A Material Development of Speech Act as its Contribution For a Vocational High School English Handbook at an Eleven Grade

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Abstract. Theis research has a prominet goal, idenitfying types of speech acts uttered by an English teacher at a vocational high school. This work uses Searle's theory to discover the dominant kinds of speech act employed by the teacher. The researchers also investigated the additional utterances in showing learning movement. The research methodology is descriptive-qualitative research, where the researcher found three kinds of speech act uttered by the teacher; directive, representative, and expressive. The researchers calculated the data finding and found 297 utterances which comprised of 246 directives utterances or 82,83% of overall data, 45 representative utterances or represented the 15.15% of data, and 6 expressive utterances which covered 2,02%. The most obtrusive was directive speech acts (82.83%) and the less frequent was expressive speech act (2.02%). The most obtrusive was directive speech acts because the teacher often used directives (questioning) to handle the students in the classroom and made sure that the students understand the aims of the English material.

Keywords: Speech Acts, Analysis, Utterances

1. Introduction

This study is intended to identify English teacher's speech act while teaching English at SMK N 6 Semarang. An action via utterances is called speech acts as Searle (1975) cited on Griffiths (2006:148) who state that speech act is the basic unit of linguistics interaction, such as giving the warning to greet, apply for, tell what, and confirm an appointment. Every utterance both spoken and written is speech acts of human. Speech acts are usually divided into several specific kinds; complaint, invitation, apology, promise, request or compliment. One of the ways of human communication is like classroom communication, spoken between a teacher and students in a teaching-learning activity, in a classroom.

To investigate the speech acts in classroom activitis, this study empolyed descriptive qualitative method. This method is used to describe, explain, and analyse the phenomenon occurred behind the data. This is in accordance with Sumanto (1995: 75) cited in Pupuh Faturahman (2011: 100) who states that descriptive method is a research that is attempted to observe problems systematically and accurately about the facts and the nature of certain objects.

This study probes; (1) speech acts delivered by the teacher during the teaching process, (2) additional speech acts expressed by the teacher which are unavailable in an English textbook, and (3) additional utterances used by the teacher.

Previous Study

The researcher has learned some studies from previous researchers which could be used as referential data. One of the previous studies was found in Agus Susanto's work (State Islamic Institute of

Surakarta) entitled An Analysis of Speech Act on English Learning Process at SMP AL-Islam Surakarta in Academic Year 2015/2016. The research focused on the pragmatic of illocutionary speech acts used by an English teacher, especially on the analysis of the speech act, specified in illocutionary acts. The object of his research was an English teacher of a junior high school in Surakarta. The second study quoted in this study is from Destra Wibowo Kusumo (Yogyakarta State University) entitled A Pragmatic Analysis of Illocutionary Acts in English Teaching-Learning Process at SMA N 1 Wates Kulon Progo. The result of the research showed that there were four types of illocutionary acts performed by the teacher in classroom communication. The third study is from Rina Yuliana's journal (Universitas Sebelas Maret) entitled *Daya Pragmatik Tindak Tutur Guru Dalam Pembelajaran Bahasa Indonesia Pada Siswa Sekolah Menengah Pertama*. The researcher focused on describing types of speech acts used by English, in teaching-learning Indonesian and pragmatic power contained in the speech act Indonesian teacher class at VIII F SMP Negeri 2 Kebakkramat Karanganyar. The three previous studies are similar to this research. In fact, this research is different from the previous studies of the research purposes. The subject of this research is an English teacher at SMK N 6 Semarang and the purpose of this research is to find the speech act utterances delivered by the English teacher and to find out the additional utterances which are not listed in the textbook during the teaching process.

Definition of Pragmatic

According to Yule (1996: 4), cited by Afriani (2015:92), states that pragmatics becomes interesting due to the investigation of meaning using language that relates to context. The focus of pragmatics analysis is on the speakers' intention, expressed by utterances instead of rather than on the meaning of the sentences or words itself. It means that pragmatics studies the of language use within the context. This concerns the aspects of pragmatics which focuses on the meaning of speakers' utterances in conversation. In this case, the researcher focuses on English teacher utterances.

