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Motivational Illocutions of "Laskar Pelangi" Novel by Andrea Hirata for Teachers and Students

¹Patur Rahman

²Nurfajri Ningsih

arrachman@parahikma.ac.id

nurfajripossumah@gmail.com

^{1,2}Institut Parahikma Indonesia, Gowa, Indonesia

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Abstract

It is crucial for the teacher to motivate the pupils in the classroom because doing so could set the stage for their further learning. Generally, teachers often run out of ideas to motivate students and distress them to find authentic material to make the teaching process more interesting. This research centralized the explanation on literature, specifically the Laskar Pelangi Novel. The data were collected qualitatively using the discourse analysis approach by read and considering the illocution aspects of Searle in the novel. The data analysis passed through 12 extracts and had been elaborated by related theories. The result of this research found many kinds of motivational illocution in the novel, consisting of assertions formed in motivational boast, directives in advice, command, threat, and recommend form, expressive such as worrying, praising, confirming, and welcoming sentence sequences, and declaration form, which is composed of resigning and naming. Further results intended to convey motivational illocution by Bu Muslimah's character in the novel showed discourse analysis results in order to influence teachers in the general classroom according to the character. The advantage of this research is that it teaches speech act in a motivational way by using a novel storyline to create an uncommon atmosphere in the classroom. Furthermore, this is an important contribution for the teacher as authentic material from literature source which is not only useful in entertainment but also in general classroom learning. Therefore, teachers can teach speech act or sentence analysis by Laskar Pelangi and also take some storylines as examples to prove that teachers are not only to teach but also to motivate.

Keywords: Motivational Illocution; authentic material; speech act; assertive; expressive; directives; declaration; novel; education

Introduction

Education is a crucial aspect of human development, enabling individuals to acquire knowledge, skills, and values that shape their lives and contribute to society. However, the effectiveness of education is not solely dependent on the transfer of information from educators to learners. Motivation plays a vital role in the learning process (Maslow, 1942), and the concept of motivational illocution has emerged as an essential component in the realm of education.

Motivational illocution refers to the intentional use of language and communication strategies by educators to inspire, encourage, and ignite enthusiasm in learners (Searle, 1969). It encompasses various verbal and non-verbal expressions aimed at creating a positive and engaging learning environment. These motivational illocutions can take the form of affirmations, praise, positive reinforcement, storytelling, humor, and empathetic understanding. Moreover, it is related to educational environment.

In education atmosphere, people generally may learn everything from their experiences since learning is not just restricted to certain subjects of study. Learning can be conducted everywhere, both formally and informally. We can learn from everything around us since getting knowledge is not limited by the explanation from the teacher in a class using conventional teaching materials. Instructors are able to use authentic teaching materials, real-life materials that are produced for purposes other than language learning, representing the language as it is used in its natural context (Pitt-Rivers, 1971). These materials come from authentic sources, such as newspapers, magazines, books, websites, advertisements, videos, movies, songs, podcasts, interviews, and more (Richards & Rodgers, 2014).

Today, a variety of sources to become a motivational teacher are really needed. Less motivation resulted in students losing respect for their teacher. It is caused by less creativity by the teacher to run out of his material and less involvement toward the teachers. This situation often makes the students not interested in them and frequently makes the students think that their teachers are not capable of handling the class (Calderhead & Robson, 1991; Lewis & Lovegrove, 1987). It is clear that teachers are expected to be more creative and innovative. The reason is that teachers sometimes focus too much on the cognitive material without touching the psychological aspects of the students. Some of the teachers prefer to have students discuss without explaining anything and sit silently (Gall & Gillett, 1980; McKenna & Quinn, 2020).

One of many ways to motivate students to learn is through literature, and it is always popular as an authentic teaching material. According to Sawant (2015), literature is used as a major tool to learn because it reveals an old approach to study with new perspectives and focuses on how this approach assists teaching-learning generally in the present scenario with an illustration. One kind of literature that can be used in this case is novel. It is arranged by sequences and gives an illustration that involves feeling, setting, and characters. The contents of the novel are delivered in speech acts among the characters in the novel which is impactful for general education purpose even though the original

purposes of literature are to entertain, express feelings and values, describe cultures, inspire readers, and reflect imagination.

