

Critical Analysis of the Austin's Theory in Communication: Are Speech Acts the Basic Unit of Meaning?

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Abstract

A tool of social interaction or a tool of human communication is nothing but language. What is agreed with communication is a place where humans can convey information such as thoughts, ideas, intentions, and emotions. This study discusses the meaning of utterances that carry critical speech acts in different situations. This study research in this journal to examine J. Austin's Speech Theory of Action. This study criticism of Austin's Speech Theory of Action. In researching this journal use qualitative research methods to make it easier for this study and make it easier for readers that there are a number of Austin opinions that are lacking explanation, speech acts are the basic unit of meaning to express meaning of speech that contains a purpose, this journal is made to help students who are less critical in thinking become more critical.

Keywords

language, communication, human, critic, information

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INTRODUCTION

Language is a tool of social interaction or a tool of human communication (Alston, 1964). In every communication, humans convey information that can be thoughts, ideas, intentions, feelings, and emotions directly. According to real experience, the language always appears in the form of individual actions or speech acts. Therefore every study of language structure must start from the assessment of speech acts. Speech acts are concrete manifestations of language functions.

In everyday life, humans use language as a communication tool. The language used varies, depending on the situation, speakers, and a speech partner. The situation in speech can be relaxed and can also be an official situation.

Speakers and speech partners can be seen from the status, age, and gender. Speeches produced by humans in communication can be observed and researched. Language is a symbol system that consists of sounds that use arbitrary (arbitrators) used by members of the community to mutually related and involved (Bussmann, 2006).

Language includes two fields, namely sound/vowel and meaning. Language as vowel, meaning something that is produced by human speech utensils which are sound-like is a device-activated vibration listener. While the language is the meaning means the contents contained in the sound current that causes a reaction or other people's responses (Cook, 2003).

Making and receiving criticism can be difficult because no one wants to be told that he is the right person is wrong. In fact, criticism is a speech act that is very important in people's daily lives. More and more people see criticism as a panel from which they can improve their performance or ways to do things better. It is commonly used by people in almost all cultures. However, this speech the action really depends on the situation where the speaker must know how to do the act of talking consider aspects such as the listener, the relationship with the listener, the topic, the purpose speech, and appropriate forms of language for speech acts.

LITERATURE REVIEW

Austin (1962) grouped illocution into five, namely 1) representative (for example: demanding), 2) commissive (for example: promise), 3) directive (for example: requests), 4) expressive (for example: say thank you), and 5) declarations (for example: designation). Expressive speech acts according to Ringbom (1987) is a speech act produced by speakers with the aim that his speech was interpreted as an evaluation of the things mentioned in the speech.

Searle (1980) divided the expressive speech act into seven, namely 1) expressive speech acts with criticizing indicators, 2) speech act expressive with complaining indicators, 3) expressive speech acts with indicators blame, 4) expressive speech acts with praise indicators, 5) expressive speech acts with indicators expressing thanks, 6) expressive speech acts with indicators congratulate, and 7) expressive speech acts with flattering indicators.

Austin (1962) mentioned that basically when someone says something, he also does something. The statement then underlies the birth of speech act theory proposed by Yule (1996), that speech acts are actions taken through utterances. Whereas McKay (1999) defined speech acts as a functional entity in communication, so it can be concluded that speech acts constitute utterances that contain actions as a functional entity in communication that considers aspects of the speech situation.

The study of speech acts has been a central concern of pragmatics, especially in cross-cultural pragmatics (Blum-Kulka, House, & Kasper, 1989). The present study examines the meaning of utterances that carry the speech act of criticism in different situations. According to Blum-Kulka et al. (1989) pragmatics is the study of acting by means of language, of doing things with words (e.g., persuading, refusing, and apologizing). Through the pragmatics of language use, one could better understand how language is used and how it is interpreted in a given context.

Accordingly, to be pragmatically competent, a speaker needs to have the ability to understand and produce socio-pragmatic meanings with pragmatological conventions (Kasper & Roever, 2005). In other words, the speaker needs to have the ability to act and interact by means of language. The present study focuses on Iranians' perception and production of the speech act of criticism. The pragma linguistic conventions of the speech act of criticism cover three essential dimensions: choice of strategy and directness level, choice of internal modification through the addition of mitigating or aggravating modality markers, and choice of external adjustment utilizing supportive moves, introductory or after the head act.

