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INTERNATIONAL CONFERENCE
ON CHRISTIAN EDUCATION



Christian Education in Digital Technology Era: Challenges and Opportunities

June 4th, 2022



UPH PRESS

ISBN : 978 - 602 - 5859 - 17 - 5 (PDF)

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**Christian Education in
Digital Technology Era:
Challenges and
Opportunities**

June 4th, 2022



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Christian Education in Digital Technology Era: Challenges and Opportunities

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ISBN: 978-602-5859-17-5 (PDF)

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Additional copies of this publication are available from

UPH Press
Building C, 3rd floor
Universitas Pelita Harapan
Lippo Village, Karawaci
Tangerang 15811
Indonesia
+6221 5460901
+6221 5460908 (Fax)

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Welcome from the Rector of Universitas Pelita Harapan



Shalom and gratitude be to our Lord Jesus Christ! It is because of His love and mercy; we can gather together here in this event.

We are now in the end of the pandemic, where more than two years unprecedentedly we were forced to move to virtual education and embrace digital technology. Out of the millions of educators in Indonesia, both in primary, secondary, and higher education, quickly must learn and implement online teaching and learning. Every educator is required to adapt to various digital learning media, suddenly digital technology is not only a tool but the environment where we are living and interacting with one another.

Not only do the schools have to provide the system to support virtual learning, but educators also have to be equipped to design instructions that fit with the virtual setting. This need eventually triggers various parties to adapt, move, and innovate. Educators use a variety of media as a virtual meeting bridge with students. Not satisfied with just meeting virtual, educators also make some innovations by using other features and exploring any applications that will help provide creative materials and teaching materials.

However, despite of all the improvements and innovations in delivering teaching and learning in digital technology setting, there are many obstacles and challenges. The question remains, are students learning effectively? Especially for Christian educators, we need to keep asking the question, whether we have faithfully and effectively carried the mission of Christ-centered education, facilitating holistic transformational education in this digital technology era?

Christian education must consciously be aware of the current educational challenges while embracing the opportunities through the rapid development of digital technology. We should continuously ponder how to be faithful to our calling as Christian educators in this era of disruption. We should strive to be an exemplary institution in presenting Christian education during the fast-changed of digital technology. We believe that every technological progress is the fruit of cultural mandate to advance humans' life, fostering life given by God. On the other hand, Christians are also aware with our fallen nature, that there is a possibility of missing the point in any good effort that we are trying to do. Further as human beings, are we going to develop holistically if education is reduced by totally virtual learning? These are some questions that we need to keep thinking and discussing.

UPH, especially Teachers College, is grateful that we can host the first International Conference of Christian Education, especially inviting best panelist speakers to inspire us. We hope that through the ICCE event, there will be a forum for us, educators and practitioners of Christian education, to discuss the opportunity and challenges of doing our mission in the midst of such rapid technological advances. We also hope that this event will encourage us that amid various challenges that exist, God is faithful in sustaining us thus giving us hope to embrace the opportunities that are wide open to further our service to provide a quality, holistic, and transformational education.

Finally, enjoy the conference, Lord Jesus bless you.

Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc.

Welcome from the Dean of Faculty of Education, UPH



Today what is happening in the classroom is different from practices before the pandemic. Changes will continue to occur, especially with the advancement of digital technology, which will become increasingly sophisticated. The interaction of education with technology is inevitable. As Christian educators, we embrace digital technology development. We believe students as the Image of God, and the purpose of educating them is to see them flourish with creativity and innovation for the development of human civilization. However, every technological development that brings about good changes may unwittingly change something essential. For example, now we cannot escape from digital technology. It is ubiquitous; from communication, working, shopping, and many more, all are on the digital platform. It has changed the way we interact with one another. To what extent has it changed us? How can Christian education embrace but also be aware of these?

That is the background of the International Conference on Christian Education with the theme, Christian Education in Digital Technology Era: Challenges and Opportunities. Christian educators must continue discussing this topic to carry out our mission faithfully. Continuously we need to learn and relearn to prepare our students well and be ready to embrace their future as disciples of Christ.