In this paper, *Laskar Pelangi*, a motivational novel to enhance students' learning spirit, is written by Andrea Hirata (Hirata, 2007). We focused on Illocutionary speeches in this novel which is essential for the teacher to teach using the authentic learning material. There is a lot of motivational sequences in the novel, and they are pronounced in the speech act. Based on Searle (1969), illocution may have an effect on the feelings, thoughts, or actions of either the speaker or the listener. There are five kinds of illocution by Searle: assertive, directive, expressive, commissive, and declaration. All of those illocutions are included in *Laskar Pelangi*.

Based on the background of the study, we analyzed the Motivational Illocution that is used by Bu Muslimah in *Laskar Pelangi*. The researcher arranged the problems as follows:

- 1) *Laskar Pelangi* has its own super motivational story to enhance people in educational ways, especially for teachers, but they are not aware that it can be an authentic teaching material to give some efforts to students.
- 2) Students not only need cognitive material but also motivation to influence and increase their spirit and respect for their teacher.

Based on the problem statements, we arranged the problems as follows:

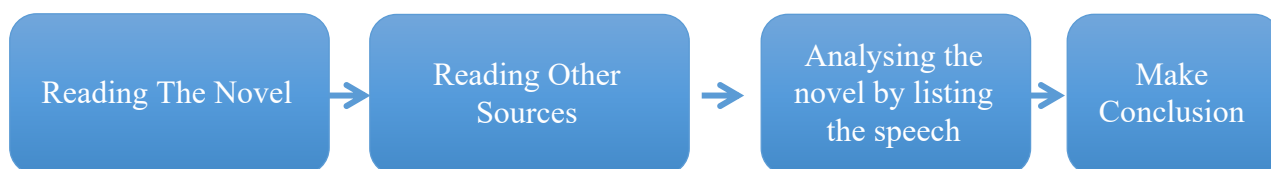
1. What are the motivational illocutions of "Bu Muslimah" towards her students in the novel "Laskar Pelangi" by Andrea Hirata?
2. What is the influence of those motivational illocutions among teachers and students in the general classroom?

Methodology

This study is based on discourse analysis approach. Discourse analysis is an approach in linguistics and language studies that focuses on the analysis of language in larger communicative contexts, such as conversations, written texts, or spoken discourse (Gill, 2000). It involves examining how language is used, structured, and functions in various social, cultural, and communicative situations. Discourse analysis seeks to understand how language shapes and reflects social interactions, power relations, and cultural ideologies.

The main goal of discourse analysis is to explore the ways in which language constructs meaning and influences the interpretation of information and events. It goes beyond the study of individual words and sentences to investigate the broader patterns and structures of communication, including the organization of information, the use of specific linguistic features, and the social implications of language use.

The analysis of this classroom presentation was based on the framework of discourse analysis which relies on *Laskar Pelangi* Novel which through Data selection, Extraction, Translation, and Analyzation.



(Gill, 2000)

There were four steps in a sequence after determining a title. First, read the novel to gather some information that could be listed as data. Second, to support our analysis, some journals or articles and many other resources will be really helpful in analyzing those data. Third, after reviewing the resources, written data that have been collected, we can start to analyze all of the data and list each sentence that is suitable to analyze based on the topic of the research. At the end, there must be a result and a conclusion to this project.

In this research, we used documentation as technique of data collection. The data collection is taken from the internet, with additional references from any sources. In this case, we read the novel and analyzed the plot. we also looked for other information that was relevant to the problem. The technique of data analysis in this study was descriptive with using content analysis. It means that we tried to describe some facts, then analyzes the novel to know the motivational content of it.

Findings

The result of the analysis that found in *Laskar Pelangi*, especially the character of Bu Muslimah, there are many kinds of motivational illocution that were expressed. The kinds of motivational illocution such as;

A. Extract 1, Expressive – Worrying (p. 11)

*Sore to see every last seconds of **an old school which will be closed** while this time is our first time to enroll in the school but will be stopped at the time because it is **lack one student more**.*

*Bu Muslimah : “ **Nine Students....Still Nine Students Sir, need one student more**, Ms. Muslimah shows **her anxiety** to the headmaster. Mr. Harfan stared at her blankly*

*Lintang : **I feel the anxiety also**. I worried because I see the anxiety of Ms. Muslimah...*

B. Extract 2, Unstated Declaration - Resigning (p.14)

When he is going to say the first word, "Assalamualaikum" all of the audience is aghast because Tripani suddenly shouts while pointing at the edge of the wide field of the school.