Definition of Speech Act

Every action that is delivered using language is called as a speech act. Kreidler (2001:176) states that an utterance is "an act of speech or writing; it is a specific event at a particular time and place and involving at least one person, the one who produces the utterance, but usually more than one person". Human speech act is uttered both in oral and written and it is an act of human as a result of language production. It becomes labels in particular sitution when people woul like to make complain, invitation, apology, promise, request or compliment.

In this study, the researcher investigates and categorises speech acts based on the teacher's utterances.

Types of Speech Act

a. Assertive or Representative

Assertive is to have a committement in saying the truth eventhough that's an expression of proposition. Beside, assertive or representative is also to state truth in the world.

b. Directives

Searle defines directive speech act as a result of expressed language manivested with action done by the hearer. This act makes the hearer doing something through words.

c. Commissives

Commissives are those illocutionary acts whose point is to make the speaker to do sactions in future.

d. Expressives

Expressives is to express the psychological statement, specified and expressed sincerely and proporsionally by a speaker in a particular situation based on a content.

e. Declaratives

Declaratives mean a declaration that performs in an act that has been successfully

performed. Based on the types, the researcher wants to analyse and categorise the speech act based on the teacher's utterances during teaching, performed by the students as an act.

Definition of Speech Act

A cutting (2002) said that factors which are based on context are crucial to study, since they have relations to discourse in pragmatics study. It can be said that a speech act is based on the context because the context affects the illocutionary functions. In conclusion, people can take commands, apologies, requests, promises, and etc through speech act. In this study, the researcher wants to analyse and categorise the speech act based on the English teacher's utterances.

Definition of Material Development

Based on Tomlinson (2012:143), material development is to develop is having a process in producing something as materials for learning a languge that include, materials evaluation adaptation, design, production, exploitation and research. In conclusion, material development is used to evaluate learners to study about language and the material can be from a textbook, an exercise book, a cassette, a video, or in short anything inform about language being learned. In this research, the researcher wants to use the findings as a contribution as the material development from an English textbook that is relevant to a topic that relates to utterances.

2. Method

This research employed descriptive qualitative method to describe, explain, and analyse the phenomenon which occurred behind the data. This is in accordance with Sumanto (1995: 75) cited in Pupuh Faturahman (2011: 100) who states that descriptive method is a research that is attempted to observe problems systematically and accurately about the facts and the nature of certain objects. In this research, the researcher uses observation and documentation. The researcher uses

recording instruments to record the classroom dialogues and the English teacher dialogues, in order to collect the data. The research data used is utterance delivered by the English teacher during the classroom interaction.

3. Research Finding and Discussions

Research Finding

To answer the objectives of the study, the researcher divides it into two sections. The first is to find the speech act used by an English teacher. The second is to find the most dominant speech act uttered by the teacher. The third is to find the additional utterances spoken by the teacher.

Speech Act Findings

The researcher observed, collected, reduced, and grouped the data of the teacher's utterances that contain illocutionary acts forced. In this research, the researcher found 297 utterances from the observation. Then, the researcher classified and analysed them into illocutionary acts function. Types of illocutionary acts are discussed, five of therm are: declarative, expressive, directives, representative, and commissions performed by an English teacher.

Table of Data Findings

No.	Illocutionary Acts	Frequency	Percentage %
1.	Declaratives	0	0%
2.	Representative	45	15.15%
3.	Expressive	6	2.02%
4.	Directives	246	82.83%
5.	Commisives	0	0.00%
Total		297	100%

The table shows 297 data contains illocutionary acts. The directives are the most dominant type of illocutionary acts used by the teachers. They are 246 data (82.83%) containing directives acts. The declarative and commissions are the lowest rank frequency of illocutionary acts with 0 data (0%).

Additional Utterances Findings

The researcher found that the teacher was improving her utterances because she used additional utterances expressed by herself and it was not included or written in the handout.