UPH Teachers College is very grateful for the cooperation with various parties, ACSI Indonesia and Australia, and Bandung Theological College, which made this first international conference possible. Likewise, we are blessed with the plenary speakers who are experts in their fields and will share their research and insights. We hope that all the presenters and participants will benefit most from this event. The committee has worked very hard to prepare for this event and we hope that by the end of the conference, the conversation will not stop. Let us continue strengthening Christian education in Indonesia through this forum, and we will meet again at the following conferences.

In the end, as our God has led all the preparation for this conference to take place, let His wisdom guide our conversation! All praise and glory be to God alone!
God bless.

Oh Yen Nie, S.E., M.Ed.

Welcome from the Head of Bandung Theological Seminary



The ever-evolving world is a part of the Cultural Mandate or the Creation Mandate, which is revealed in Genesis 1:28. Therefore, we should respond to the development of digital technology critically and positively for Christian education in various contexts.

We are grateful for the first International Conference on Christian Education (ICCE) today, June 4, 2022, as the result of the collaboration between the Faculty of Education UPH, ACSI Indonesia, ACSI Australia, Indonesian Christian Education Council, and Bandung Theological Seminary (STTB), to study the opportunities and the challenges of Christian education in digital era, by involving the experts from within and outside the country as the speakers.

Thank you, especially for the willingness of Mr. David Smith (from Calvin University, US), Mr. Darren Iselin (from ACSI Australia), and Mr. Agus Susanto (from ACSI Indonesia), as the speakers, and for all the committee from the Faculty of Education UPH who has been working hard to prepare this conference.

Hopefully, all the opportunities and the challenges in Christian education in the digital era that are studied through this conference will equip fellow educators with more comprehensive and sharper insights from the biblical point of view, so that the purpose of Christian education which is to produce Christian leaders who have a good spirituality, high competence, and strong dedication, can be more realized through this conference.

Welcome to this conference. God bless you!

Sutrisna Harjanto, Ph.D.

Welcome from the ACSI Indonesia National Director



Dear ICCE presenters and participants.

The development of digital technology is rapidly changing the order of human life—which is also developing so swiftly as well. There are those who agree and follow the speed of development, accept it for granted, and even get involved in the development. Still, not a few are also indifferent to it, disagree and refuse to use digital technology for all kinds of reasons that are indeed or are made in accordance with their choice of decision. In addition, there are those who try to be neutral ("wise"), by looking at digital technology such as a double-edged sword or fire which can be used either for good or evil purposes. We have already seen practical examples of these two possible uses of digital technology everywhere.

What about us as Christians? Specifically Christian educators? The term of Christian educator, this can be viewed narrowly or broadly. In a narrow sense, some categorize Christian educators as those who work as teachers or lecturers. But we can also see it from a broad sense, that Christian educators are anyone who has the responsibility to educate, direct, and give vision to other people or the surrounding community. And this means that all Christians are actually educators, because Christians are followers of Christ, and Christ has assigned a role to us, Christians, as salt and light of the world. This means that we as Christians must be a flavor for the world and be a statement of God's truth to the world as well.

I represent Christian schools and Christian educators who are members of the ACSI Indonesia organization. I herewith also welcome all the speakers and participants of 2022 International Conference on Christian Education. This conference is organized by Universitas Pelita Harapan in collaboration with several Christian education organizations including ACSI. I hope that this conference can continue in the future and there will be more Christian educational organizations including churches, and synods, to be able to collaborate, like what is stated by ACSI's motto: Stronger Together, for us to be strong together, as one body of Christ. Let's salt the world more and bring light to the world. I hope that through this ICCE more and more people who work as Christian educators will grow and more Christians in general will be more aware of their calling and will realize that we are all educators, tasters, and proclaimers of God's truth, who need to be equipped and strengthened at all times. Especially through the theme of the 2022 ICCE: "Challenges and Opportunities for Christian Education in Digital Technology Era."

Finally, congratulations to UPH for initiating the first ICCE in 2022. Let us be those who wait on the Lord so that we may gain new strength, like an eagle that soars with the power of its wings, we run and do not become listless, we walk and do not grow weary (Isaiah 40:31).