Tripani : Harun!...

C. Extract 3, Directive - advising (p.30)

*Bu Muslimah : " Be on time in Sholat to get plenty of merit".
Thus Bu Muslimah always advises us*

D. Extract 4, Directive – unstated command (page 31)

*...Bu Muslimah : This is The Lockup of Soekarno in a jail at Bandung, **Here he underwent his punishment and learned every day**; he read some books anytime. He is one of the most intellectual people that our Nation has...
She **Did not continue his story***

E. Extract 5, Assertive - Boasting (page 55)

... In every subject, whatever the subject, Harun will always ask the same question every day and year around;

*Harun : **Madam, when will we meet "Ied Holidays?"***

*Bu Muslimah : **Soon, yes it will come imminently, Son** (she answered him repeatedly, every day, and year around).
Harun was cheering*

F. Extract 6, Expressive – Praising (p.82)

*... When we were the 2nd grade in Elementary School
Bu Muslimah : "Superb! Coastal boy, superb!, She praised for Lintang
She is flattered to reach the critical thinking of him.*

G. Extract 7, Declaration - Naming (page 120)

*... We don't know among us who started this hobby for the first time, but when the rainy season occurs, we are waiting for the amazing rainbow impatiently. **Just because we love the rainbow collectively, Bu Muslimah named our group Laskar Pelangi**".*

H. Extract 8, Declaration - Sentencing (p.141)

*Bu Muslimah : "This time, I won't give you the best score to educate yourself."
Said Bu Muslimah wisely to Mahar who is ignorant.
Bu Muslimah : " It is not that your artwork is not excellent, but you have to know that **we must be more disciplined in every work**"*

I. Extract 9, Expressive - Confirming (p. 258)

*Bu Muslimah : "**Have you had any plans A or B?**"*

*That is the first question from Bu Mus towards Mahar at the beginning of her long **speech of advice towards Mahar's arrant act**. He is falling into the Dark world; he must be awakened.....*

J. Extract 10, Directive - Threatening (page 259)

Bu Muslimah : If your score is still lower, I won't let you join the last quarter class. It means that you are forbidden to join EBTANAS.

K. Extract 11, Directive - Recommend (page 259)

...Bu Muslimah : Spend your life based on the Qur'an, Hadist, and Sunnatullah, those are the main guidelines of Muhammadiyah. Insya Allah, when You're getting grown Your life will be full of Halal wealth and good mate.

L. Extract 12, Expressive - Welcoming (page 262)

...Bu Muslimah : Welcome in our class, Next subject is "Kemuhammadiyah, please you may sit there in the next of Sahara

Discussion

To begin the discussion, We demonstrated some extracts from the novel according to the character of "Bu Muslimah";

A. Motivational Illocutions

Extract 1 outlines that the sore condition of an old school that will be closed makes the parents and nine students almost lose grip. Anxiety: the headmaster makes Bu Mus say "*sembilan orang.... baru sembilan orang Pamanda Guru, masih kurang satu...*" indicates teacher anxiety, and it is seen by her students, which makes them feel anxious also because they are afraid about the closing of the school because the students were motivated to study at the school at the first meeting.

According to Maslow (1942) indicated **Love and belongingness needs** - friendship, intimacy, trust and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work). It is related to feeling of the students by see their teacher anxiety. It described by Lintang saying "***I feel the anxiety also. I worried because I see the same feeling from Ms. Muslimah...***".

Extract 2,

It was underlined in that perlocution that "The peace upon you" does not mean a welcoming speech or good bye by a person. The perlocutionary meaning of those phrases means that the school will be closed without an additional student. The situation was felt by all of the students and the parents. Suddenly, a "savior" comes in from the edge of a field and makes the school still exist. According to Searle, perlocutionary acts have a contextual interpretation.

The above speech is included in pragmatics, which explains contextual consideration. (Acton, 2018) demonstrated that pragmatics is commonly thought to be

the province of contextual considerations and usage. Context—in general, the facts about the world that follow an utterance—plays an important role in natural language interpretation and usage.

Extract 3 describes frequentative advice given by the teacher to her students. She directed the students to always remember God through prayer.

The chase that came before it demonstrates teachers' dedication. They put forth a lot of effort, use their own major resources to reinvent the curriculum, and take every precaution to make their classrooms inviting and secure for the pupils. In her status as an excellent teacher, Bu Muslimah thus communicates a direction in the form of guidance, which develops a tighter bond with the students over time by addressing their inner potential.

