ENGLISH LANGUAGE TEACHER SPEECH ACT

CiciEnjelina Batubara[1] , Dewi Nopita[2], Gatot Subroto[3]
Cicienjelina1808@gmail.com
English Language Education Study Program, Faculty Of Teacher Training And Education
Universitas Maritim Raja Ali Haji

Abstract

The purpose of this study was to characterize, analyze, and explain the many types of locutionary, illocutionary, and perlocutionary speech acts used by teacher at SMP N 12 Tanjungpinang when teaching English. The researcher used a qualitative design with qualitative descriptive because the research results were in the form of sentences. The subject of this research is a teacher. Locutionary speech acts spoken by teachers and students in the process of learning English are 3 utterances, illocutionary speech acts are 6 utterances and perlocutionary speech acts are 12 utterances. Data collection was done by observation. The results showed that the teacher mostly produced the type of perlocutionary speech act. Teachers mostly produced perlocutionary speech acts in the process of learning English.

Keywords: Locutionary, Illocutionary, and Perlocutionary.

I. Introduction

English is a human language that plays a vital role in communication around the world. It has evolved into a worldwide language that is practically widely spoken in all parts of life, particularly in this era of strong global competition, in which English is employed as a criterion for competition and evaluation (Haryati, 2020). As a result, learning the language is critical for us. It's comparable to claims that English has diffused and diversified, and that it's been accepted and adapted as an international language by communities all over the world. Each person has a distinct or different way of talking with others and speaking that contributes to the preservation of his or her personality traits (Darwis, 2019).

The use of language is one form of interaction that can be used by everyone to interact with each other. As a means of communication, language is inseparable from social interaction. Communication is the conveyance of thoughts and feelings by one person to another. In other words, communication can be said to be very important. Without communication there will be no interaction, exchange of ideas, knowledge and experiences. The speech act, according to Searle (1968), is the fundamental unit of linguistic communication. It denotes that the production of what is stated is the speech act's performance. It's a term that describes how individuals speak. A speech act is a type of act that a speaker can perform, implying that one is doing so. Austin (1962) divides action into three levels: locutionary act, illocutionary act, and perlocutionary act.

A locutionary act is basically comparable to making a specific speech with specific meaning and reference, which is roughly equivalent to meaning in the traditional sense. To put it another way, locutionary refers to the act of speaking something. Locutionary it is defined as a statement with a certain (conventional) force. In other terms, an illocutionary act is a person's act of speaking. Speech acts that have an effect or influence are known as perlocutionary speech acts. The speaker can purposefully or inadvertently cause the influence or power of communication. That is, a speaking act in which the speaker's words are intended to influence the listener.

Speech acts are critical in the teaching and learning process because they are a component of language use as well as a means of expressing thoughts and feelings. When the teacher conveys something to the kids in the classroom, the teacher may have a specific objective or simply desire to impart the information. As a result, the speech act is critical to ensure that there are no misunderstandings between the teacher and the students in the classroom. The interactions between teachers and students do not only occur in the classroom. but when the teacher interacts with teaching and learning through online learning there is also an interaction (Budianti,2010).

The first previous related study comes from The second previous related study comes from Yuliani (Yuliani, 2020) with the tittle is An Analysis Of Speech Act Produced By Teacher And Students To Facilitate English Teaching And Learning Process In Class Xii Ipa 2 Sman 1 Wangi-Wangi. During the teaching learning process, the researcher discovered three forms of speech acts utilized by English teachers and students of XII IPA 2 class of SMAN 1 Wangi-wangi. From 75 utterances, the teacher and students used three different sorts of speech acts. They were commanding, assertive, and outspoken. The English teacher came up with 68 utterances, whereas the students came up with 7.

The second previous related study comes from Nurani with the title is A Pragmatic Analysis Of Classroom Speech Acts In The English Teaching And Learning Process At Sma N 1 Purworejo (Nurani, 2015) In the second previous study, There were four sorts of speech acts utilized by the English teacher of class X IBB (Cultural and Language Studies) at SMA N 1 Purworejo to evaluate the sorts of illocutionary acts and their illocutionary strength in Searle's speech acts They have representational, directing, commissioning, and expressive aspects. Justifying, correcting, agreeing, explaining, disagreeing, informing, asserting and forecasting representation, asking, reminding, warning recommending, requesting and ordering direction, greeting, showing anger, expressing aggravation, apologizing, expressing joy, saying goodbye or leaving wish, thank, praise, and express surprise for expressive, offer, promise, and give commissions are all examples of illocutionary power.

Based on the writer's experience while doing teaching practice program (PPL), the writer found some problems in student's speech act. The first problem that occurs was that the English teacher did not really know about speech acts. This means that English teachers sometimes do not realize that they are doing tutoring. They had no idea what kind of speech performance they were engaging in. The second issue is the use of unfamiliar terminology by teachers while teaching English to students. Almost every English instructor incorporates some unexpected words into their lessons. The most common reason for utilizing unfamiliar words is to introduce new words to students. With the problems that arise, the author's purpose of research is to find out what types of speech acts are produced by the teacher when doing learning

II. Research Method

The data for this study came from talks in SMP N 12 Tanjungpinang that included speech acts uttered by the English teacher. The information was gathered through transcribing the talks between the English teachers. A technique of data collection is a way used by the researcher to get the data. In this research, the researcher used observation methods. Observation is the way to get data. In this study, researchers made observations using cellphones to record the learning process in class. The researcher applied observation in this research by doing these following procedures:

1. Researcher came to the class
2. The researcher used smartphone to record the learning process
3. In addition to observation, the researcher also took several photos as documentation.