Thank you, God bless us all.

Agus Susanto, Ph.D.

Welcome from the Chairman of the 1st ICCE UPH 2022 Committee



Shalom Aleichem, gratitude be to our Lord Jesus Christ, because of His love and favor, we can gather in this conference. It is such an honor for me to welcome you to the 1st International Conference on Christian Education (ICCE) UPH 2022, with the main topic, "Christian Education in Digital Technology Era: Challenges and Opportunities."

The rapid development of science and technology in today's digital technology era encourages the emergence of various educational innovations based on learning technology, making it easier for educators and students to access multiple educational contents. This is marked by the ease of obtaining access to information and internet connection speeds. The Covid-19 pandemic has increasingly encouraged the emergence of various forms of digital learning media globally. This unavoidable pandemic requires school administrators', education providers, educators, and students to be able to adapt to changes in learning patterns from face-to-face learning to online learning. An education system that combines digital technology with the learning process will open opportunities and challenges as real implications of the transformation and paradigm shift of education in the digital technology era, including Christian education in it. Therefore, the 1st ICCE UPH 2022 aims to 1) Explain the implementation of digital technology in learning and its implications for students' faith formation; 2) Discuss digital technology development in learning and its implications and influence on the way we communicate and relate to others in Christian educational context an excellent, holistic, and transformational; 3) Enrich understanding to Christian educators regarding the calling response to teach in digital technology era by looking at the opportunities and challenges.

For organizing the 1st ICCE UPH 2022, allow me, as the chairman of the organizing committee, to express my deep gratitude and appreciation to the Keynoted Speakers, Mr. David I. Smith, Ph.D. (Professor from Calvin University, USA), Mr. Darren Iselin, Ph.D. (Director of Research and Innovation Christians School Australia), and Mr. Agus Susanto, Ph.D. (ACSI Indonesia Director) for each conference material presented. We also express our gratitude and most profound appreciation to the Advisory Boards and the organizing partner, Mr. Dr. (Hon). Jonathan L. Parapak, M.Eng.Sc. (UPH Rector), Mr. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of Bandung Theological Seminary), Mr. Agus Susanto, Ph.D. (Director of ACSI Indonesia), Mrs. Sandra Scott (Executive Officer of International Partnerships and Service Christian Schools Australia) and Mr. Marks Spencer (Director of Public Policy Christian Schools Australia). Likewise, we would like to express our gratitude and most profound appreciation to the Supervisory Board, Mrs. Oh Yen Nie, S.E., M.Ed. (Dean of the Faculty of Education, UPH) and Mrs. Sarinah Lo, Ph.D. (Senior lecturer of Bandung Theological Seminary) and to the Steering Committee Mr. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of the Faculty of Education, UPH) and Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Department Chair of Educational Technology, Faculty of Education, UPH). Expressions of gratitude and highest appreciation are

conveyed to the entire organizing committee team, who have worked tirelessly to prepare for this conference so that it can be organized successfully. We also express our gratitude and appreciation to the presenters who have shared articles and published works in the form of proceedings and the participants who have involved in this conference.

Finally, we hope through the organizing of the 1st ICCE UPH 2022, as educators and leaders of Christian educational institutions, we can collaborate to do concrete works in the area where God has entrusted us in responding to the opportunities and challenges in the digital technology. We will appreciate constructive suggestions and criticisms to improve the quality of future conferences. To God be the Glory.

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. - Ephesians 2:10 (ESV)

Immanuel Adhitya Wulanata Chirmastianto, S.E., M.Pd.

University Students' Responses toward Lecturers' Usage of Speech Acts on Planning Assessment for Learning Course

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Abstract

This study mainly discusses the realization of the illocutionary speech act in the teaching and learning activities of the Planning Assessment for Learning Course in higher education. The study aims to explain: (1) the investigation of lecturers' illocutionary speech acts in delivering the Planning Assessment for Learning course; (2) students' responses to lecturers' illocutionary speech acts in the learning process; and (3) students' expectations of lecturers' illocutionary speech acts to better understand the course. This research is a qualitative descriptive study, and the primary data source was field notes data from students' experiences. Field note data includes descriptive and reflective notes that were obtained through interviews. The study's findings indicate considerable confusion and misunderstanding in the Planning Assessment for Learning course due to lecturers' use of various illocutionary speech acts. Students are required to inquire numerous times regarding the assignment. Instructions are given in multiple ways, and students frequently struggle to comprehend them. It is recommended that lecturers take the course seriously by paying close attention to the illocutionary speech acts they use when instructing students. This recommendation is expected to benefit their comprehension, motivation, and relationship with them.