National Academy of Science (1997 : p1) explained that a mentoring relationship grows over a long period of time, during which time the requirements of the student and the nature of the connection often alter. A mentor will make an effort to be aware of these changes and adjust the level and type of support, guidance, advise, and encouragement that they offer.

Extract 4,

Bu Muslimah indicates a reflection of Soekarno, who still learned even though he was in jail. According to the sentence here, he underwent his punishment and learned every day; he read some books anytime. By seeing Bu Muslimah stop talking for a while and give students time to think, we expect the students to think that every change can occur even in their school. Analyzing "She did not continue his story," She was waiting and expecting her students to reflect their school by Soekarno's story, who has a more desolated life than them. Ruhl et al., (1987) define the pauses, or when a teacher stops talking for a while during the lecture. The students will discuss information about which they are unclear or fill in gaps in their notes. In other words, Bu Muslimah let the students wonder and discuss one another to summon curiosity in her motivational story of Soekarno.

Extract 5 reflects a teacher's patience to face her slow-going students and keep answering the same question patiently every day. Bu Muslimah knows the weakness of Harun. She is boasting to keep Harun's mood up to learn. She realizes that when she decides to stop answering Harun's question, it means that she will strike down Harun's learning motivation.

According to Usher & Kober (2012), no matter how brilliant a teacher, curriculum, or school are, if pupils aren't motivated, it is difficult, if not impossible, to enhance their academic performance. So that is why Bu Muslimah focuses on keeping Harun motivated. Then, what about the lying that she did to Harun?

Bu Muslimah considered the bigger benefit of her boast towards Harun. Absolutely, to keep him cheerful and motivated to learn in class. When lying is done with the intention of preventing injury, it can sometimes be considered therapy (Tuckett, 2012). The situation that Bu Muslimah faced was to avoid Harun stopping from asking questions in her class, even though he just asked the same question every day.

Extract 6, shows the dedication of a teacher to give some effort to students when they have done something, even if they did it by mistake or if they were right.

According to Hodgman (2015), If utilized properly, praise may be a powerful tool for motivating students. Younger children can be inspired to adopt actions that will improve their performance and foster a more upbeat and engaging classroom environment by receiving notes of praise from teachers.

It's vital to think about how praise could affect children, especially when it comes to language learning, when deciding whether to utilize it in classroom settings. Based on Wright (2012), Because it enables the teacher to specifically encourage certain areas of student output or production, praise is a highly effective motivating technique. For example, Praise from the teacher can help the student do better by applauding their effort, accuracy, or quickness on a task. Alternately, the teacher may single out a student's work output and highlight how closely the final product adheres to an external standard or aim that the student has set.

Extract 7 provides a group naming example. Multiple pupils who have diverse positive intelligences come together under the name of a group called Laskar Pelangi to assist one another. Giving children names and descriptions like these enables them to see themselves succeeding and acting in the manners you have described. Children are inspired to carry out the arduous and joyous effort necessary to realize their goals by using this language of visualizing. Laskar Pelangi serves as the novel's model for success.

According to www.responsiveclassroom.org, When you start using envisioning language, you'll probably notice improvements in how your pupils interact with you, with one another, and with their lessons. Students have the most time to construct their self-concept as capable learners by starting earlier in the year.

Extract 8 illustrates a motivational sentence from Bu Muslimah. It is not to give a punishment lexically but to give another message that a sentencing or punishment has its own motivational effort to open students minds to be more disciplined. It seems like the example above when Bu Muslimah gives a sentencing to educate Mahar.

According to Velasquez et al., (2016), The three main approaches to punishment in schools are those that are designed to alter the behavior of the student, are retributive—a predetermined consequence imposed by adult authority—and, more recently, are "restorative," which aims to alter behavior while also repairing the environment and relationships that the behavior has harmed. In line with the theory that explained the intention of punishment or sentencing, I try to relate the illocution by Bu Muslimah to the

theory that she has the desire to change Mahar's behavior to be more disciplined to his artwork. In other side, there are many impacts of punishment when a teacher cannot manage her class well.

Extract 9 describes a teacher's confirmation in a question form. Bu Muslimah gave a rhetorical question in order to get a confirmation from Mahar because he had fallen into the dark world and must be awakened. This is an example of a motivational illocution used by a teacher to re-direct a student.

