ANALYZING SPEECH ACT FOUND IN THE EFL CLASS

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Abstract

In teaching learning, lecturers teach the students with a good sentence. But there is one of students may not understand what she said although in grammatically is correct, so it will happen miscommunication between lecturer and student. This research concerns in the classroom interaction in Class I,J as the main data of this research because there are many speech acts especially categories of speech act employed by lecturer and students in the interaction related to the context and situation. This research belongs to descriptive qualitative research since it employs the analysis of descriptive and qualitative methods. The type of this research is descriptive qualitative. The participants of this classroom interaction are Mrs. Lutfhi as the lecturer and students from class I,J whereas the 6 men and 27 women. The topic is talking about social problem. In this case the writer analyzes the speech act found in the classroom interaction. The listener of this interaction ought to understand the meaning of the speaker.

Keywords: *speech act, meaning*

INTRODUCTION

Bilingual and multilingual speakers can be found in the daily life of people, such as at office, at market, at school, or even at university. Language is a tool for communication that people can interact with others. People use language in daily activitieslike conversation, speaking, interaction, and many more. Language is used in human life as Fromkin said in a book titled *'An Introduction to Language'* that language is the source of human life and power (Fromkin, et. al, 1995). Human communicates each other with direct contact and indirect contact. Dialog and gestures as the example of direct contact.Poem , song, literacy, letter, novels and reading text is the example of indirect contact. As mentioned in the meaning appears from the speech act introduced by Austin (2002), "by saying something, we do something" everything we say means everything we do, we have done and we will do.

In teaching learning, lecturers teach the students with a good language. But there is one of students may not understand what she said although in grammatically is correct, so it will happen miscommunication between lecturer and student .In this case the writer analyzes the speech act found in the classroom interaction. The listener of this interaction ought to understand the meaning of the speaker.

Usually, lecturer talks using a good language and structural sentences. Sometimes it can make the students confused what the lecturer said. For the example in the classroom situation lecturer said " Hello " , if the students don't know the meaning they do not understand and continue talking with a friend, it is contrary if the students know the meaning, they would be silent and listen to the lecturer. Hopefully, students understand what the lecturer said and there's no miscommunication between them.

Based on the case above, it is needed pragmatic approach to connect the speaker and listener 'cause the utterances depend on the context and situation. Austin (Related to speech act, Peccei J.S (1999) states that there are some classification of speech act which is commonly performed through the utterances as follows :declarative, representative, directive, commisive, expressive and rogatives. Fraser (in Richardsans Schmidt, 1983:30-31) defines pragmatics as theory of linguistic communication. The aims of the study are stated as follows:

1. To find out the kinds of speech act classification in classroom interaction.
2. To find out the most dominant of kinds speech act classification.

Related studies

In their thesis, entitled" The Content Analysis of Andy Williams' Hawaiian Wedding Song Text." Siswoyo and Insiyah (2013) used qualitative descriptive with instruments was the researcher herself, the text and audio of Hawaiian Wedding Song. The data was collected by searching and reading the text, numbering each utterance, classifying the speech acts and categorizing into the appropriate part. And finally giving meaning as the final analysis. There were 20 utterances which were divided into 3 classifications of speech acts. Three categories for locutionary, five categories for illocutionary and two categories for perlocutionary.

The writer used the descriptive qualitative method to be applied in this research. She collected the data by searching it. Forward, she analyzed the utterances by numbering, classifying, categorizing and gave meaning of the HWS. For the example:

Promise me that you will leave me never !

The example above is a ***command*** – Peccei (1999) Command is one of Directive in the words, so this is a kind of illocutionary act, it is directives one. The singer ask to the bride, that she has to promise not to leave him, don't ever go, never leave him alone, always beside him in each condition

The second previous research, the writer summarizes the research from Thesis which has the same topic. The writer took the thesis from Risnawati (2013) Faculty of Humanities Diponegoro University Semarang entitled "Directive Locutionary Acts in Relation to Politeness Strategy in the Historical Movie *the King's Speech* "