Keywords: *Speech Act, Lecturers, Learning, Student Experience*

1. Introduction

Language is a means of communication for students, and the success of teaching and learning activities is strongly influenced by language. Language is an excellent means of expressing and communicating conceptual thoughts as a representation of facts. It provides awareness about situations, events, and actions in society. In teaching a course, lecturers not only focus on the subject's content. They need to prepare how to deliver content and assignment instruction consciously using speech acts to help students understand and make them feel motivated. The learning context that higher education might face, such as the full online lesson with the video recording and online submission, There are many challenges to implementing teaching strategy. In the Planning Assessment and Learning Course at University XYZ, the strategy to show the microteaching will be delivered in synchronous session and recording mode. There are a variety of activities for microteaching delivery. There is also a difference in the meeting platform for the interaction, such as Zoom or Teams, with different bandwidth systems as the outcome. The lecturer's activities during the day will be another variable that can affect his or her response to the student's question. There is a finding that students felt confusion and misunderstanding about lecturers' instruction and that the lecturer was delayed in replying to the student's question. In the same context of the course but different content or

subject, the lecturer could have a different way of delivering the instruction or lesson design in order to achieve the learning outcome.

Four lecturers taught a Planning Assessment for Learning course at XYZ University in four specific subjects (Children's Literature; Science and Technology; Art and Craft; and Physical Education). Students in semester 6th took this Planning Assessment for Learning course. The last summative assessment is a big project to plan one inquiry unit plan for all four subjects. Lecturers need to consider that speakers and listeners can understand communication. Students in the same classroom also have many different academic, personal, and interactional needs because of their background context. Using speech acts makes it easier for people to understand the speaker's intention. At this point, lecturers use speech acts (illocutionary acts) to make students understand the content and the assignment in that course. Students eventually understand the meaning of the speech, seen as an act of students' perlocutionary acts. To produce perlocutionary acts, students should understand the meaning of their lecturers' illocutionary acts.

Therefore, this research intends to investigate the following question:

- 1) How is the lecturers' illocutionary speech act in delivering the Planning Assessment for Learning course?
- 2) How do students respond to their perlocutionary acts in their interactions with lecturers?
- 3) What are students' expectations of lecturers' illocutionary acts in the Planning Assessment for Learning course?

2. Literature Review

An amount of meaning in language can be found in how the language system works or how language is used by its speakers (Jaszczolt, 2016, p.17). Searle (1979) stated that linguistics deals with the empirical fact of human language, and the philosophy of language deals with the conceptual truth or system of communication. Collaboration is equally helpful for contributing to the study of speech act theory (Searle, 1979, p.162). By discussing the speech act, the lecturer is able to produce speech acts in classroom communication. This can be done consciously or unconsciously to produce explicit and implicit meaning that can be understood and expected to respond appropriately (Zulianti, 2018, p.94). Moreover, speech acts conveyed in learning activities have a significant meaning in shaping students' understanding.

SPEECH ACT

Speech act theory is a pragmatics topic that investigates how words are used to give information and to carry out actions (Vuori, 2013, p. 1). The assumption was made at the outset that the phrase as a syntactic unit is not the smallest unit of human communication. Another way of putting it is that it argues that the most fundamental communicative units include making assertions and asking questions, providing directions and descriptions, and so on (Drid, 2018, p. 2). The theory of speech acts determines how the process of teaching and learning will take place. The language used by the teacher (speech acts) is important in

supporting and improving learning. Proper speech acts will result in a successful teaching and learning process (Indah Sari, 2019, p. 16).