National Academy of Science (1997: p61) describe where as the senior partner in a successful teaching partnership, the teacher can serve as a role model through both their words and your actions. By who the teacher is, she provides a personal window for the student on a possible future. Teachers ethical, scientific, and professional behavior all leave a strong impression on students, as does their attitude toward their work.

Extract 10 Outlines that Bu Muslimah gives a threat to her students. The threat has a motivational meaning for the students. The other side of the threat intends to make the students fix their scores by trying to reach the EBTANAS requirement score.

The threat have no physicall impact for the students and it is delivered by consideration of Bu Muslimah to give stimulus for her students. According to Pidarta (2007), *positive reinforcement* is a stimulus that, depending on the situation, causes any response. Relating to what Bu Muslimah said in threat form, it means positive reinforcement for her student.

Extract 11 Illustrate a recommendation to stay in Islamic way. Bu Muslimah confirmed her recommendation to her student. The main purpose is only to keep follow Qur'an, hadist, & sunnah. Bu Muslimah recommended her students to stay away from the occultism, unseen, supersition and paranormal activity. It is show a concern of a teacher towards her students. It shows that a teacher who encourages kids to focus on their studies and steer clear of harmful role models while yet providing positive reinforcement.

Extract 12 Expressing a warm greeting to flow in a series of sentences is one example of how Bu Muslimah is modest. She continues to smile despite her continued anger toward Mahar. In that situation, Bu Muslimah was able to restrain her emotions and welcome a new student. According to Inguaggiato & Debora (2016), students are affected by both positive and negative emotions, with happy emotions having a favorable impact. The fact that negative emotions (like rage) can have positive effects and positive emotions (like pity or sympathy) can have harmful consequences in circumstances when the learner has to be corrected, however, seems to indicate that this principle contains at least one significant exception. The teacher must possess a specific talent that enables him or her to understand when each emotion should be used from earlier studies.

To simplify the discussion above, there are overreached themes below;

1. Assertives
 - a. Boasting : this extract showed a motivational boast to keep the mood of Harun to learn. She realizes that when she decided to stop answering Harun's question, it means that she will strike down the learning motivation of Harun.
2. Directives
 - a. Advising : describe a frequentative advice by the teacher to her students.
 - b. Command : she was stop the story and expect in order to command her students to reflect a learning from Story of Soekarno
 - c. Threatening : Outlines that Bu Muslimah gives a threat to her students. The threat figure out a motivational meaning to the students.
 - d. Recommend : Bu Muslimah recommended her students to stay away From the occultism, unseen, supersition and paranormal activity. It is show a concern of a teacher towards her students.
3. Expressives
 - a. Worrying : this extract outlined an unstated suggestion to wait for the 10th students in Belitong as the beginning of **Laskar Pelangi**.
 - b. Praising : shows the dedication of a teacher to give some effort to students when they have done for something even though they did it in mistake moreover if they were right.
 - c. Confirming : Describes about a teacher confirmation in a question form. Bu Muslimah gave a rhetorical question in order to get a confirmation from Mahar because he has fallen down into the dark world and he must be awaken.
 - d. Welcoming : Express a welcoming sentence sequence by Muslimah to greet Flo, one illustration which is showing the modesty of Bu Muslimah.
4. Declaration
 - a. Resigning : Underlined that perlocution that "The peace upon u" does not mean a welcoming speech or good bye from a person.

- b. Naming : Giving names and descriptions like these help children form visions of themselves achieving and behaving in the ways your words describe.

The result can influence teachers in the general classroom also based on motivational illocution in order to form motivational teachers, who are not only to teach but also to give guidance toward students, remind them of motivational history to build up critical thinking, summon natural curiosity, etc. In addition, all of those motivations were delivered in the speech act.

Conclusion

There are many advantages in Bu Muslimah's inspirational speech at Laskar Pelangi for instructors in common classrooms. It results from literary elements that are rich in discourse analysis. The novel can be employed to transmit various information in a subject as actual material, which is very helpful to kill the students' boredom. In other words, the motivational speech of Bu Muslimah can be used as the main topic material or as an intermezzo to inspire pupils in a typical classroom. Additionally, Bu Muslimah demonstrated that a teacher must be closer to her pupils and aware of both their strengths and weaknesses in order to operate as a teacher and guide.

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