Assertives Utterances in Short Interview of Too Cool for Middle School's Youtube Channel

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ABSTRAK

Penelitian ini membahas tentang penggunaan tindakan asertif yang diucapkan oleh siswa dalam Wawancara Singkat Saluran YouTube Too Cool for Mile School. Penelitian ini mengeksplorasi bagaimana tindakan asertif dikomunikasikan oleh siswa selama wawancara. Subjek penelitian ini adalah siswa Channel YouTube Too Cool for Middle School. Tujuan penelitian ini adalah: 1) untuk menemukan jenis-jenis tindak asertif yang dituturkan siswa, 2) alasan penggunaan tindak asertif tersebut. Penelitian ini menggunakan deskriptif kualitatif. Data diperoleh dari wawancara YouTube oleh seorang guru di Saluran YouTube Too Cool for Mile School. Siswa diberi lima pertanyaan dalam soal pembelajaran di rumah untuk menemukan jenis tindakan asertif dan makna penggunaan tindakan asertif. Analisis data menggunakan analisis data dari transkrip wawancara singkat untuk mengetahui hasilnya. Hasil penelitian ini menunjukkan bahwa ada delapan jenis tindakan asertif yang diucapkan siswa dalam wawancara singkat yaitu menegaskan (18), menginformasikan (8), melaporkan (4), menyatakan (3), berdebat (2), mengklaim (2), meyakinkan (1), menyangkal (1). Kedua, alasan penutur dalam mengucapkan tuturan asertif. Alasan siswa dalam menghasilkan tindakan asertif adalah karena siswa memiliki pemikirannya sendiri yang disampaikan melalui tuturan asertif.
Kata kunci: Tindak tutur, tindakan asertif, wawancara singkat

ABSTRACT

This study discusses the use of assertive acts uttered by the students in Short Interview of Too Cool for Mile School's YouTube Channel. It explores how the acts of assertives are communicated by students during the interview. The subject of this study was students of Too Cool for Middle School's YouTube Channel. The objective study are: 1) to find the types of assertive acts uttered by the students, 2) the reason of the use of the assertives acts. This study uses descriptive qualitative. The data obtained from YouTube interview by a teacher on Too Cool for Mile School's YouTube Channel. The students were given five questions in the about study at home to find the type of assertive acts and the meaning of the use of assertives acts. The data were analyzed using data analysis from short interview transcript to find out the result. The results of this study show that there are eight types of assertives acts uttered by the students in the short interview namely asserting (18), informing (8), reporting (4), stating (3), arguing (2), claiming (2), assuring (1), denying (1).
Second, the speakers' reasons in uttering assertive utterances. The reason of the students in producing assertive act is because the students have their own thoughts which are conveyed through assertive utterances.
Key words: Speech acts, assertives acts, short interview

INTRODUCTION

Language is a method of human communication, oral or written, that involves the use of words in a structured and conventional manner. Language is the support thing that makes the speaker and listener understood about the communication. In using language, express their ideas, people can exchange information, feelings, thoughts, opinions, etc. In spite of this,

people cannot always make grammatically correct statements. Sometimes behind one utterance mean persuade others, paying attention, get someone to think about, make somebody believe in something, etc. They are generally referred to as speech acts in language; actions performed via language (Yule, 1996).

Speech acts can be either written or spoken. It is a central point of pragmatic. "To communicate we must express propositions with a particular illocutionary force, and in so doing we perform particular kinds of action such as stating, promising, warning, and so on, which have come to be called speech acts." (Cruse, 2000:331). Austin (1962) as cited in Levinson (1983:236) defined three basic senses of speech acts: (i) Locutionary act: the utterance of definite meaning and reference. (ii) Illocutionary act: the making of a statement, offer, promise, etc. (iii) Perlocutionary act: when uttering a sentence, it brings about a specific effect on the audience, depending on the circumstances of its utterance.

Beside that, Searle (2005: 12) he identifies five types of illocutionary acts, including assertives, dirrectives, commisives, expressives, and declaration. Communication can be considered successful if the locutionary and illocutionary actions can be understood by the listener (Sesanti et al., 2021). Further, the listener will do perlocutionary as its effect. Yule (1996:53) states "Assertive is utterances about what speaker believe." By that definition, the spaker wants to state what is in his mind and what he is believe. This is a form of speech that is meant to communicate acceptance. For instance: suggesting, stating, boasting, reporting, claiming, and complaining. It commits the speaker to the truth. It is evident that the interview involves a lot of interactions where the students created various utterances. In the interview process, there were many kinds of assertive acts uttered by the students during the interview. Assertive acts produced by the students to explain their desires during the interview. Assertive acts produced by the students to explain their desires during the interview. By analysing the assertive acts, the writer know the specific kinds of assertive acts uttered from students" short interview. The understanding of assertive speech acts is expected to deliver messages properly and reduce misunderstandings.