Speech acts are basically what we say when we talk. For example, if we say, "Good morning," that could be seen as a greeting, "You're smart!" could be seen as a speech act of giving a compliment; or we are being sarcastic (Ali, 2021, p. 64). Speech acts are one of the most important parts of communication, and they require language users to be both linguistically and socially competent (Azhari, Priono, & Nuriadi, 2018, p. 25). Speech acts are a component of communicative competence. Communicative competence is the ability to understand cultural, social, and discourse norms in different situations (Hairan, Momand, & Hairan, 2019, p. 129). Austin (1962) stated that it takes into account the extent to which utterances are declared to conduct (1) locutionary acts refer to the actual words spoken, (2) illocutionary acts are the power or purpose behind the words, and (3) perlocutionary acts refer to the impact of an illocution on the hearer.

In the teaching and learning process, lecturers produce some speech acts in their communication that have functions and meanings depending on the context. Lecturers must consider that all the instructional processes in the classroom are to benefit the students. Lecturers' directive speech acts are beneficial to check students' understanding of certain information, ask students to do something, warn students, instruct students to do the assignment, and give suggestions in the right way.

LOCUTIONARY ACTS

Locutionary acts are the fundamental means of producing meaningful utterances. This act is closely tied to the listener; if the listener does not comprehend what the speaker is saying, the speaker has failed to perform a locutionary act (Austin, 1962, p. 108). A Locutionary act is about saying something that the hearer understands or the process of making a meaningful statement for the hearer. It is about the actual meaning of the word.

ILLOCUTIONARY ACTS

Illocutionary activities are carried out through speaking with a communicative goal. For example, to make a promise, offer, or explain something, the speaker might use an illocutionary act to make this statement (Austin, 1962, p. 108). According to Yule, an illocutionary act is the basic act to accomplish some communication purposes, and the hearer can do an action that causes a certain effect on the hearer (Silalahi, 2019, p. 2).

Searle created the Illocutionary Force Indicating Device (IFID) to indicate illocutionary actions. There are two types of IFIDs. The first type consists of explicit performative formulas like "I promise you to" or "I request that" on appropriate utterances. The second category is principally represented by grammatical moods, which characterize sentence patterns like imperatives and interrogatives (Searle, Keifer, & Bierwisch, 1980, p. 1).

There are personal views or intentions in the declaration of illocutionary acts. Lecturers usually use illocutionary acts in teaching and learning to inform and say something on purpose. In the learning process, illocutionary speech acts are used to give advice, issue an order or instruction, make a request, state an opinion, and deny something.

The speaker's utterances convey a meaning and make the listener do specific things.

PERLOCUTION ACTS

In speech-act theory, a perlocutionary act is an activity or mental state caused by or resulting from speaking something. The perlocutionary act is concerned with generating the effect of a meaningful, purposeful statement. Perlocutionary activities have a purpose, a purpose aimed at another individual. Persuading someone to do something, convincing them to believe something, frightening them so they are terrified, insulting them, offending, or entertaining them, so they laugh are all examples of perlocutionary acts (Austin, 1962, p. 108).

There are two ways in which knowing how to use language is essential for performing a perlocutionary act. First, the person speaking uses his knowledge to say what he does. Second, the person listening uses his knowledge to affect him. Perlocutionary effects are produced as a matter of the influence of one person on another. One way that people try to affect or change each other is through what they say. And when this is done, it is usually because the person being influenced uses his language skills to understand what is being said (Searle et al., 1980, pp. 42–43).

It's harder to tell between perlocutionary and illocutionary. For example, "Shoot her" had the illocutionary act of commanding, asking, recommending the addressee to shoot her, and the perlocutionary outcome of, for example, pushing or convincing the other person. A perlocutionary act is a non-conventional non-linguistic act. The first is in the speaker's hands, whereas the second is not (Abdulla, 2019, p. 8).

Every student is unique. They learn at their own pace and develop at different rates. Students need guidance from the lecturer to develop their perlocutionary acts through discussion, asking questions, suggestions, and clarification. Furthermore, lecturers could use speech acts to enhance teaching efficiency and promote active learning by motivating students and discussing critical questions.

