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THE ILLOCUTIONARY ACTS OF SECOND SEMESTER STUDENTS IN SPEAKING IN PROFESSIONAL CONTEXT AT UNDIKMA

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Abstract

This research aims to find out the types of illocutionary acts are performed in second semester students (speaking in professional context subject) at UNDIKMA in teaching and learning process. This research applied descriptive qualitative approach. The data collection techniques in this study were the free of charge listening technique and note taking technique. The data analysis technique in this study used the pragmatic equivalent method. Based on the data analysis the conclusion can be drawn is the types of illocutionary acts found are assertive, directive, commissive, and expressive.

Key words: *illocutionary acts, students, speaking*

Abstrak

Penelitian ini bertujuan untuk mengetahui jenis tindakan ilokusi yang dilakukan pada siswa semester dua (berbicara dalam mata pelajaran konteks profesional) di UNDIKMA dalam proses belajar mengajar. Penelitian ini menerapkan pendekatan kualitatif deskriptif. Teknik pengumpulan data dalam penelitian ini adalah teknik simak dan teknik catat. Teknik analisis data dalam penelitian ini menggunakan metode pragmatis. Berdasarkan analisis datanya kesimpulan yang dapat ditarik adalah jenis tindakan ilokusi yang ditemukan terdiri dari asertif, direktif, komisif, dan ekspresif.

Kata Kunci : *Tindak tutur ilokusi, mahasiswa, berbicara*

Introduction

Speech acts is the basic unit of language to an effective communication since they allow people to perform a wide range of functions such as apologizing, thanking, commanding, and requesting, . Such phenomenon of speech acts happens everywhere. It is evident that in the teaching and learning process involves a lot of interactions where lecturer and students produce some utterances especially during the. This particular language used in classroom setting is also known as classroom speech acts. The use of speech acts determines how the teaching and learning process will happen. Cullen (1998) in Celce-Murcia (2000) emphasizes that the language used by lecturer is particularly important since it will support and enhance learning. The use of appropriate speech acts will lead to successful teaching and learning process.

Several studies have been conducted in the area of pragmatics especially speech acts. One of them is the research conducted by Dr. Margana, M.Hum, M.A. (2011), a lecturer of English Education Department of State University Yogyakarta, entitled "Pragmatic Knowledge for Second Language Learners". The research focuses on the analysis of speech acts, especially the illocutionary acts and the illocutionary forces, and the conversational implicature. The object of his research is the English teachers of secondary school levels in Yogyakarta.

After conducting his research, he found that during the process of English language teaching and learning, the English teachers of secondary school levels in Yogyakarta tend to perform speech acts in the forms of representatives, directives, commissives and expressive. Each of the illocutionary acts is classified in terms of its illocutionary forces. Regarding the use of implicature, the results show that in classroom communication practices the English teachers of secondary schools performed two types of conversational implicatures which include generalized conversational implicatures and particularized conversational implicatures.

In contrast, the students' assessment results don not perform the academic literary text well because of the unconscious teacher while assessing' the students(Lam, 2019) that they need high-order thinking in analyzing literary work (Nurdiyanto et al., 2020). Unfortunately, the literacy work goal is interdisciplinary content knowledge between the topic, the student's background,

and the exercises which neglect the students' chances to get the disciplinary literacy target (Rainey et al., 2020).

His final conclusion is that pragmatic knowledge is of great importance to facilitate students of secondary school levels to easily understand the utterances carried out by the English teachers during the classroom communication practices. In effect, the misunderstanding and miscommunication can be minimized.

Another closely related research is the research conducted by A. Dzo"ul Milal (2010), entitled "A Study of Classroom Discourse in a Language Instructional Setting with a Special Focus on Power Relations". The aim of his research is to describe and explain the speech acts performed by the teachers and the learners in the context of language instructional setting. This study, however, does not only discuss the existence of speech acts but also the language lesson and the power relations in classroom discourse.