The writer chose interview video as an object to be analyzed because it is rarely to be analyzed also from interview reflect on youtube participants" feelings and desires. Cohen (2000:267) suggest that "Interviews allow participants, whether interviewers or interviewees, to discuss the interpretation of the world in which they live and to express how they see the situation from their own perspective." As a result, this study concerns with the use of assertive utterances produced by elementary students on youtube. In the interview process of elementary students, there are many types of assertives acts uttered by the interviewees during the interview. In this case the students will be explaining or describing what he or she feels during study at home. In the interview process, the student expalin not easy to do study at home that change their habbit. The students do many ways to keep them comfortable and happy studying at home even though they don't go to school, meet friends and teacer, eat in the canteen and ect. Based on the background above, the writer analyses interviews of some students on youtube the real of assertives utterances depend on their feels.

METHODOLOGY

The study belongs to the type of descriptive qualitative study. The design of this study was a descriptive qualitative study in which the author was able to describe as a whole the use of representative speech acts uttered by the students. Creswell (2014:32) defined that qualitative is approach for exploring and understanding the meaning of data or the meaning individuals or groups ascribe to a social or human problem. The material in this study is transcription of Students" short interview. This study was intended to analyze assertive acts performed by the students of Too Cool to a Middle School Youtube Channel. Meanwhile, this study was begun with problems that writer believed could be answered by studying documents. As the key instrument, the source of the data in qualitative study is in video which is posted on youtube. The video is taken from website.

In collecting the data, the writer had some steps:

1) Collecting: In the first step,the data is collected from Too Cool for Middle School Video's on their youtube channel with the title "How Student Feel About Virtual Learning".
2) Transcribing: After that the video manually transcribed in order to make easier in analyzing the data.
3) Reading: Then, the script is read carefully to understand the messages of the interview. This
4) Analyzing: In this step the transcript is being analyze to find the speech act then classified the type of speech act

Meanwhile, in analyzing the data, the writer used several methods, they are:

1. Data Reduction

   Data Reduction carry kinds of procedure such as determining, simplifying, focusing, abstracting and converting the data from transcription. Data reduction will occurs continuously throughout the the cycle of data qualitative project ends. Before that, the data are already collected. While the data collection is processing, the process of reducing the data begins, it is included kinds of activity such as writing, coding, summarizing, teasing out themes, making partitions, clustering, and writing notes. The data process will continue until a final report is completed. Through this data reduction, it is easier to choose what kind of data that will be pulled out or summarized.

2. Data Display

   Data display is the process of organizing and compressing an information to get conclusion. By looking at data display will help to understand the data. Based on data display, it is easy to take an action for next step. Here is the pattern to count the frequency of the reference found in speech script.

3. Conclusion Drawing Verification

   The conclusion is taken from the collected data by several steps. At first, the conclusion seems vague. But until the data is completed, the conclusion becomes explicit and grounded. After that, it is important to verify the conclusion. The conclusion that has been verified will be elaborated with argumentation and review from colleagues. It means that the data have to be tested its validity.

FINDING AND DISCUSSION

Finding

These data findings are related to the types and frequency of assertives acts performed by Youtube Channel Too Cool for Middle School. There are 39 assertives speech acts uttered during the interview. The writer includes a percentage calculation to complete the results so that the readers can easily and immediately get the exact percentage of each result for others. The percentage calculation is done as follows:

> Speech acts percentage = The number of X speech acts . 100%
> The total number of speech acts X : certain types of speech acts.

Table 1.1 Table of frequency and percentage

No	Assertives acts	Frequency	Percentage
1.	Asserting	18	46%
2.	Informing	8	21%
3.	Reporting	4	10%
4.	Stating	3	8%
5.	Arguing	2	5%
6.	Claiming	2	5%
7.	Assuring	1	2.5%
8.	Denying	1	2.5%

As it is shown in data tabulation on the table 1.1, there are eight categories or types of the assertive speech acts performed by Youtube Channel Too Cool for Middle School the short interview, As indicated in the data tabulation, which is dominant in the utterance that has been categorized. Those are asserting 18 data, informing 8 data, reporting 4 data, stating 3 data, arguing 2 data, claiming 2 data, assuring 1 datum, denying 1 datum.