3. Research Method

This research was designed as qualitative research since the data source is field notes data from students' experiences in teaching and learning activities of the Planning Assessment for Learning course at XYZ University. The research sample consisted of seven students who took the Planning Assessment of Learning course. A qualitative method is employed as the researchers are interested in exploring deeply, not testing any hypothesis nor improving by giving treatments. Data were collected through interviews, literature study, and class observation. Creswell stated that a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers (Creswell, 2015). In this qualitative research, open-ended questions are used so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. The researcher then transcribes and types the data into a computer file for analysis. Then, data were analyzed using Miles and Huberman's (1994) model

through three cycles, namely data reduction, data display, and conclusion. Each of the selected data from the reduction process was entered into a specified profile. Data were classified and categorized based on specified themes.

4. Results and Discussion

Teaching involves imparting knowledge that involves illocution. Lecturers play an important role in classroom interaction because they carry out some communication acts, such as asking questions, giving instruction, and explaining materials. The speech act in lecturers' teaching is a tool for implementing the plan and achieving learning goals. It becomes crucial because, through communication, lecturers either succeed or fail in implementing their lesson plans. In this digital learning context, lecturers faced more challenges in delivering the true meaning of their speech. All course content must be delivered through video conference meetings, which limits the lecture to simply using words with limited body language to give instructions and guidance. There are 60 students in this class who have different learning needs and different paces in understanding the course. The research findings indicate considerable confusion and misunderstanding in the Planning Assessment for Learning course. The results will be explained in the following discussion:

a. Students' Impression of Lecturers' Teaching

Four different lecturers taught the Planning Assessment for Learning course at University XYZ in four specific subjects (Children and Literature; Science and Technology; Art and Craft; and Physical Education), but they had one big project for the final. At the beginning of the course, lecturers explained all the assignments and their expectations, which differed from the previous year. This year, there is collaboration for the final project in four subjects of planning assessment for learning. Every lecturer has a different way of using speech acts. Students need to understand the meaning of the lecturer's speech act.

IN-1: I feel confused in this course. I don't understand the instructions. I don't know who I have to ask.

IN-2: It was different from the past semester.

IN-3: I got some misunderstanding about the assignment instruction. There was chaos because we had a communication problem with the lecturer. The lecturer apologized for giving the wrong instruction. We rarely got an immediate response from the lecturer when asking questions.

IN-4: This course is the hardest for this semester because four lecturers give different instructions and use different technologies and media.

IN-5: Students misunderstood the assignment instructions about how many articles they should create.

IN-6: A new format has been set for this course; we have got many instructions. We also had so many questions about the instructions. There are four lecturers with different intentions. Teachers also have high expectations of the students, but they are late in responding to students' questions.

Based on the data above, there is considerable confusion and misunderstanding

about the lecturers' speech acts in giving instruction. The lecturer created a directive speech act such as commands and orders, asking, suggesting, and giving advice depending on the context. According to Austin terminology, a speaker performs illocutionary acts with particular force, such as assertions, orders, declarations, and apologies (Vanderveken & Kubo, 2001, p.3). Teaching can involve illocutionary speech acts because teaching is not only to teach but also to declare or assert (Fisher, 2010, p. 507). When the lecturer is instructing about the assignment of the course, they use the illocutionary act. Speakers can perform illocutionary acts without declaring that they are doing so. But an illocutionary is defective when the speaker is not sincere or speaks in the wrong context (Vanderveken & Kubo, 2001, p.6-8). Speech acts in the teaching and learning context are usually used to accomplish the goal of learning (Curtis & O'Hagan, 2005, p.48). In order to achieve the purpose of learning, lecturers and students should have good communication competence.

In this digital learning context, the instruction should be student-centered (Motschnig-Pitrik & Holzinger, 2002, p.160). If student-centered instruction is inhibited, students perceive themselves as unable to manage their learning. As a result, there is no reciprocity or potential uptake for learning conventions, and the illocutionary act is rendered ineffective (Fisher, 2010, p. 510). The lecturer must be intentional in producing understanding in students through their speech acts when giving instructions. The lecturers must make sure that the students understand the instructions by giving them time to process the meaning of the lecturers' instructions. The lecturers must give the students a chance to clarify, challenge, ask questions, and then provide explanations as soon as possible. The capacity to be heard inside the academic atmosphere appears to be the bare minimum of any good student experience (Fisher, 2010, p. 508). Illocutionary speech acts are an essential aspect of the higher education environment, and reciprocity is required for them to occur (Fisher, 2010, p. 511).

