Speech Acts in English Teaching-Learning Process in Twelfth Grades at SMA Negeri 3 Subang

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ABSTRACT

This research aims are to find out the types, the functions and meanings of speech acts in teaching-learning process. This study uses qualitative with descriptive qualitative as methodology. This study focused on utterances spoken by the English teacher in the teaching-learning process which were analysed using types of speech acts from Austin (1962) and Searle (1979). The data were collected through observations and documentation technique. Based on the study, there are 372 utterances produced by English teacher. There are (2%) utterances of locutionary acts, (87%) utterances of illocutionary acts, and (11%) utterances of perlocutionary acts. The results also indicated that were four functions and sixteen meanings.

Keywords: Pragmatics, Speech Acts, Teaching-Learning Process

INTRODUCTION

Humans always interact. In these interactions, humans usually need a means of communication, namely the process of transferring messages both verbally and non-verbally. Communication will also work perfectly if both the speaker and the listener are able to understand the relationship between the context outside the language and the meaning of the utterance. Like pragmatics, the branch of linguistics that studies the use of language in communication. Yule in Kusumo (2015: 2) stated that pragmatics is a branch of linguistics dealing with meaning in context. In other words, pragmatics can also be defined as a study of the relationship between linguistic form (structure) and the user of that form. Pragmatics covers several scopes; they are deixis, cooperative principles, implicature, presupposition and speech acts.

Discussing about speech act, according to Searle cited in Umar (2016: 12) stated that the speech act of utterance or the act performed by the utterance of a sentence is generally a function of the meaning of the sentence. Austin (in Coulthard, 1977: 17) cited in Sari (2014: 2), a speaker can perform three actions simultaneously in producing an utterance. They are locutionary act, illocutionary act, and perlocutionary act. The speech act is important in communicate, one of them in teaching and learning process, because it is part of language use and helps to express

thought and emotions. According to Edmund Amidon in Rajagopalan (2019: 6) defined teaching as "an interactive process that involves classroom conversations, primarily between teachers and students and during certain definable activities."

Curtis and O'Hagan (2005: 48) cited Swandewi (2018: 2) in teaching, both teachers and students will produce utterances in the form of statements, requests, questions, commands, gratitude, apologies, and so on. The utterances produced by teachers and student can have propositional and illocution meanings. In addition, by the utterances the teachers also want their students to do something in the classroom, especially actively participate in the educational process. This is commonly referred to as a perlocutionary act. The locution meaning, illocution meaning and perlocutionary are known as the actions that a speaker performs when speaking or are usually referred to as speech act.

This research focuses to found the types of speech acts in terms of locutionary acts, illocutionary acts, and perlocutionary acts conducted by Austin's and Searle's speech acts theory produced by teacher in English teaching-learning process. This research also analysed the functions and meanings of types of speech acts.

THEORETICAL FRAMEWORK

Pragmatics

Yule (1996: 3-4) cited in Sari, (2019: 7) stated that pragmatics is a study of speaker meaning that is conveyed by the speaker (or in writing) and interpret by the listener (or reader). Pragmatics covers several scopes, they are; presupposition, deixis, cooperative principle, implicature, speech acts, and politeness.

Speech Act

Cited in Sari, (2019: 12) John. L. Austin was the first who proposed theory about speech act. On his book entitled How to Do Thing with Words (1962) Austin states that speech act is a theory of performative language. Basically, when people say something, they not only produce an utterance containing the words, but they either do something or expect action in the utterance. In addition, Austin concludes that speech act is an utterance that replaces an action in a particular situation and for a particular purpose. The concept of Speech Act was first forward by Austin (1962), then followed by Searle (1969) and Yule (1996), which mentioned that a speaker frequently involved in three different acts when uttering a sentence. They are locutionary act, illocutionary act, and perlocutionary act.

Types of Speech Acts

According to Austin cited in Gultom, and Cindy (2017: 12), if the speaker intends to say something definite directly, without the speaker carrying out the contents of his speech, the intention is called locutions. Austin (1962: 108) cited in Sari, (2019: 15), states that illocutionary act as utterance that has a certain (conventional) power. On other hand, according to Searle in Rahardi (2005: 35-36) cited in Umar (2016: 13), the illocutionary act is the act of doing something with purpose and using a specific function anyway. This speech act can be regarded as the act of doing something. Austin in Umar (2016: 10) cited in Sari, (2019: 15), said perlocutionary act refers to the effect of the utterance on listeners, that is, the change in listener's thoughts or behaviour because of producing locutions and illocutions.