This research explains the directive illocutionary from the movie the King's Speech. The researcher is interesting in illocutionary act in relation to politeness

strategy, the most focus in this thesis is what kinds of directive illocutionary acts of the dialogues in *The King's Speech* are used by the speaker seen from the aspect of (i) explicit or implicit performative, (ii) direct or indirect directive illocutionary acts, (iii) literal or nonliteral directive illocutionary acts, (iv) function of directive illocutionary. The researcher uses descriptive qualitative method to be applied in this research. The purposes of this research are 1. Elaborating the classification of directive illocutionary acts of the dialogues in *The King's Speech* into type, mood, and function of directive illocutionary acts used by the speaker to the hearer in this movie, and 2. Analyzing the politeness principle and strategy used by the speaker in uttering directive illocutionary acts.

Based on the both of previous research, the writer concludes the researches have the same either purposes or scope and limitation. They have the same method, it is descriptive qualitative and pragmatic approach.

Kasper (2004) in the book of speech acts in the interaction: Towards Discursive Pragmatics said in any kind of research on speech acts and therefore extend to cross cultural and inter language pragmatics as well as to the study of speech acts in interaction between competent speakers of the same language or language variety. My discussion will be organized around three central concepts: action, meaning, and context. Theexamine how these concepts are typically handled in speech act research and conversation analysis, and hope to show that the theoretical stance

on these concepts has direct consequences for the methodology of speech act research.Based on the statement above, to extend to crosscultural and interlangauge pragmatic in speech act conversation needs three concepts. They are action, meaning and context.

In this research, the participant interaction in the classroom is lecturer and the students. It means that interaction needs action , meaning and context.

Mey (2001: 119) said contextual conditions of speech acting, that is, the social framework in which a speech act has to be performed in order to be valid. It means with a context the meaning will be valid. Pragmatic must has a context between speaker and listener.

Fasolddan Linton (2006:137-138) said to understand semantic/pragmatic meaning we have to bring together three main components: the context in which a sentence is used, the meanings of word in the sentence, and its morphological and syntactic structure. Statements above can be explained that the speech of sentence not only used for the words in the sentence, morphological and structure but also in the current context.

Speech Act

The phenomenon to be discussed is very widespread and obvious, and it cannot fail to have been already noticed, at least here and there by others. (Austin, 1975, p. 1) states a series of lectures by the philosopher, J.L.Austin, which were given at Harvard University in 1955 and later published under the title How to Do Things with Words. The proverbs Actions speak louder than

words and Easier said than done seem to make a clear distinction between speaking and acting. However, Austin pointed out that, contrary to popular belief, there is often no clear distinction between the two. He was one of the first modern scholars to recognize that 'words' are in themselves actions and that these speech acts can and should be systematically studied .

Yule (1996:47), speech act is the actions performed by utterances. It means that when people communicate with others, they do not only produce utterances containing grammatical structures and words, but they also perform action via those utterances. Meanwhile, Austin in Thomas (1995:51) used the term "speech act" to refer to an utterance and the „total situation in which the utterance is issued. The intension behind the utterance becomes the main factor which speech acts study.

Austin in Searle (1969:23) says communication is successful not when hearers recognize the linguistic meaning of the utterance, but when they infer the speaker's "meaning" from it. Searle states that speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, making promises and so on. The unit of linguistic communication is not the symbol, word or sentence, or the token of symbol, words, or sentence, but rather the production or issuance of the symbol, word, or sentence in the performance of the speech act. Therefore, speech act is the basic or minimal units of linguistic communication (1996:16). People do not only produce utterance containing grammatical structures and words when they attempt to express themselves, but they also perform actions via those utterances. Actions performed via utterances are generally called speech acts (Yule, 1996b:47).

Therefore, speech act is the act performed by a speaker in uttering a sentence. Making an utterance involves a hierarchy of acts, act of utterance. The action performed by producing an utterance consists of three related acts. Austin (in Fasold, 1990:52) defines three basic senses in which saying something one is doing something.

Locution, Illocution, Perlocution

Austin in Stillwell (2001) pointed out that in analyzing a speech act, we need to make a distinction between the locution and the illocution. The locution is the actual form of words used by the speaker and their semantic meaning. The illocution (or illocutionary force) is what the speaker is doing by uttering those words: **commanding, offering, promising, threatening, thanking,** etc. Below is an example of how this two-way analysis can work for Mike's utterance to Annie: Give me some cash.