Successful online courses, however, are the products of lecturers who allow their commitment to whom they teach, what they teach, and how they communicate to override their own fears about using technology. These lecturers are determined to explore the available technology that would benefit student learning. There is both an art and a science to successful online classes (Jung, 2015, p. 29). It is truly back to how the course is directed by the lecturers with bringing to the Christ-centered teaching in order to have the students oriented in mind.

b. Students' Response and Action to Lecturers' Speech Act

Searle (1979) states that directive speech acts are frequently used to make students do something through command, order, advice, and request. It happens because the lecturer often asks students to do something for a learning activity. The lecturers use illocutionary speech acts to make students do something to understand the content and the assignment in that course. Acts as consequences of the utterance by the lecturer are seen as acts of the students' perlocutionary acts.

IN-1: I just did the assignment according to my understanding. I don't understand the instructions.

IN-2: prepares me with many tasks to complete.

IN-3: We have many questions, but the lecturer is slow in giving a response.

IN-4: I did the assignment wrong because there was a misunderstanding with the instructions.

IN-5: It confuses me when doing the assignment. We need clarification from the lecturer about the instruction.

IN-6: I need time to understand the content and instructions that have been delivered, but suddenly there is new content.

IN-7: We didn't understand the instruction, so we needed to show our extra effort to do the assignment. Finally, we did the assignment wrong.

IN-8: We consult about the assignment with the lecturer repeatedly to clarify the proper intention and instruction of the assignment.

Based on the data above, students show their actions according to their understanding of the lecturers' instructions on assignments. Directive speech acts should be used by lecturers to control and manage the classroom by giving a series of questions, such as asking students to do something and checking students' comprehension of specific knowledge and information (Andewi & Waziana, 2019, p.32). Illocution speech acts concern the language's meaning, and perlocution acts include factual knowledge as the effect of understanding. Students have tried to comprehend the utterance they heard about doing the course assignment, but it does not meet the lecturer's expectations. In this case, students had perlocutionary effects when they concluded from the utterances and consequent reactions.

Students' images have been distorted because of sin, so they need help to restore God's characteristics and potential in them. God, Himself, took the initiative to save every individual out of loss and restore His image and likeness in its entirety (Colossians 3:10). Education is an extension of God's hand in the purpose of redemption. The role of the lecturer goes beyond just generating interest and guiding students. Teachers must also structure learning activities in such a way that students are exposed to God's demands in their lives (Wolterstorff, 2014, p.3).

Learners grow in confidence when lecturers know the material so well that they respond with empathy, skill, humility, and wisdom to students who need clarification, express doubts, or ask questions (Jung, 2015, p. 9). Living in the world context, already but not yet, will truly help the lecturers to help the students meet God in the way that the lecturers interact with them. It does not necessarily talk about what to teach in a particular subject but about who to teach, which is the students as the imago dei.

c. Students' Expectations for the Course

Communication between lecturers and students is regarded as an essential element to achieving effectiveness in learning. Communication will be effective if students can understand and respond to the lecturers' explanations. But, when there are some misunderstandings in communication, the true meaning and intention of the speaker are difficult to understand by the audience. As a facilitator in the learning context, the lecturer needs to provide strategies and evaluate their teaching to provide a meaningful learning experience for students.

IN-1: I hope we can get clear instructions about the course to understand the lesson's intention and perform better.

IN-2: I hope every lecturer has good preparation and communication for the course.

IN-3: Students need to be active learners, but it would be better if we got clear instructions and expectations for every assignment.

IN-4: In the process of learning, it would be great if every lecturer used the same technology or media as a platform for video conference meetings.

Communication is also essential for lecturers and students to grow together.

IN-5: Learning needs a commitment from the student to grow deeper, but we also need help from the lecturer to clarify and give an immediate answer to our questions.