According to Yule (1996: 53) cited in Andewi and Waziana (2019: 30), one general classification system lists five categories of general functions carried out by speech acts. The first is declarations. The types of declarations are agreeing, betting, blessing, baptizing, confirming, condemning, declaring, disapproving, dismissing, naming, and resigning. The second is representative. The types of representative include stating, explaining, agreeing, predicting, confirming, informing, correcting, and disagreeing. The third form of speech act is expressive. The speech acts are greeting, apologizing, stating anger, stating annoyance, stating surprise, thanking, complimenting, stating pleasure, wishing, leave taking. The fourth type of speech act is a directive speech act. The types of directive are asking for questioning, requesting, suggesting, ordering, reminding, warning. The last one is commissive. The types of commissive speech acts are doing, guaranteeing, offering, promising, refusing, threatening, volunteering, and swearing.

Classroom Discourse

As cited in Sari, (2019: 23) The learning process of foreign language education requires classrooms as the primary environment for the learners to achieve their language learning goals. Wardhaugh (2006: 306) cited in Sari, (2019: 23) says that in the conversation in the classroom, the teacher is said to have the conversation itself. Teachers manage most of the important aspects of communication, such as topics and turn-taking.

METHOD

In this research, the researcher uses the descriptive qualitative method to analyse the data. Moleong (2013) cited in Hasyim (2020: 5) stated that descriptive qualitative method makes a

description or depiction to understand what phenomena are experienced by research subjects such as behaviour, perception, motivation, action, and others. The researcher used a descriptive qualitative method because the data was obtained in the form of utterances by teachers and students in teaching and learning process. The methods data collection of this research used observation and document. The researcher captures activities in the class during teaching-learning process. The subject for this research is conversation in class. The researcher tried to act as naturally as possible to not participate in the classroom communication. In the document techniques, the researcher used recording instruments, video camera and sound recorder in the English class in the form of acts of said locution, illocution, and perlocution by teacher during teaching-learning process.

Data analysis of this research used four steps. Data collection, data reduction, data display, and conclusion drawing. Validating the research results is essential in any type of research to influence the findings and analysis. If the data is invalid, the analysis is unreliable. According to Lodico et al (2010: 169) cited in Nurani (2015: 63), credibility, dependability, conformability, and transferability are among the criteria used to evaluate qualitative studies.

RESULT AND DISCUSSION

The Types of Austin and Searle's Speech Acts in Terms of Locutionary Acts, Illocutionary Acts, and Perlocutionary Acts Performed by Teacher.

No	Austin and Searle's Speech Acts.	Frequency	Percentage
1.	Locutionary Acts	7	2%
2.	Illocutionary acts	323	87%
3.	Perlocutionary Acts	42	11%
	Total	372	100%

The type that appears the most is the type of the illocutionary act with 324 utterances presented 87% of the total number of utterances. Perlocutionary acts are the second most frequent type, with 42 utterances representing 11% of the total number of utterances. Whereas in the last place is the locutionary type with 7 utterances which can be presented as 2% of the total number of utterances.

1) Locutionary Acts

Based on the findings there are 7 utterances with locutionary acts type of speech acts performed by teacher in English teaching learning process. The locutionary acts were used by English teacher consist a directive act. Below is an example of an utterance with the type of locutionary acts.

"Alright. If you are ready to study, I have some questions for you." **(C-IPS2/109/00:22-00:32)**

2) Illocutionary Acts

Based on the findings there are 324 utterances with illocutionary acts type of speech acts performed by a teacher in the English teaching-learning process. The locutionary acts were used by English teacher consist of a representative act, directive acts, expressive acts, commissive acts. Below is an example of an utterance with the type of illocutionary acts.

"What the mean news media?" **(C-IPS6/95/29:39-29:40)**

"Tolong bagikan satu meja satu." *(Please share it for one table one paper.)* **(C-IPS6/47/12:47-12:52**

3) Perlocutionary Acts

Based on the findings there are 42 utterances with perlocutionary acts type of speech acts performed by a teacher in the English teaching-learning process. The perlocutionary acts were used by English teacher consist of to convince the hearer, to get the hearer to say something, and to get the hearer to do something. Below is an example of an utterance with the type of perlocutionary acts.

"Oke, resources of information, what does it mean? Comment event by participants and then …" **(C-IPS2/133/04:59-05:08)**

"Oke, come on, Roby mana Roby?" *(Oke, come on, Roby, where's Roby?)* **(C-IPS2/224/55:01-55:06)**

The Function and Meaning of Types Speech Acts Performed by Teacher in English Teaching Learning Process at Twelfth Grades of SMAN 3 Subang

No	Function and Meaning of Types of Speech Acts		Frequency
1.	**Representative**	1. Stating	15
		2. Explaining	19
		3. Confirming	35
		4. Informing	9
		5. Correcting	11
		6. Disagreeing	3
Total			92
2.	**Expressing**	1. Greeting	1
		2. Stating Surprise	1
		3. Thanking	1
		4. Stating Annoyance	9
		5. Complimenting	10
Total			22
3	**Directive**	1. Asking for Questioning	133
		2. Requesting	1
		3. Suggesting	8
		4. Ordering	63
		5. Reminding	2
Total			207
4.	**Commissive**	1. Promising	2
Total			2
Total of function and meaning of speech acts			323