Locution is speech act contains the sentence which is like stating based on the dictionary and fact in the world. The example of Locution is :***The earth is round.*** The sentence is fact, because the earth is really round and it is not oval , long or square. Mike performed the **act of requesting** Annie to give him some cash. We need to distinguish between the illocution and the locution because as the reader saw in the book of Stilwell (exercise 6.3)different locutions can have

the same illocutionary force. Similarly, the same locution can have different illocutionary forces depending on the context. The example of Illocution is : *"It's cold in here "* It could either be a **request** to close the window or an **offer** to close the window.

Austin also distinguished a third part of a speech act, the perlocution. This is the actual result of the locution. It may or may not be what the speaker wants to happen but it is nevertheless caused by the locution. For example, Mike's utterance could have any of the following perlocutions: '*Mike persuaded Annie to give him the money'; 'Annie refused to give him the money'; 'Annie was offended'*, etc. As the reader can see, the perlocution is defined by the hearer's reaction.

The example below taken from the dialogue from the classroom interaction in class I, and J will give clearer understanding of act of utterance.

> Lecturer : Do you like watching the TV ?
> Students : Yes.

The act of saying 'Do you like Watching the TV ?' is the locutionary act. There is an act of interrogative (asking) as the illocutionary act from the lecturer to students. Then, the acceptance of the asking by students is the perlocutionary act because they are an effect of listener.

Speech Act Classification

Yule, George (1996) defines that one general classification system lists five types of general functions performed by speech acts : Declaration, Commisive, Representative, Directive, Expressive. It is contrary with Peccei, Jean Stillwell (1999) that defines the speech act classification into six parts,they are Declaration, Commisive, Representative, Directive, Expressive and Rogative. Austin, J.L (1962) just explains about types of speech act there are : Locution, Illocution and Perlocution.

Here the example of Yule's Speech Act Classification follows are :
(1) Representative (Assertive) : Statements, predictions
The point is to commit the speaker (in varying degrees) to something being the case, to the truth of the expressed proposition. For the example of representative is "I'm a student from Unswagati".
2. Commissive: Promises, agreements.
Commissives are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action. For the example of commissiveis "I promise I will learn from my mistakes ".
3. Directive: Orders, requests.
The illocutionary point of these consists in the fact that they are attempts (of varying degrees) by the speaker to get the hearer to do something. For the example of directive is "I'd like to buy that gray anorak, please"
4. Declarative: Stating a reality which affects the world by saying so.
Cases where one brings a state of affairs into existence by declaring it to exist, cases where "saying makes it so." For the example of declaration is " I am wearing a blue colored shirt today".

5. Expressive: Feelings and attitudes regarding a situation

The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. For the example of representative is "I apologize for the other day ".

6. Rogative :Asking, querying, questioning

Leech (1983) proposed an extra category to deal with requests for informationrogatives through which speakers ask for information. In rogatives the hearer rather than the speaker will make the words fit the world. For the example of representative is "Can you help me ?"

RESEARCH METHOD

This research belongs to descriptive qualitative research since it employs the analysis of descriptive and qualitative methods. The type of this research is descriptive qualitative. The type of this research is descriptive qualitative. Qualitative research is a type of research which largely depends on the collection of non-numerical data, e.g words and pictures (Johnson and Christensen, 2000:17). It means descriptive research focuses on collecting data, classifying data, analyzing data, and drawing conclusion of the data. Thus, this research focuses on the description on the kinds of speech act classification. The writer employed the descriptive qualitative method to be applied in this research. The writer collected the data by searching it. Forward, the writer analyzed the

utterances by numbering, classifying, categorizing of the speech act classification.

Participants

In conducting the research, the writer took the dialogue of the classroom interaction in the class I and J as the source of data whereas from class I the students was 15 people and class J the students was 17 people . The data was taken in May 5th 2014 at 08.40 – 10.20 am, and then helped by Mr. A as the writer's friend from 4G. The interaction was about 45 minutes. The lecturer was Mrs. L who taught speaking 2 in class I and J then topic talked about social problem. Furthermore, the interaction between lecturer and students would be recorded by camera digital(SAMSUNG-HD) . This interaction was chosen as the source of the data if this research because it contains many speech acts are there.