Moreover, the table illustrates that the most dominant assertive speech act used by the students is asserting with 18 utterances, which represents 46% of the total number of assertive utterances produced by the Youtube channel Too Cool for Middle School the short interview.

1. **Types of Assertives Acts**
   a) **Asserting**

   Asserting is attempt to make listener realize that their statement is accurate. There were 18 assertive utterances used by the students in this short interview. That is 46% from 39 utterances. In the interview process, asserting utterances are crucial to establish what the students believe. Below are the example of asserting act performed by Youtube Channel Too Cool for Middle School

   Datum 1
   Question: "Who inspired you?"
   Answer : "**some people like give me optimistic are definitively my friends and my family, since they like are stepping stool the reaching my goals**"

   b) **Informing**

   Informing is to inform is to assert listeners with the additional precondition that they do not yet know what they are being notified of. According to the short interview process, 8 asserting utterances were made. It is 21% from 71 utterances.

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Below are example of informing act by Youtube Channel Too Cool for Middle School.

Datum 2

Question: "How you stay optimistic?"

Answer: "I can have my dog, like right by me while im on video conferences **so it so fun because when I'm high scholl, I was obviously away from my dog and now he is right there entire time and it was fun to having it**"

c)   Reporting

Reporting is to use the proportional content condition to claim that the proportional content is a thing of the past in terms of the time of utterance.. In this study, there are 4 asserting utterances in the short interview process. It is 10% from 39 assertive utterances.

Below are example of informing act by Youtube Channel Too Cool for Middle School.

Datum 3

Question: "How did your teacher provide community building?"

Answer: "**On the first day on this new year**, um, we just like pass around fact about each other and read a paper all about me"

d)   Stating

Stating something is usually related to the idea of expressing or expressing something for the benefit of listener enlightenment. In this study, there are 3 asserting utterances in the short interview process. It is 8% from 39 assertive utterances.

Below are example of informing act by Youtube Channel Too Cool for Middle School.

Datum 4

"Don't forget to like this video and subscribe and stick around on too cool to middle school because I couple other video that have tips to back to school for you"

e)   Claiming

Claiming is asserting something based on what the speaker claims. In this study, there are 2 asserting utterances in the short interview process. It is 5% from 39 assertive utterances.

Below are examples of informing act by Youtube Channel Too Cool for Middle School.

Question: "So, what something did you accomplice last year that you didn't even know you could do?"

Answer: "last year I was finishing up my seventh grade math and I was kinda skeptical at first because I'm never been best at math, and I was sorta worry that I wouldn't be able to catch on **but surprisingly my teacher did a really good job of synch connected and zooming classroom**".

f)   Arguing

Arguing is the act of arguing against a certain claim. In the short interview process, there were 2 asserting utterances. It is 5% from 39 assertive utterances.

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Below are example of informing act by Youtube Channel Too Cool for Middle School.
Question: "Whats something you wish teachers knew about working from home?"
Answer : "**sometimes is really is difficult to get on to video calls, I wish the teacher would remember that like its as hard for us as it is to them**"

g)   **Assuring**
        Assuring is when someone tries to give emotion to the listener. Usually because he already has some doubts. In this study, there are 4 asserting utterances in the short interview process. It is 10% from 39 assertive utterances.
Below are example of informing act by Youtube Channel Too Cool for Middle School.
Question: "how was distance learning for you last year??"
Answer : "It was kind of hard to get going like at first, **but after like probably three days it was super easy**

h)   **Denying**
        Denying creates a refusal action to refute or deny that part. It is an opposite of making positive assertion, affirming. It is an opposite of affirming or positive assertion. In this study, there are 4 asserting utterances in the short interview process. It is 10% from 39 assertive utterances.
Below are example of informing act by Youtube Channel Too Cool for Middle School.
Question: "So what something did you accomplice last year that you didn't even know you could do?"

Answer: "last year I was finishing up my seventh grade math and **I was kinda skeptical at first because im never been best at math, and I was sorta worry that I wouldn't be able to catch on** but surprisingly my teacher did a really good job of synch connected and zooming classroom".