The findings show that the speech acts performed by the teacher and the students include representatives, directives, commissives and expressive. Meanwhile, the lesson is basically focused on the improvement of vocabulary mastery. The students are engaged in a variety of grouping patterns such as pairwork, group-work and whole-class. Dealing with the power relations, the teacher imposes numerous demands by asking questions, ordering learners to do tasks, eliciting and prompting expressions which implies that the teacher exercise greater power over the students.

Those two previous researches are similar to this research. However, this research is different in terms of subject and the intention of the research, that is, to analyze the types of speech acts especially illocutionary acts performed by the lecturer of second semester students (speaking in professional context subject) at UNDIKMA.

However, sometimes it is difficult to understand what the lecturer says to the students. Students often misunderstanding in interpreting the messages. This case happens in UNDIKMA particularly to the second semester students (speaking in professional context subject). They tend to get difficulty to understand the sentences since the production of speech acts are varied in the forms and functions. The understanding of the utterances also depends on their pragmatic knowledge, especially speech acts. For example, the expression "The mid-term test will begin on the second of December" can be interpreted in two ways. Firstly, in speech acts relate to locutionary act, the utterance is simply regarded as informing in which the lecturer gives the

information to the students about the mid-term test. Secondly, in illocutionary act and the utterance can be classified into directive act with the force of warning. From the utterance, the teacher tries to warn the students to prepare the material and study hard for the mid-term test.

This is also supported by the fact that in today's language teaching, students are not only demanded to possess grammatical competence but also pragmatic competence. A good communication will be happened if both lecturer and students have good pragmatic competence. Knowing the phenomena, the researcher feels the importance to study about illocutionary act to influence the hearer in every conversation. By study illocutionary act, we can know how to convey and understand the intention or purpose correctly, so that the goal of the communication can be reached. Considering the views described above, the present study is interested in identifying the illocutionary acts performed by the lecturer of second semester students (speaking in professional context subject) at UNDIKMA. In line with the limitation of the problem, the research question is formulated as follows:

What types of illocutionary acts are performed by the lecturer of second semester students (speaking in professional context subject) at UNDIKMA in teaching and learning process?

The research is expected to serve the theoretical and practical purposes:

1. Theoretically, this study is expected to provide theoretical insights to the linguistic field particularly to the study of pragmatics with focus on speech acts, especially illocutionary acts and
2. Practically, the results of this study are expected to give a contribution in educational setting regarding the use of speech acts. This study can serve as a reflection tool on how speech acts especially illocutionary acts should be performed in the teaching and learning process. Thus, the English teachers can evaluate their teaching in the future regarding the use of speech acts especially illocutionary acts.

The term pragmatics is first coined by the philosopher, Morris in the 1930s who describes pragmatics as the study of the relationship between the signs and its interpreters (Schiffrin, 1994: 191). There are a number of definitions of pragmatics but, in general, many scholars set to agree that pragmatics is a study of language meaning related to the users of language and the context.

Cruse (2006: 3) states that pragmatics is interested in investigating the meaning of language which links closely to the context. Similarly, Griffiths (2006: 1) proposes that pragmatics focuses on how language is used as a tool to create meaningful communication taking into account the situations or contexts of use. Thus, three consequences can be drawn from this. Firstly, the same messages can be conveyed through various ways and the same set of utterances can carry different meanings. Secondly, there is often left communicated with just a little having been said. Lastly, it is possible to make mistakes in interpreting the intended message.

Furthermore, Yule (1996: 3) believes that pragmatics is concerned with four main areas. Firstly, pragmatics is concerned with the study of meanings of utterances as communicated by the speaker and interpreted by the listener.

Secondly, pragmatics has to do with the context that influences how the speaker communicates their message. Thirdly, pragmatics is the study of how more gets communicated than is said which explores how the hearer arrives to the speaker's intended meaning. Finally, pragmatics deals with the notion of distance between the speaker and the hearer that determines the choice between the said and the unsaid.

All of the definitions offered by the experts above consider contexts in studying the use of language. Thus, it can be concluded that pragmatics is the study of how language is being used in relation to the context as it is communicated by the speaker and interpreted by the listener. Accordingly, pragmatics will look for further meaning that cannot be captured by semantic theory since pragmatics enables people to interpret the speaker's meaning when they do not exactly say what they mean. Therefore, studying language via pragmatics allow people to gain better understanding.