Technique of Collecting Data

This research used observation for technique of collecting data. Observation is the basic method for gaining the data 9n qualitative research (Ary, Jacobs, Razavieh& Sorensen : 2006). This research need to see the event of speech act occurs in the interaction classroom directly. Therefore, observation is the appropriate technique of collecting data to do this research.

In the process of observation, the writer observed the speech act phenomenon occur in the interaction classroom at the class I and J Unswagati Cirebon by using video recording (Samsung Digital Camera HD – Purple) as reflective field notes. The writer also

used field notes for recording the data and collected the data in class I and J Unswagati Cirebon by using field notes from which stated by Lodico, Spaulding, and Voegtle(2006:120).

Field notes contain what the writer had seen and heard (Ary, Jacobs, Razavieh and Soensen, 2006). That's why the writer selected field notes to support the observation.As oted by Mackey &Gass (2005), the qualitative research data by using observation are often collected through some combination of field notes and audio or visual recordings.

Technique of Analyzing Data

Zhang and Wildemuth (2009) the steps of collecting data in this research are as the following:
1. Prepare the Data.
2. Define the Unit of Analysis.
3. Develop Categories and a Coding Scheme
4. Test Your Coding Scheme on a Sample of Text.
5. Code All the Text
6. Asses Your Coding Consistency
7. Draw Conclusions from the Coded Data
8. Report Your Methods and Findings.

The steps explained above are done by the writer to analyze the data. First the writer organized the data then sorted them into units that can be managed. After found the managed data, the writer classified them into its kind of speech act category.

The writer gives a code for the participants who speak out the utterance during interaction classroom in the class I and J .Ss for the students, S for student,

S 1 until S 6 for first student until sixth student who told a news in the front of the class and the last L for lecturer who enter the interaction classroom in class I and J Unswagati Cirebon.

As the example of the interaction from the video recording the data was taken on May 5, 2014 at Class Speaking Semester 2 in I and J.

L   : AssalamualaikumWr.Wb
Ss   : Waalaikumsalam Wr. Wb
L   : Good Morning Class?
Ss   : Morning
L   : How are you today ?
Ss   : Fine, Thank you. And You?
L   : I'm fine thanks.

In the third and fifth line is the example of *Rogatives* Speech Act Category. There were asking for information, the lecturer asked to the students and the students also asked too. Thus , the seventh line is an *Expressives*. The lecturer felt regarding a situation to students because the class was over, so lecturer thanked to them for their coming. It means in dialogue had categories of speech act in the classroom interaction which is in teaching speaking 2 class I and

Research Findings

This research concerns in the classroom interaction in Class I and J as the main data of this research because there are many speech acts especially categories of speech act employed by lecturer and students in the interaction related to the context and situation.

The participants of this classroom interaction are Mrs. L as the lecturer and

students from class I and J data whereas from class I the students is 15 people and class J the students is 17 people. The topic is talking about social problem. The social problem was Sexual Harassment in JIS, The Missing MH 37O, Party Coalition in President Election ,HadiPurnomo Case in KPK, and the last World Cup 2014 in Brazil.

Speech act found in the interaction between students and lecturer during the interaction classroom in class I and J. It shows in the following in the table below.

Based on the table above, there are six speech acts classification in classroom interaction. There are many kinds of speech act, they are rogative 21, commissive 12, representative 22, expressive 9, declarative 1, and the last directive 28. The most speech act classification is directive because the interaction more contains commands, requests, orders, an suggestion (Yule,1996). Lecturer wanted the students to do something such as writing a paper, make a group, telling in the front of the class.

Based on the interaction above, the writer found the speech act and kinds of speech act classifications in the classroom interaction. There are 6 speech act categories: directive, declarative, rogative, commissive, representative and expressive, then 93 interaction of speech act as the data discussion.

Speech act found in the interaction between lecturer and students during the teaching Speaking 1 learning process in class I and J. As mentioned Austin (2002) '*How to do with words*' ,

to do something can use words or speech in the interaction.