Data analysis is an important part of the research. The researcher used data analysis to get complete the result of the analysis, because the researcher collecting the data with observation and guidance. Data analysis is divided into three sections: data reduction, data display, and conclusion drawing. As a result, the data analysis in this study relied on the interactive model of data analysis given by Miles &Huberman (1994) to arrive at a conclusion. The technique for analyzing data is depicted in the diagram below. The following are the elements of data analysis:

1.Data Reduction
 According to Miles and Huberman (1994), data reduction is to analyze as the process of choice, focuses, discards, and organize exist from written in the field. It means that, when the data is collected, the analysis of continuing of reduction is occurring such as make conclusion, grouping, and investigate the theme. In this step, the researcher reducing the data by select and organize the appropriate data that has been get by English teacher at SMP Negeri 12 Tanjungpinang.

2.Data Display
According to Miles &Huberman (1994) data display is set of information that arrange as good as possible to make conclusion. In this step, the researcher display the data by using short description the data that has been taken and presented it which indicated the result of the observation of English Teacher student at SMP Negeri 12 Tanjungpinang.

3.Drawing Conclusion
Drawing conclusions is the final technique or step in this study's data analysis. According to Miles &Huberman (1994), drawing conclusions or verification refers to a process that is able to explain the answers to research questions and research objectives. In this step the researcher concludes the. speech acts of the teacher in English learning activities. In data verification, the researcher concludes about the teacher speech act.

III. Findings and Discussion

1.Locutionary
Leech (1996) defines the locutionary act as s saying to h that X, where s denotes the speaker, h denotes the listener, and X denotes a specific word said with a specific sense and reference. locution Austin (1962) Speech acts are described as actions aimed at expressing something, such as speaking, communicating information, chatting, and asking questions. Locution refers to the act of speaking something. A locutionary is a sort of speech used to express something. This is the definition of a phrase that expresses or explains something without implying anything else. In the data below, there are some utterances included in locutionary act :

Table **1.** Teacher Sentences That Contain Locutionary

No	Teacher Utterances
1.	***Today kita akan lanjutkan materi baru kita yaitu hope and wish. Hope and wish itu menyatakan harapan.***
2.	***Kita lanjutkan pembelajaran kita hari ini dengan membahas soal-soal hope and wish ya***
3.	***Okay, materi ini terdiri dari yang pertama to purpose or intention yang kedua to agree and disagree. Yaitu untuk menyatakan maksud dan tujuan yang kedua itu untuk menyatakan setuju dan tidak setuju.***
Total	3

This statement is included in the locutionary speech act since it is made purely to inform rather than to affect the interlocutor.

Note : Sentences in bold type are included in speech act.

2. Illocutionary

It is defined by Austin (1962) as an utterance with a particular (conventional) force. In other terms, an illocutionary act is a person's act of speaking. The formulation of illocutionary act, according to Leech (2002), is: in saying X, s claims that P. P refers to the proposition or basic meaning of an utterance. In other words, illocutionary refers to the concealed meaning of a phrase or sentence. Illocutionary is a type of illocutionary that can be used to both state and conduct an action.

Table **2.** Teacher Sentences That Contain Illocutionary

No	Teacher Utterances
1.	*Okay,* **sampai disini ada yang mau bertanya?**
2.	*Sebelum mengerjakan latihan, siapa yang tau* **apa itu hope and wish ?**
3.	***Silahkan kalian kerjakan tugas seperti contoh dibuku dan di kumpul minggu depan ya***
4.	***Dan jangan lupa next week kita akan ulangan materi congratulation dan juga hope and wish.***
5.	***Jangan lupa dipelajari kembali materi yang udah mam berikan.***
6.	Okay, pembelajaran sudah selesai. ***Apa ada pertanyaan tentang materi hope and wish ini ?*** Jika tidak ada maka materi ini mam anggap sudah paham ya.
Total	6

Based on teacher utterance number 1 these speech acts are classified as illocutionary act. It is clear that the teacher's speech in the conversation is not only to convey information but also has the intention of making students ask questions if they have questions.

Note : Sentences in bold type are included in speech act.

3. Perlocutionary

Speech acts that have an effect or influence are known as perlocutionary speech acts. The speaker can purposefully or inadvertently cause the influence or power of communication. That is, a speaking act in which the speaker's words are intended to influence the listener.