Searle's Classification of Speech Acts Similar to Austin's work, Searle segments utterances into an utterance act, propositional act, illocutionary act, and perlocutionary act although it is the illocutionary act which becomes the central subject to Searle's framework (Schiffrin, 1994: 55). This view allows Searle to explicitly associate speech acts with the study of language and meaning.

Searle as cited in Mey (1993: 117) argues that Austin's taxonomy does not maintain a clear distinction between illocutionary verbs and acts. Thus, Searle established his own classification of speech acts which includes

representatives, directives, commissives, expressive and declarations (Mey, 1993: 131).

a. Representatives

Representatives are those kinds of speech acts used to represent a state of affairs; which have a word-to-world fit. Statements of fact, assertions, conclusions, and descriptions are such forms of representatives in which people represent the world as they believe it is (Yule, 1996: 53). Cutting (2002: 17) adds that these acts can be used to perform some functions such as describing, claiming, hypothesizing, insisting and predicting.

Representative is very subjective as it is based on speaker's belief. Thus, the belief may have different degrees of force. For example, in the utterance „The earth orbits the sun“, the speaker believes that it is the earth that orbits the sun and not the opposite. In using a representative, the speaker attempts to make words fit the world.

b. Directives

Directives deal with the acts that speakers use in the attempt of getting someone else doing something. These types of speech acts express the speaker's wish in which the future act is carried out by the hearer. The direction of fit of directives is world-to-word. According to Cutting, the illocutionary forces of these acts encompass commanding, ordering, requesting, suggesting, inviting, forbidding, and so on. In addition, Yule (1996: 54) proposes that directives can be perceived negative and positive. The examples below are such kinds of directives:

1.1 Could you close the door, please?

1.2 Pass me the sugar.

1.3 Sit down!

c. Commissives

Commissives are those kinds of speech acts that speakers use to commit themselves to some course of future actions. In performing commissives, an intention is expressed by the speaker and the proposition in terms of future act will be done by the speaker. Cutting (2002: 17) adds that promising, threatening, refusing, and pledging, offering, vowing and volunteering are some examples of illocutionary forces that fall under the category of commissives. These following utterances illustrate the use of commissives:

1.1. I promise I will always love you.

1.2. I'll be back in ten minutes.

d. Expressive

Expressive are those words and expressions that state what the speaker feels. A wide range of psychological states can be expressed and the proposition ascribes an act to the speaker or the hearer. In addition, Leech (1983: 56) states that the illocutionary force of these acts can be in the forms of apologizing, condoling, praising, congratulating, thanking and the like. For example, the utterance „The dress looks nice on you“ can be regarded as the act of complimenting. In this case, the speaker may use compliment to express his or her admiration and praise toward the hearer's appearance. The speaker may also want to show his or her approval of the hearer's taste of the dress.

e. Declarations

Declarations are those kinds of words and expressions that change the world via their utterances such as betting, naming, baptizing, marrying and so on. A special institutional role in a specific context is required in order to perform a declaration appropriately. If the speaker doesn't have that role, her or his utterance will be infelicitous or inappropriate. The example below illustrates the act of declaration:

I pronounce you husband and wife

The utterance above can only be appropriate and successfully performed if it is said by the priest. Thus, the utterance has an effect in which it turns two singles into a married couple.

Research Methods

Research Design

This research applied descriptive qualitative approach since the main focus of this research is on describing the phenomenon of language use. This is in accordance with Kothari (2004: 3) who states that qualitative research is concerned with qualitative phenomena, i.e., phenomena relating to or involving quality or kind. In addition, the analysis of the data is presented in the form of narrative or words instead of number (Lodico, Dean, and Katherine, 2010: 143).

This means that the results of qualitative research rely more on the interpretation of the researcher. Descriptive qualitative approach is the most suitable approach since this research is intended to analyze the illocutionary acts performed by the lecturer of second semester students

(speaking in professional context subject) at UNDIKMA in teaching and learning process.

