions of students smoking in the school environment were a violation.

The Core Stage of Guidance

At this core stage, the BK teacher makes a statement that he does not want to meet with the students in any case. This technique is called the rejection technique (prohibit, prevent) that uses components of government regulations as a reference with the aim of avoiding the counselee from the possibility of harming themselves and the environment. In line with the opinion of Fauzan et al (2008) that the rejection technique is the verbal response of the counselor forbid the counselee in disguise or directly to continue the plan that will harm or harm others or himself. The following excerpt shows the rejection technique in question;

Data (15)

Pak Dd : “…Ojok sampek koen berhadapan maneh iku tak deleng ae, ojok sampek koen berhadapan maneh aku terserah wes masalah opo apapun itu,…”

‘…Never face me again in any cases,…’

The BK teacher's speech above shows the directive illocutionary act which is indirectly instructing the students not to violate again. In line with Searle's (1969) opinion that the directive illocutionary acts of speech aim to produce an effect in the form of actions taken by the speaker. After the information about the consequences of smoking in the school was conveyed then the BK teacher continued the guidance by asking where students lived.

Data (16)

Student : “Mangkalan”

Information about the student's residence aims to provide an overview of the environment. Besides parents, the environment is an important factor for the growth of children's behavior. The sentence “omahmu Endi?” (where do you live?) shows that the teacher wants to know about the student’s environment. He believes that the environment including the society surrounding the student’s home give a big influence to the student’s attitude. As Saputra (2017) said that individuals and the environment have close relationship that is the environment can affect individuals, conversely individuals can also affect the environment. The teacher also said,

Untuk mengetahui anak ini dalam pantauan orang tua atau tidak, mengetahui latar belakang orang tua juga pastinya berpengaruh pada tingkah laku anak. Kalau orang tua tidak ada, pasti yang terbesar memengaruhi anak adalah lingkungannya.

‘To know this child I parental monitoring or not, knowing the background of parents also certainly affects the child’s behavior. If there is no parent certainly the biggest influence on children is the environment.’

After finding out information about the residence, the BK teacher asks about the parents' work. The aim is to find out the background of parents, including their education, which is considered to have an influence on parenting and supervision of children as explained in the interview above. The following is an excerpt of the utterance;

Data (17)
Pak Dd : “Kerjone wong tuomu opo mas?”
   ‘What is your parent?’
Student : “kecamatan”
   ‘sub-district’

Then the BK teacher uses the technique of sharing of experience by applying the directive illocutionary speech acts. The BK teacher asks students to imagine the feelings of their parents who have children behaving like themselves. As shown in the following statement;

Data (18)
Pak Dd : “Saiki tak takok i yo, koen dadi bapak aku dadi anakmu nak, tak kei perasaan 1 2 3 koen dadi bapak dadi ibuk koen nyekolahno anakku koen dadi anakmu, tak balekno wes perasaanmu yaopo koen disekolahno supoyo pinter, nggak popo koen ngerokok o nakal biasa bro terus terang pak dedik nggak pernah nakal tak jawab, wes yo aku teko endi ngomong lek aku dadi anakmu terus anakmu koyok awakmu terus yaopo perasaane, ojok ojok ngawurlah mangkane mangkane yaopo perasaane anakmu mursal ngene.”
   ‘Now I want to ask you, how do you feel when you were a parent and you have a child like you now?’

BK teachers also praise students for their honesty in admitting their mistakes. The award given is in the form of praise and thanks by applying the maxim of appreciation. This reassurance action is carried out to provide moral support to students that there is still a good side to them. In line with the opinion of Fauzan et al. (2008) that in the reassurance technique there is the provision of the word guarantee/reward by the counselor whenever the counselees shows significant progress both just cognitive planning and real progress in behavior change.

Thus, at the core stage of the smoking case the BK teacher uses two counseling techniques namely rejection counseling, sharing of experience and reassurance techniques. In carrying out these techniques the BK teacher uses the linguistic element in the form of code switching to Javanese and the application of the maxim of appreciation and directive illocutionary acts.

Closing Stage
The guidance activities were closed with the following utterances;

Data (19)
Pak Dd : “…ya sudah, simple kan…”
   ‘…alright, it’s simple, right.’

The speech above shows the termination technique with the type of indirect termination verbally by applying locus speech acts that do not ask or force the speech partner to do something that the speaker wants but only aims to end the guidance.

Conclusion
Based on the description in the previous discussion, it can be concluded that in the process of guiding three cases of problematic students there are 12 speech acts used by the BK teacher. In the case of truancy there is the use of expressive illocutionary speech acts at the opening stage in the form of thank you, while at the core and concluding stages using the directive illocutionary speech acts in the form of commanding and advising. In the case of drinking alcohol there is the use of directive illocutionary speech acts at the opening stage in the form of commanding speech and the core stage of the guidance in the form of directive speech acts governing and advising. In the
closing stages, the BK teacher applies assertive speech acts with stated actions.

In the case of smoking in the school the BK teacher uses assertive speech acts at the opening stage, which is stated. Illocutionary directive speech acts are used at the core stage in the form of commanding actions accompanied by the use of expressive illocutionary speech acts of gratitude which are also included in the maxim of appreciation. At the closing stage, it uses locus speech acts.

Thus in the process of mentoring problem students BK counselors tend to use illocutionary speech acts especially directive illocutionary speech acts especially at the core stage. The directive speech act used is the act of asking to do something. Expressive illocutionary acts of speech in the form of gratitude or maxim of appreciation are always used in the guidance process, both at the opening, core, or during the closing stages.

References