Discussions
Rogative

Rogative occurs when the lecturer asks or gives a question to the students during interaction speech event. According to Leech in the book of Peccei (1999: 63) proposed an extra category to deal with requests for information: rogatives through which speakers askfor information. In rogatives the hearer rather than the speaker will make the words fit the world (asking, querying, questioning).

Rogative speech act classification used 21 of 93 speech act data. It would be analyzed below.

First, in the number (5) the lecturer asked to the students who is absent today. At the beginning of teaching learning process, every lecturers always ask to the students about their attendance.

> L : I'm fine thanks. Today I would like to tell you and to inform you that you are going, we are not going to talk about the role play for this today because you have another material but in the next meeting you are going to learn about role play (3) . So far today you have new material, we talk about social problem (4). **Anyone absent today ?(5)**

It is kind of question. It includes ofrogative speech act category because rogative explains the speech of questioning, asking and querying. (Peceei, 1999).

Second, in the number (6) lecturer was asking to students who they are which is absent in the class.

L   : **Who are they ?(6)**
Ss   : Pipit

This is the kind of rogatives speech act category. The same as above asking, questioning, and querying who absent in the class.

Commissive

Commissive speech act classification happens between the lecturer and students in the classroom interaction. Commissive happens when the speakers commit themselves to do in future. As stated by Peccei that commisive is speakers commit themselves to a future act which will make the world fit their words (promising, vowing, threatening, offering) (Peccei,1999).

Commissive speech act classification used 12 of 93 speech act data. It would be analyzed below. Speech act happens when the interaction between lecturer and students at the same time. Commissive belongs to speech act classification that its mean is commit to itself to do something in the future. Yule (1996) stated that commisive is this kind of speech act that speakers use to commit themselves to some future action. They express the speaker intends. They are promises, threats, refusals, pledges, and as shown in number (1) below.

Speech act happened when the lecturer committed to herself to talked about the new material to the students. Actually, on that day the material was role play, but the lecturer promised that would like inform them about another material or new material. It indicated that lecturer promised to the students for discussing about the role play next meeting

Speech act happens when in the interaction between lecturer and students belong to commissive speech act category. Commissive happens when the speakers commit themselves to do in future. As stated by Peccei (1999) that commisive is speakers commit themselves to a future act which will make the world fit their words (promising, vowing, threatening, offering)

L: Morning is infotainment JIS afternoon infotainment and evening is infotainment also. Here I have some social problem, the topic first is 1. Sexual Harassment in JIS . 2. The Missing MH 37O . 3. Party Coalition in President Election 4. HadiPurnomo Case in KPK. 5. World Cup 2014 in Brazil. The first is Sexual Harassment in JIS I'm sure that you know about it and then The Missing MH 37O and then Party Coalition in President Election, HadiPurnomo Case in KPK and the last one is World Cup 2014 in Brazil. (15)I'm sure that you know information from those issues, and then now **I will give you piece of paper (16)**

Commissive happened in the number (16) above when lecturer committed to herself to give a piece of

paper to students. Each students wrote down the information or issues from the topic social problem into a piece of paper.

Representative

Representative speech act classification happens between the lecturer and students in the classroom interaction. Representative happens when the speakers believe something to be the case or not. Yule (1996) stated that representative is kind of speech act that state what he speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions. Then as stated by Peccei that representative is speakers represent external reality by making their words fit the world as they believe it to be(stating, describing, affirming) (Peccei,1999). Representative speech act classification used 22 of 93 speech act data. It would be analyzed below.

Speech act happens when the interaction between lecturer and students at the same time. Representative happens when the speakers believe something to be the case or not. Itmeansthe speaker believe something and it is truth. Yule (1996) stated that representative is kind of speech act that state what he speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions as illustrated in number (2) below.

L : I'm fine thanks. Today I would like to tell you and to inform you that you are going, we are not going to talk about the role play for this today because you

have another material but in the next meeting you are going to learn about role play (1) . **So far today you have new material, we talk about social problem(2)**. Anyone absent today ?(3)

Ss: yes.

The representative belongs to utterance in number (2). It happened when the lecturer explained the new material and the topic. The topic was social problem. It means that what she said is fact about the topic that day. So , the speech act is representative.