At a socio-pragmatic level, how speakers choose to formulate a criticism and, more specifically, the amount and type of modification chosen, is affected by several social and situational/contextual variables. The most widely discussed and tested variables are social variables like the social distance, social power, and imposition of the requested act, having been proposed by Brown and Levinson (1987) influential model of politeness. The present study focuses on the choice of strategy and directness level and the mitigating function of the dimensions of external modification. Accordingly, the study provides a valuable insight into Iranian culture. It is believed that this culture has its own unique set of conventions, rules, and patterns of communication when performing the speech act of criticism.

Empirical studies on speech acts show that the same speech acts are very likely to be realized in very different ways of cultural differences. According to the main objective of this research is to examine Iran's perception and production of speech acts of criticism. Speech Theory is the dialogical terms of the nature of communication and decentralizing the speaker-centred meaning in communication (Austin, 1962).

From the view on the main arguments for *Doing Things with Words* (Austin, 1962), theory of meaning use contributes to criticizing failure theory of referential meaning. Criticisms are coded according to strategy realization and external modifiers. The overall findings indicate that the use of the direct strategy outlines that it is indirect

mitigation strategies and tools. However, one distinctive feature of this data is politeness is achieved through the use of mitigation tools.

Speech acts research has been done a lot. Huysmans (2011) conducted a research and found types of speech acts carried out when speaking, namely locution, illocution, and perlocution. Locution is to say a certain sentence that has a meaning and reference. Illocution is the act of informing, stating a message, warning, with sayings that have certain powers. Perlocutionary is the effect that results from saying something, like convincing, persuading, deter, and even say, shock or mislead.

Furthermore, Ballmer and Brennstuhl (2013) had already examined non-literal direct speech acts on Malay families who speak Malay Manado. As a result, 1) direct speech acts are not literal in Batih families who are Malay language Manado is spoken in the form of command sentences, news sentences, and interrogative sentence; 2) innate meaning that is implicit in every speech understood by every family member, both acting as a speaker and speech partner.

RESEARCH METHOD

This study used a descriptive qualitative method. To gain data from some cases, the researchers used qualitative data resource; the study was conducted on a group of people. This research analyzed naturally every action occur based on theory speech act from the kind of speech act to be representative, directive, commissive, expressive, and declaratory. The focus of this research is to find the type of speech act, direct and indirect and their speech acts classification of the kinds of ACST sayings, which can be formulated into representative, direction, commissure, expressive, and declaration.

The qualitative descriptive study tends to be interesting from the general principles of naturalistic inquiry. The naturalistic question implies only a commitment to learning something in its natural state, or what it is so far as is possible in a research company (Lincoln & Guba, 1990), namely anywhere naturalistic study, no initial selection of variables for learning, no variable manipulation, and there is no a priori commitment to one theoretical view from the target phenomenon.

Thereby, naturalist questioners will use the technique which allows the target phenomenon presents itself. This research can be categorized as pragmatic and also a discourse analytical study because this research is related to the study of the meaning by the speaker and that needs to be analyzed as a study of discourse analysis using speech acts theory.

FINDINGS AND DISCUSSION

Most people who hear the theory of speech art will connect directly with Austin because it was his thought that made the theory famous it turned out that the speech art theory had emerged during the time of the plateau which arose from the thought of Aristotle. Following the opinion of Spradley quoted by Sugiyono (2007) that in qualitative research, there is a social situation, namely place, actor, and activity.

Various pragmatic studies on speech acts had been carried out parties, both in the form of final studies such as theses and studies published in journals. Communication competence is a set of behaviours related to something useful and appropriate for interaction. According to Mickunas and Pilotta (1990), three dimensions in communication competence are cognition, attitude, and skills. Cognition refers to the awareness or understanding of information about behaviour that must be done to have reliable communication competencies. Attitudes are related to feelings, hopes, and affective needs, whereas skills refer to the actual actions chosen to be feasible in the context of communication.

According to Halliday (1996) there are seven functions of language, namely:

1. Instrumental functions
Instrumental function aims to manipulating the producing environment certain conditions so that it causes an event occurred.
2. Regulation function
This function acts to supervise and control events.
3. Representational functions
Representational functions are the use of language to make a statement or convey facts.
4. Interactional function
The interactional function is for guarantee and strengthens durability and continuity social communication.
5. Personal function
Personal function provides opportunities to a speaker for expressing his feelings, emotions, personally, as well as its reactions which deep.
6. Heuristic function
Heuristic function involves the use of language to obtain science and study intricacies of the environment.
7. Imaginative function
Imaginative function is a system, ideas, or imaginative stories. Telling fairy tales, reading jokes, or writing novels is a practice of using functions imaginative language.