1) Representative

In this research, 92 utterances with representative functions are found, and there are 6 meanings, including stating, explaining, confirming, informing, correcting, and disagreeing. Here are some examples of utterances with representative functions:

"I'am sure in you understand about eight people." **(C-IPS6/47/12:47-12:52)**

"Tidak, yang itu yang background eventsnya." *(No, that one is the background event)* **(C-IPS2/253/1:02:45-1:02:48)**

2) Expressive

In this research, 22 utterances with expressive functions are found, and there are 5 meanings, including greeting, stating surprise, thanking, stating annoyance, and complimenting. Here are some examples of utterances with expressive functions:

"Si Aldi gak pernah mau angkat tangan." *(Aldi never wants to raise your hand.)* **(C-IPS6/35/08:41-08:53)**

"What? So many. Who are they?" **(C-IPS2/110/00:37-00:41)**

3) Directive

In this research, 207 utterances with directive functions are found, and there are 5 meanings, including asking for questioning, requesting, suggesting, ordering, and reminding. Here are some examples of utterances with directive functions:

"What is the meaning of newsworthy?" **(C-IPS 6/10/04:16-04:20)**

"Oke, do you know why they are absence?" **(C-IPS2/111/00:59-01.01)**

4) Commissive

In this research, 2 utterances with commissive functions are found, and there are 1 meaning, including promising. Here are some examples of utterances with commissive functions:

"Oke, nanti penilaiannya berarti bukunya tinggal di kumpulkan saja. Saya lihat, sudah sesuaikan belum." *(T: Okay, then about the scoring, that means the book just needs to be collected. I'll see if it's appropriate or not).* **(C-IPS2/266/1:06:31-1:06:48)**

The discussion of research findings related to research questions, namely (1) the types of speech acts found in twelfth graders at senior high school 3 Subang, and (2) the functions and meanings of types of speech acts found in twelfth graders at senior high school 3 Subang.

The Types of Austin and Searle's Speech Acts In Terms of Locutionary Acts, Illocutionary Acts, and Perlocutionary Acts Performed by Teacher.

1) Locutionary Acts

According to Austin cited in Gultom, and Cindy (2017: 12), if the speaker intends to say something definite directly, without the speaker carrying out the contents of his speech, the intention is called locutions

T: Oke, let's continue our material. Come on, are you ready to study?

Ss: Ready.

T: Alright. If you are ready to study, I have some questions for you. **(C-IPS2/109/00:22-00:32)**

In the dating exemplified above is a type of declarative from locutionary act. The teacher prepares the students to start learning. She asks the students if they are ready to learn, and they reply that they are. Then the teacher says that she has a question. The utterance given by the teacher to the students contains the declarative meaning of locutionary acts. The utterance has no certain meaning in it, and it is easy to be understood by the hearer, namely the students. The teacher hopes that with her utterance the students will pay attention to her.

2) Illocutionary Acts

According to Searle in Rahardi (2005: 35-36) cited in Umar (2016: 13) The illocutionary act is the act of doing something with purpose and using a specific function anyway.

T: Tolong bagikan satu meja satu.

(T: Please share it for one table and one paper.) **(C-IPS6/33/08:00-08:01)**

In the speech act, the teacher prepared several sheets of paper containing news item text and some questions for students to work it. The teacher asks one of the students at the front desk to help her distribute the paper to all students. The utterance is related to illocutionary acts because what the teacher says is not just an ordinary speech, but it has a certain power, which is asking or commanding the hearer to do something.

3) Perlocutionary Acts

Austin in Umar (2016: 10) cited in Sari, (2019: 15), said perlocutionary act refers to the effect of the utterance on listeners, that is, the change in listener's thoughts or behaviour because of producing locutions and illocutions

T: Oke, resources of information, what does it mean? ***Comment event by participants and then …*** **(C-IPS2/133/04:59-05:08)**

In the dating exemplified above is a type of to get the hearer to say something of perlocutionary acts. The utterance given by the teacher in the example above has the effect for the hearer to say something. The teacher asks various questions related to the news item material to the students, then the students try to answer the questions given by the teacher. In some of the utterances, when the teacher asks the students, she gives a sentence to ask the students to continue or add words to make it a complete answer.

Function and Meaning of Speech Acts Performed by Teacher in English Teaching Learning Process at Twelfth Grades of SMAN 3 Subang.

According to Yule (1996: 53) cited in Andewi and Waziana (2019: 30), one general classification system lists five categories of general functions carried out by speech acts, there are declarations, representative, directive, expressive, and commissive.