Discussion

        Study findings must be discussed after data have been collected so that the writer can clarify the answers. The data are divided into two parts:
a. Types of assertives acts
        After analyzing the data, the writer presented a discussion about findings to clarify the answers of study problem. The first problem proposed in this study is what types of assertive act found in the Short Interview. The writer wanted to prove the speech acts theories with the utterances in the real life. In this study, the writer only focused on utterances containing assertive act.
        There were eight types of assertives acts found in the student short interview. Asserting with 18 utterances, informing with 8 utterances, reporting with 4 utterances, stating with 3 utterances, arguing with 2 utterances, claiming with 2 utterances, assuring with 1 utterance, and denying with 1 utterance. The most commonly found was asserting act.

1) Asserting

Yule (1996:53) states that asserting is type of acts to say about information that speaker knows as a truth. This type was commonly uttered by the Youtube Channel Too Cool for Middle School. Below is the example of asserting as follows:

> *"some people like give me optimistic are definitively my friends and my family, since they like are stepping stool the reaching my goals"*

Here, the answer, was showing the idea which was considered as a truth by the one spoke that.

2) Informing

Searle and Vanderveken (1985:182) state that informing means asserting to a hearer with the additional condition that he does not already know what is being conveyed. Below is the example of informing as follows:

> *"so it so fun because when I'm high school, I was obviously away from my dog and now he is right there entire time and it was fun to having it"*

Here, the student informed about her interest that the interviewer didn't know her reason already.

3) Reporting

Searle and Vanderveken (1985:182) state that in reporting, the proportional content condition is to assert that the proportional content pertains to the past as observed at the time of utterance. Below is the example of reporting as follows:

> *"On the first day on this new year, um, we just like pass around fact about each other and read a paper all about me"*

From the sentence above, which is bold, was showing some proportional content form the past.

4) Stating

Searle (1985) state that stating refer to putting forth or presenting something normally for the benefit of the hearer or for edification of the hearer. Below is the example of stating as follows

> *"Don't forget to like this video and subscribe and stick around on too cool to middle school because I couple other video that have tips to back to school for you"*

From the stating above, the content creator stated about her youtube channel.

5) Claiming

Searle (1985) defines despite its illocutionary point, its mode of achievement, its degree of strength, its proportional content conditions, its preparatory conditions, and its sincerity conditions, claiming implies boldness. Claiming is asserting something based on what the speaker claims. Below is the example of claiming utterance as follows:

> *"last year I was finishing up my seventh grade math and I was kinda skeptical at first because im never been best at math, and I was sorta worry that I wouldn't be able to catch on but*

> *surprisingly my teacher did a really good job of synch*
> *connected and zooming classroom"*

The answer above showed which is bold, student claim about her teachers.

6) Arguing

Searle (1985) defines Arguing is the act of arguing against a certain claim. Below is the example of arguing utterance as follows:

> *"sometimes is really is difficult to get on to video calls, I wish*
> *the teacher would remember that like its as hard for us as it is*
> *to them"*

The answer above showed the student's argument about her condition.

7) Assuring

Searle (1985) states that assuring is when someone tries to give emotion to the listener. Usually because he already has some doubts. Below is the example of assuring utterance as follows:

> *"It was kind of hard to get going like at first, but after like*
> *probably three days it was super easy"*

The answer above showed which is bold, student assuring about her condition.

8) Denying

Searle (1985) states that denying creates a refusal action to refute or deny that part. It is an opposite of affirming or positive assertion. Below is the example of denying utterance as follows:

> *"last year I was finishing up my seventh grade math and I was*
> *kinda skeptical at first because im never been best at math,*
> *and I was sorta worry that I wouldn't be able to catch on but*
> *surprisingly my teacher did a really good job of synch*
> *connected and zooming classroom"*

The utterance below showed the denying expression from the student. The student showed her insecurity to the interviewer.

b. Reason of the use of each types of assertives

The interpretation of the writer is used to identify the reason of the use of each assertives acts. The writer use interpretation instead of interview because the assertives acts goes naturally without the students know. The reasons that appeared depended on the student's feeling. There were six reasons depended on the writer's interpretation. Those are: student's interest, student's unpreparedness, student's insecurities, student's argument, student"s excuse, and the last is student's appreciation.

CONCLUSION

After analyzing and discussing the short passage of student interviews, the writer can conclude several points. First, this study was conducted to analyze the type of assertives acts in Short Interview script. The data that were found by the writer are in consistent with the theory. The results of this study show that there are eight types of assertives acts uttered by the students during the short interview namely asserting (18 data), informing (8 data),

reporting (4 data), stating (3 data), arguing (2 data), claiming (2 data), assuring (1 datum), denying (1 datum).

Second, the speakers' reasons in uttering assertive utterances. The reason of the students in create assertive act that because the students have their own thoughts which are communicated by assertive utterances.

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