IN-6: I would appreciate it if we had time to understand the content and assignment through discussion.

IN-7: if there is a big project for several subjects, the instruction must be discussed clearly by all lecturers. It will help the student understand the expectations of the assignment. Students also need to be active to meet the course's learning goals.

Confusion and misunderstanding between students and lecturers impact not only the development of knowledge but also their relationship. Communication plays a vital role in building lecturers' and students' interaction in learning. A comprehensive understanding of knowledge will be effectively taught in a harmonious relationship between lecturers and students. The lecturers are the key to inviting students to be involved in the learning process (Schleppegrell, 2004). Lecturers must ensure that students are clear enough about their learning expectations. It is important because the student is the focus of the teaching and learning process, so the course's expectations of learning must be taken from identifying the desired results based on the students' need for learning.

In the online classroom, students want an online instructor who is organized and communicative (Tanis, 2020, p. 1). Another research concluded that lecturers should provide active learning instruction to students in order to achieve the expected learning objective in an E-learning environment (Chou, Wu, & Tsai, 2019, p. 1038). Active learning instruction replaces passive listening with interactive discussions in which the students actively engage with the lecturer by discussing the materials or assignments. There is an acknowledgement that students want and need to be heard, and that there is a readiness and desire to promote student voice in higher education. It appears puzzling because students frequently feel silenced.' The speech-act theory explains how individuals of good will who are devoted to free expression might end up using a system in which students are silenced (Fisher, 2010, p. 508). Thus, lecturers must comprehend speech acts to apply the appropriate speech acts in their instructions.

Teachers are called to be in charge of what is happening in their classroom. a Christian lecturer must be able to guide students in the truth authentically and effectively. Lecturers should accept the possibilities and limitations of the fallen yet redeemed student. The preparation and structure of the lesson must be done carefully by lecturers based on students' learning needs, and they need to be responsible for every choice (Graham, 2009,

109-115). Students are created with different personality styles, learning preferences, and interests and develop at different rates. Lecturers need to reach all students, including the gifted, mid-level, and struggling learners (Althea Penn, 2013, p.88). Teachers mainly produce speech acts in their teaching and learning processes, so they must be produced intentionally for a specific function to control, motivate, organize, and evaluate the students for detailed information.

Online education is not about you; it is about us. Lecturers become the “sage on the side,” where “sage” means “service” (Jung, 2015, p. 19). This service is the way we proclaim Christ as the upholder, sustainer, and master in every single act that we do in the classroom. Moreover, as an online course lecturer, you must take on additional roles, including facilitator of group discussions, implementer of strategic interactions, observer and evaluator of progress, in-house mentor, on-call tutor, ready encouragement, and available guide (Jung, 2015, p. 19). It is necessary that the role of shepherd in the classroom will be a helpful way to support the student’s learning, especially as His disciple.

5. Conclusion

The findings of this study indicate that the application of the lecturers' speech acts in delivering assignment instructions resulted in some confusion and misunderstandings for students. Therefore, lecturers should use speech acts appropriately to create effective and meaningful learning for students. Students need guidance from the lecturer through discussion, asking questions, suggestions, and clarification. Teachers could use speech acts to enhance teaching efficiency and promote active learning by motivating students and discussing critical questions. It is recommended that lecturers take the course seriously by paying close attention to the illocutionary speech acts they use when instructing students, as it is expected to have a beneficial effect on students' comprehension, motivation, and relationships with them. Students also must comprehend the lecturers' intention to respond appropriately and avoid speech act failures. They need to collaborate in the way they deliver the instruction and classroom design so that the students will have the same voice in the practice. It is necessary to bring the whole class together with the explanation of four lecturers, especially on the same principle that the lecturer may conduct.

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in Teaching and Learning Activity. *Smart*, 4(2), 93–106.
<https://doi.org/10.26638/js.693.203X>



UPH PRESS

Penerbit UPH Press
Kampus Universitas Pelita Harapan
Gedung C Lantai 3
Jl. MH. Thamrin 1100 Lippo Village
Karawaci, Tangerang 15811

ISBN 978-602-5859-17-5 (PDF)