This research involved the researcher herself as the main instrument. This is in accordance with the nature of qualitative research in which Bogdan and Biklen (1982: 27) point out that the key instrument of the qualitative research is the researcher himself/herself. Therefore, the researcher is involved in all process of the research starting from the data design until the data report.

The data collection technique in this study is a listening technique (SBLC) and a recording technique. The validity of this research data is obtained by utilizing something else outside the data itself, for the purposes of checking or as a comparison to that data. The validity of this data is intended more as a heuristic device (helper) for a researcher (Denzin, 2009: 271).

This study adopted the framework developed by Miles and Huberman (1994: 10) to describe the procedures of data analysis. The data analysis consists of three streams of activity: data reduction, data display, and conclusion drawing and verification.

Results and Discussion

The result of this research is there are some illocutionary acts that use by the students.

1. Representatives / assertive : are such utterances which commit the hearer to the truth of the expressed proposition. It is an illocutionary act which states the facts.

Student A: what were the efforts made by the government during the search for KRI Nanggala-402?

Student B : TNI Commander Marshal Hadi Tjahjanto said that currently all Indonesian Navy (AL) personnel are involved in the search process. Assistance also came from other agencies such as the National Police, NTSC, and Basarnas.

The Navy is known to have deployed three ships in the search, namely KRI Raden Eddy Martadinata-313, KRI I Gusti Ngurah Rai-332, and KRI Diponegoro-365, KRI REM-331 REM-331.

The search was also carried out with KRI Rigel from Dishidros Jakarta and KRI Renggat from the Mine Unit.

National Police Chief General Listyo Sigit Prabowo said the National Police sent a number of its ships in NTT, Bali and East Java to help the Indonesian Navy conduct a search.

Based on Sigit's information, the National Police also sent a number of robotic tools that can be used to carry out searches up to a depth of 300 meters below sea level. Assistance also came from neighboring countries, namely Australia, Singapore and Malaysia.

2. Directives: are attempts by the speaker to get the addressee to do something. It is an illocutionary force that gets things done by the addressee.

Student A : What do you know about submarine Naggala?

Student B : I don't know about Nanggala, **Can you give me a hint?**

Student C : how about you do you want to feel the sensation riding a submarines explain why

Student A : if i'm given the opportunity i want to try at least once in my life because i want to see how terrible the underwater world is.

1. Expressive: express a psychological or mental state of the speaker.

These speech acts express feelings and attitudes of the speaker

Student A: how did you feel when you found out that the submarine was at the depth of 850m ?

Student B : I was very sad when I found out that Nanggala 402 was at a depth of 850 meters, because at that depth the sea water pressure was very high and it would be very difficult to evacuate the victims.

Student C : My feelings was very shocked and so sad, when I hearing the news that KRI NANGGALA 402 the found out was at a dept of 805 meters, so at the time I think, oh my god our heroes for Indonesia are gone forever in this world, I think like that! Why I say like this?

Because it's very impossible for humans to survive right? So that's why I was very shocked to hearing that, and actually really sad.

3. Commissives : commit the speaker to some future course of action. Speech acts which result in an obligation to speaker. That is they commit the speaker to do something.

Student A: In your opinion what should be done by the government so that this will not happen again?

Student B : **okay i will tell you my oppinion. so my oppinion is the government must be able to as much as possible to overcome the slightest possible problem in the shipping operation of the ship. The government must be responsive and careful In dealing with every obstacle in ship launching operations so as to minimize the occurrence of the accidents.**

Conclusion

Based on the result of data analysis, the researcher would like to conclude this research as follows: 1. The most dominant kind of illocutionary acts that found in second semester of students speaking in professional context at UNDIKMA is representative. 2. Representative is the most dominant kind of illocutionary acts in second semester of students speaking in professional context at UNDIKMA because representative is the most general kind of speech act that used in the conversation. 3. The way to solve the problem of speech act in speaking behavior is the students study more about speech act, increase their vocabulary, practice the conversation to improve their speaking skill. They also can practise to use some of illocutionary acts in daily conversation.

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