Expressive

Expressive occurs when the lecturer stated her feelings.Searle in the bookPeccei (1999) proposed a special category for speechacts that focus primarily on representing the speaker's feelings. Expressive through which speakers express theirfeelings by making their words fit their internal psychological world. Expressive can refer to the hearer or to some other aspect of the world, but their focus is the speaker's feeling about it(thanking, apologizing, congratulating, condoling). According to Yule (1996: 53) proposed expressive are these kinds of speech acts that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow.

Expressive speech act classification used 9 of 93 speech act data. It would be analyzed below

Expressive speech act classification happens between the lecturer and students in the classroom interaction. Expressive occurs when the lecturer stated her feelings.Searle in the bookPeccei (1999) proposed a special category for speechacts that focus primarily on representing the speaker's feelings. Expressive through which speakers express theirfeelings by making their words fit their internal psychological world. Expressive can refer to the hearer or to some other aspect of the world, but their focus is the speaker's feeling about it (thanking, apologizing, congratulating, condoling)

Ss : **I am fine thank you(1)** , and you ?

L : **I'm fine thanks(2)**. Today I would like to tell you and to inform you that you are going, we are not going to talk about the role play for this today because you have another material but in the next meeting you are going to learn about role play (3)

Speech act happened when there was interaction between students and lecturer. As mentioned in number (1) students expressed their feelings that they were fine. It belongs to expressive speech act classification.

Declaration

Declaration speech act classification happens between the lecturer and students in the classroom interaction. Declaration occurs when the lecturer changed the status of the students. It means if the students as a person, here the students as a presenter or something. Searle in the bookPeccei (1999) the speaker utters words that in themselves change the world (naming ships, marriages,sentencing, a referee's 'calls'). According to Yule (1996: 53)declaration is this kind of speech act that change the world via their utterance.Declaration speech act classification used 1 of 93 speech act data. It would be analyzed below.

Speech act happens when the interaction between lecturer and students at the same time. According to Yule (1996: 53)declaration is this kind of speech act that change the world via their utterance as illustrated in number (46) below.

L: Come to your new group, no.1 with no.1 , no.2 with no.2 and so on(45).**Guys , remember are here two here and number three, four and five(46).**Guys, you can share you can share your knowledge about these topics to your friends, share in 15 minutes around 15 minutes share to your friends and make sure that every member in your group knows well about the information so not only one student who knows about the information of this topic but also every member should understand (47).

Speech act happened when the lecturer stated number one here, number two here and so on as mentioned in number (46). It is declarations speech act classification because the students became group number one in here, number two next to number one and so on, it changed the students became a new group.

Directive

Directive speech act classification happens between the lecturer and students in the classroom interaction. Directive occurs when the speakercommands or orders to do something to the hearer or by itself. Peccei (1999) stated directive—Speakers direct hearers to perform some future act which will make the world fit the speaker's words(commanding, ordering, requesting, warning, suggesting). According to Yule (1996: 55) directive is this kind of speech act that speaker use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, and suggestions.Directive speech act classification used 28 of 93 speech act data. It would be analyzed below.

Speech act happens when the interaction between lecturer and students at the same time. According to Yule (1996: 55) directive is this kind of speech act that speaker use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, suggestions and as illustrated in number (19) below.

L: Morning is infotainment JIS afternoon infotainment and evening is infotainment also. Here I have some social problem, the topic first is 1. Sexual Harassment in JIS . 2. The Missing MH 37O . 3. Party Coalition in President Election 4. HadiPurnomo Case in KPK. 5. World Cup 2014 in Brazil.The first is Sexual Harassment in JIS I'm sure that you know about it and then The Missing MH 37O and then Party Coalition in President Election, HadiPurnomo Case in KPK and the last one is World Cup 2014 in Brazil. (17)I'm sure that you know information from those issues, and then now I will give you piece of paper (18) and **then write down (19)**

Directive happened when the lecturer gave a paper to students and wrote the information from the news as mentioned in number (19). It is a command to write information from the news in a piece of a paper. Command is including in directive speech act classification. Directive is a requests, orders, commands, and suggestions (Yule, 1996)

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