1) Representative

Representative is a type of speech act that states what the speaker believes. The representation types found were stating, explaining, confirming, informing, correcting, and disagreeing. Below are examples of utterances that have the function of representatives.

*T: Oke, let's see here. Coba perhatikan. Eight people .. **I'am sure in you understand abouteight people.***

(T: Oke, let's see here. Please attention. Eight people .. I'am sure in you understand about eight people.) **(C-IPS6/47/12:47-12:52)**

In the example above, the utterance has a representative function with a stating meaning. Before, the teacher asked one of the students to read one sentence in the first paragraph of a news item text that had been distributed. After the students read the sentences in the text, the teacher asks all students to pay attention to the text again. Then she reads it, believing that the students know the meaning of the words "eight people." in the text. Stating or assertive means asserting what the speaker believes, usually related to conveying facts or opinions.

2) Expressive

The second form of speech act is expressive, which expresses the speaker's feelings. The expressive types found were greeting, stating annoyance, stating surprise, complimenting, and thanking. Below are examples of utterances that have the function of expressive.

T: Si Aldi gak pernah mau angkat tangan.

(T: Aldi never wants to raise your hand.)

S: Barusan Aldi angkat tangan, Miss.

(S: Aldi just raised my hand, Miss.)

T: Gak keliatan. I can't see you. "Yes, mam, I'm here." ya I can't see you.

(T: I can't see you. I can't see you. "Yes, mam, I'm here." yes I can't see you.) **(C-IPS6/35/08:41-08:53)**

The teacher shows her expression because she wants to express her feelings. In the utterance, the teacher showed her annoyance expression to one of the students. when the teacher absent one of the students named Aldi, and thought he was still outside the class. However, the student named Aldi was apparently in the classroom earlier. The teacher immediately reprimanded him because Aldi did not seem to show his presence, who was seen sitting in the back seat. Aldi had denied the reprimand given to him. Then the teacher denied back and gave a strong statement. To indicate annoyance with something or someone's actions, one uses the annoyance expression.

3) Directives

The third type of speech act is a directive speech act, which is when a speaker tells a hearer to do something. The directive types found were asking for questioning, requesting, suggesting, ordering, and reminding. Below are examples of utterances that have the function of directive:

T: Oke, do you know why they are absence?

S: Sick. **(C-IPS2/111/00:59-01.01)**

The above utterance can be included in the directive function with the meaning of asking for questioning because even though the teacher does not ask questions related to the material, the speaker still asks the speech partner to respond to the questions that are given. As in the example above. The teacher asked the students about the reasons for the absence of six students. Then one of the students said that they were sick. From the above conversation, the question and response can be considered that the form of utterance means asking for questioning of the directive function.

4) Commissive

Commissive is a speech act performed by speakers to bind themselves to future actions. In this research, the commissive functions that appear are only utterances that have a promising meaning. Below is an example:

T: So, it is clear for you to understand of the news item? Bagaimana? Jelas?

(T: So, it is clear for you to understand of the news item? How? That's clear?)

Ss: Jelas.

(Ss: It's clear.)

T: Oke, nanti penilaiannya berarti bukunya tinggal di kumpulkan saja. Saya lihat, sudah sesuaikan belum

(T: Okay, then about the scoring, that means the book just needs to be collected. I'll see if it's appropriate or not). **(C-IPS2/266/1:06:31-1:06:48)**

The example above is a teacher's utterance that has a commisive function and promising meaning. It is proven by the existence of a binding utterance to do an action in the future. Promising is when you make a promise, you tell the other person that you will certainly do something. The hearer will have expectations of the speaker when they make a promise. In the above utterance, the teacher promised the students to do an assessment on the assignment that had been given. The teacher asks all students to collect the results, and they will get a score.

CONCLUSION

Based on the researcher's analysis of the types and function and meaning of speech acts used by teacher and students in teaching-learning process, the researcher found 372 utterances. The illocutionary acts of speech acts were found to be dominantly produced by teacher (87%) when compared with two other types. The perlocutionary acts (11%) and the lo*cu*tionary acts only (7%). The classification of functions and meanings of the types of speech acts produced by the teacher in the English teaching-learning process are the representative function with 92 utterances with the meanings of stating, explaining, confirming, informing, correcting, and disagreeing. The meaning of the representative function that appears the most is confirming with 35 utterances. Expressive functions with 22 utterances in the meaning of greeting, stating surprise, thanking, stating annoyance, and complimenting. The meaning of expressive functions that appears the most is complimenting with 10 utterances. Directive functions with 207 utterances in the meaning of asking for questioning, requesting, suggesting, ordering, and reminding. The meaning of directive function that appears the most is asking for questioning with 133 utterances. Commissive functions with 2 utterances in promising meaning.

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