Table 1 of The Data Findings of Giving Suggestions

NO.	SPEECH ACT IN THE TEXTBOOK	TEACHER'S SPEECH ACT		CATEGORY OF ILLOCUTIONARY ACTS
		SIMILAR WITH THE TEXTBOOK	OUT OF THE TEXTBOOK	
1.	Let's...	- Let's have fun. - Let's go to see the movie. - Let's drink some water.	-	Directives
2.	Why don't we ...?	-	-	Directives
3.	We could ...?	-	-	Directives
4.	What about ...?	-	- Do you want me to accompany you to UKS? - Do you want me to give you some drinks?	Directives
5.	How about ... ?	-	-	Directives
6.	I suggest that ..	-	-	Directives
7.	You might want to change ...	-	-	Directives
8.	I think	-	-	Directives
9.	I don't think ...	-	-	Directives

Table 2 The Data Findings of Giving an Offer

Table 1 and Table 2 show the differences between the teacher's utterances and the English text book's phrases us as utterances. "Textbook" columns show some utterances are written in the English textbook and "Findings" columns shows some utterances spoken by an English teacher during teaching-learning activities.

NO.	SPEECH ACT IN THE TEXTBOOK	TEACHER SPEECH ACT		CATEGORY OF ILLOCUTIONARY ACTS
		SIMILAR WITH THE TEXTBOOK	OUT OF THE TEXTBOOK	
1.	May I ...	-	-	Directives
2.	Can I ...	- Can I help you to do it? - Can I give you some medicine? - Can I entertain you?	-	Directives
3.	Shall I ...	- Shall we help you to do it? - Shall we go to the UKS? - Shall we listen to music? - Shall we go to the library tomorrow?	-	Directives
4.	Would you ...	- Would you like to go with me tonight?	- Could you like me to help you to do it? - Could you like me to give you some drinks?	Directives
5.	How about me...?	-	- You should eat some meal. - You should go to the canteen. - If I were you, I would drink some water.	Directives

The differences between the "Text Book" and "Findings" columns proves that the teacher used some additional utterance that she made by herself and it was out of the textbook. There were eighteen additional utterances spoken by the teacher in teaching-learning activities.

Discussion

The researcher discusses the research findings in three sections, (1) to find out the speech acts delivered by the

teacher during the teaching process. (2) to find out if there are additional speech acts expressed by the teacher which are unavailable in the textbook. (3) to find out the additional utterances used by the teacher.

The result of the data finding on the first objective of the study was three kinds of the illocutionary act were uttered by the teacher. There were representatives, expressive, and directives. The commisive and declarative are not found in this research. The second data findings are there were additional speech acts conveyed by the teacher while teaching in the classroom. The third data finding of objective of the study which was the additional utterances spoken by the teacher. There were eighteen additional utterances spoken by the teacher in teaching-learning activities.

4. Conclusion

The speech act used in the utterances delivered by the teacher during the teaching. There are three kinds of illocutionary act uttered by the English teacher: representatives, expressive, and directives. Meanwhile, commisives and declarative are not found in this research.

In this case, directives are the most dominant illocutionary acts with 246 data (82.83%). Then representative with 45 data (15.15%) and the last is expressive with 6 data (2.02%). The most dominant illocutionary function is questioning with 148 data (37,27%). On the other hand, the fewest illocutionary function is clarifying and suggesting with only 1 datum (0,25%).

There were eighteen additional utterances spoken by the teacher in teaching-learning activities at SMK N 6 Semarang. The additional utterances are *"Do you want me to accompany you to UKS?", "Can I help you to do it?", "Shall we help you to do it?", "Could you like me to help you to do it?", "Do you want me to give you some drinks?", Shall we go to the UKS?, Can I give you some medicine?, Shall we listen to music? Can I entertain you?, Let's go to see the movie., Would you like to go with me tonight? Shall we go to the library tomorrow?, Let's have fun., You should go to the canteen., If I were you, I would drink some water., Let's drink some water., and You should eat some meal."*

The researchers suggest the English teacher in SMK N 6 Semarang to develop and keep the practice method. The teachers should give more attention to choose utterances. The illocutionary act used by the teacher is crucial in the teaching process. Moreover, the teacher can use illocutionary function optimally to assist students in developing their knowledge and critical awareness.

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