Tabel **3.** Teacher Sentences That Contain Perlocutionary

No	Teacher Utterances
1.	***Silahkan lihat contoh di halaman 42 !***
2.	***Adi baca kalimat berikut!*** *I'm sure you will win the school's study story telling competition.*
3.	***Coba lihat halaman 46 isi respon hope and wish nya !***
4.	***Oke, silahkan buka buku kalian halaman 47 dan kerjakan !***
5.	***Yang sudah selesai silahkan di antar ke depan!***

6. *Kita mulai pembelajaran hari ini.* **Silahkan buka buku nya halaman 54!.** *Materi kita hari ini adalah Let's live a healthy life.*
7. **Coba perhatikan contoh yang ada di buku !**
8. **Silahakn Adi dibaca contohnya !**
9. *Now,* **lihat contoh soal yang mam berikan! Siapa yang bisa menjawab ? angkat tangan !**
10. *Kira-kira sampai disini ada yang mau bertanya tidak ?* **yang tidak paham coba bertanya dan angkat tanganya !**
11. **Coba kalian lihat latihan di buku "siti's advice!**
12. **Ayo Dayu, kira-kira bagaimana pertanyaan nya itu ?**

Total	12

Based on the data above, the sentence is a perlocutionary speech act. In accordance with table 3 number 1, the utterance contains the meaning of perlocutionary which has the power of command to do something. The utterance has a command sentence mode which is indicated by an exclamation mark (!) at the end of the sentence. In this case the teacher instructs all students to look at the examples in the book. This effect works well because students begin to look at the examples given in the book.

Note : Sentences in bold type are included in speech act.

Discussion

This section deals with the interpretation of the research results. The researcher discussed the findings regarding the research question, namely the types of speech acts on a teacher at SMP 12 Tanjung Pinang. In English class activities, the teacher used English as the object of teaching material and used Indonesian as a connecting language during teaching and learning activities, the teacher used spoken speech acts to make it easier to understand.
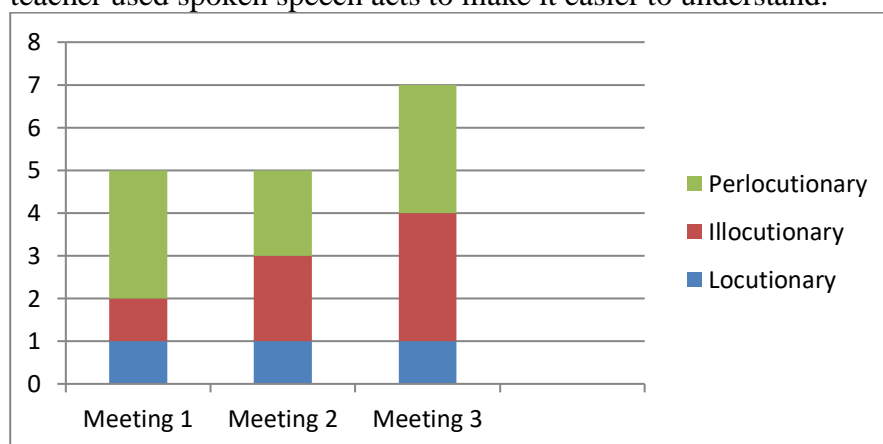
Picture **1.** Data Of Class Activity

The researcher concludes that there are 21 speech acts produced by the teacher in English learning activities for 3 meetings, including 3 locutionary speech acts, 6 illocutionary speech acts and 12 perlocutionary speech acts. In data verification, the researcher concludes that the teacher's speech act that is most often used is the perlocutionary speech act.

The differences between this study with the firs previous is The purpose of the first study is to identify speech act generated by professors and students, which is similar to the goal of the first study. In the first study, descriptive qualitative research was used in the same way as the researcher's research. Teachers and students from SMA N 1 Wangi-class wangi's twelfth served as participants in this study. Teacher from SMP N 12 Tanjungpinang served as research participants. The theory of Austin is used in this study, which focuses on illocutionary speaking acts.

Furthermore, the difference between this study and the previous two studies is that the purpose of the first the goal of this research was to figure out what kinds of speech acts people do class X IBB English teacher, which is similar to the author's research objectives. In the second study, descriptive qualitative research was used in the same way as the researcher's research. An English teacher and student X IBB (Cultural and Language Studies) from SMA N 1 Purworejo became participants in this study. Teachers from SMP N 12 Tanjungpinang acted as research participants. Austin's theory is used in this study, which focuses on illocutionary speech acts, while the author focuses on finding 3 types of speech acts, namely locutions, illocutions, and perlocutions.

IV. Conclusion

The speech act is the fundamental unit of linguistic communication. This demonstrates that the implementation of speech actions is the production of what is stated. It's a term that describes how individuals speak. Speech acts are actions that can be performed by narrative, implying that they are being performed by someone. Speech acts are split into three categories, according to Austin (1962), namely locutionary, illocutionary, and perlocutionary speech acts. Based on the conclusions of the preceding chapter's research and data, it can be concluded that the instructor produces three sorts of speech actions during the learning process: locutions, illocutions, and perlocutions.

From these data, that the teacher produces 21 speech acts during the learning process, comprising 3 locutions, 6 illocutions, and 12 perlocutions. In comparison to locutions and illocutions, it can be argued that the instructor creates more perlocutionary speech acts. Because perlocutionary speech acts help students understand the meaning of what the teacher is saying.

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