Speech act theory is further elaborated by linguists (Tarigan, 1989). Austin (1962) distinguished three types of speech act, namely locution, illocutionary act, and perlocution. Every speech has the linkage between acts of locution, illocutionary acts and perlocutionary acts. So every sentence has the possibility of being an act of locution, illocution and acts of perlocution.

In this research found that one speech is not always just contains one illocutionary act only but can also have two acts of illocution. Apart from that, it doesn't all illocutionary acts experience success; there are illocutionary acts who experience no success to the partner; this section will describe the actor, situation and location or place.

Furthermore, in language research, according to Pishghadam and Sharafadini (2011) the method is used can be a viewing method. By questioning the relationship

between language and reality, at the same time, the position of language in the ontological order is distinguished in four levels of reality, namely:

- objects in the world, which gives rising
- internal copies in the human soul in the form of concepts, which in turn are represented in the form
- external signs in the form of sound, which then symbolized again in the way
- writing

The first and the second levels are the same and universal for all humans, the difference is the symbol in third and fourth levels with this distinction. In the framework of establishing the object of logical study, the third and fourth levels with this distinction (Searle, 1980).

Aristotle (Bhaskaran & Smith, 1990) established grammar and logic as two independent disciplines with separate objects. Grammar studies language as part of the material world in the form of sound or writing. Logic is studying language as a representation of objects in the world. Aristotle also distinguishes sentences into propositions and not propositions. Propositions are sentences that describe reality, and therefore can be true or false. By this nature, a proposition is the only object of logical study. Whereas sentences are not propositions, such as questions, commands, and prayers, because they cannot be right or wrong, are considered to be meaningless or merely arbitrary. At this point, for the first time, the dominance of logic and the emphasis on propositions in language studies was echoed.

Austin (1962) argues that speaking activities are not only limited to speaking something but also doing something based on that speech. Whereas according to Chaer and Agustina (2004) speech acts are individual symptoms, are psychological, and their survival is determined by the language ability of the speaker in dealing with certain situations. In speech acts, it is more seen in the meaning or meaning of the actions in the speech.

Tarigan (1989) stated that in relation to speech acts, each particular utterance or expression consists of a specific meaning and purpose. In other words, both parties, namely the speaker and the interlocutor, are involved in an objective goal-oriented activity. By this information, the instruments in this study refer to the speech act theory.

CONCLUSION

This paper has examined Austin's theory of about speech act or the use of meanings to criticism failure of the referential theory of meaning. The focus is on the difference between illocution and perlocution based on the concept of the convention described by Austin. The current study examines the critical strategies used in communication. This research proposes to everyone to choose more indirect strategies than direct strategies in criticism. As a result, the meaning of the listener and the multiplicity of interpretations is derived even though it shows a dialogical nature communication. In addition, articulate two other problems that result from decentralized meaning in the context of dialogue.

However, a dynamic which is realized and reproduced by language use. Another problem is related to epistemology. An inevitable fact is that no one other than the speaker can access the meaning of the illocutionary act carried out by the speaker.

In the sense that the theory reflects the sensitivity of the times, indeed, consumers such theories tend to perceive a sense of reality in theory. Nevertheless, it often happens that a theory constructed in this way reduces humanity and existential reality.

In speech art we will encounter many parts that can be examined as well as criticism in communication. Furthermore, it is said that this also is in accordance with the concept of action flattering faces and threatening actions of the postulated politeness theory. Thus, flattering expressive actions the face of the speech partner can be categorized as a positive expressive speech act. Otherwise, Expressive actions that threaten the face of the speech partner can be classified as speech acts negative expressive.

Speech act theory pay attention to what people do (with language) with language functions, by focusing the meaning of utterance as action, the speech act theory offers an approach to discourse analysis in terms of what is said to be broken down (segmented) into units that have a communication function which can be identified and labeled. In the interaction between the speaker and the speech partner, three speech acts take place simultaneously.

The nature of dialogic communication is replaced by a monological view communication, the direct use of language in specific contexts is replaced by the abstract vain rules, and the dynamics of conventions, language and meaning are replaced with statics. The social scientific theory is often engulfed by social trends.

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