PERFORMATIVE UTTERANCES ON EFL CLASSROOM IN SMP ISLAM CENDEKIA HARAPAN JOMBANG

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Abstract

This article aimed to examine performative utterances in the interactions between teacher and students in EFL classroom. It adopted a sociolinguistic and content analysis approach, focusing on the field of performative utterances as the subject of study. The research employed a descriptive qualitative method. The primary data source was an audio recording capturing the interactions between teacher and students at SMP Islam Cendekia Harapan Jombang. The researcher used J.L. Austin's theory in the Wardhaugh book (2010:286) for data analysis. Based on the theory there are five types of performative utterance: verdictives, exercitive, commisives, behabitives, and expositives. The findings are the teacher's utterances consisted of 21 utterances, with 33% (7 utterances) categorized as exercitives, 24% (5 utterances) as expositives, 19% (4 utterances) as verdictives, 14% (3 utterances) as commissives, and 10% (2 utterances) as behabitives. On the other hand, the students' utterances amounted to 14 utterances, with 46% (5 utterances) classified as expositives, 27% (3 utterances) as verdictives, 18% (2 utterances) as behabitives, and 9% (1 utterance) as exercitives. There were no utterances of commissive use in students utterances.

Keywords: performative utterance, Austin's performative theory, sociolinguistic, EFL Classroom

Abstrak

Artikel ini bertujuan untuk mengkaji ucapan performatif dalam interaksi antara guru dan siswa di kelas EFL. Artikel ini mengadopsi pendekatan sosiolinguistik dan analisis isi, dengan fokus pada bidang ucapan performatif sebagai subjek studi. Penelitian ini menggunakan metode deskriptif kualitatif. Sumber data primer berupa rekaman audio yang merekam interaksi antara guru dan siswa di SMP Islam Cendekia Harapan Jombang. Peneliti menggunakan teori J.L. Austin dalam buku Wardhaugh (2010:286) untuk analisis data. Berdasarkan teori ada lima jenis ucapan performatif: verdictives, exercitive, commisives, behabitives, dan expositives. Temuannya adalah ucapan guru terdiri dari 21 ucapan, dengan 33% (7 ucapan) dikategorikan sebagai exercitive, 24% (5 ucapan) sebagai expositives, 19% (4 ucapan) sebagai verdictives, 14% (3 ucapan) sebagai commisives, dan 10% (2 ujaran) sebagai behabitives. Di sisi lain, ujaran siswa berjumlah 14 ujaran, dengan 46% (5 ujaran) diklasifikasikan sebagai expositives, 27% (3 ujaran) sebagai verdictives, 18% (2 ujaran) sebagai behabitives, dan 9% (1 ujaran) sebagai exercitive. Tidak ada tuturan yang menggunakan commisives dalam tuturan siswa.

Kata Kunci: *Aspek, predikat dinamik, semantic, predikat statif*

INTRODUCTION

Sociolinguistic involves examining how individuals interact and communicate in their everyday live. Sociolinguistic analysis highlights the socio-cultural norms and expectations that shape language use in the educational context. Comprehending sociolinguistics is essential for both English teachers and students, as the teaching and learning process should not solely emphasize the subject matter but also how language is employed in diverse social contexts (Wiyanto & Armareza, 2021). The interaction between teacher and students is an important thing to note. In the learning process, every behavior and utterance uttered by the teacher or students has a specific meaning or purpose. Understanding the sociolinguistic aspects of teacher-student interactions can help educators create a positive and supportive classroom environment, where effective communication and mutual respect enhance the learning experience for all participants.

The subject of classroom speech act holds significant importance for teachers, as it offers insights into the teaching behaviors they commonly exhibit while communicating with their students. This allows for a better understanding

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of the methods they employ during interactions in the classroom setting. There are three types of utterances according to JL. Austin : constantive utterance, performative utterance, and phatic (Wardhaugh, 2010). In an interaction pay attention to performative utterances. A performative is a sentence that indicates an action. The act of uttering a performative is integral to the execution of a specific type of action. It goes beyond merely "saying" something and involves performing a particular action (commonly referred to as illocutionary acts by Austin). Describing the performance of a performative would not typically be limited to mere "saying" or "describing" something. Types of Performatives of J.L. Austin in the Wardhaugh book categorizes performatives into five distinct groups (Wardhaugh, 2010:286):   1) Verdictives: involve giving judgments, estimates, grades, orn appraisals, 2) Exercitives: where powers, rights, or influences are exercised, as seen in appointments, orders, warnings, or advice 3) Commisives: Commisives are characterized by acts that commit the speaker to do something in the future. They can also include declarations or announcements of intentions. 4) Behabitives: Behabitives are responses to the behavior and circumstances of others. They encompass actions like apologizing, congratulating, blessing, cursing, or challenging. 5)Expositives: Expositives refer to the act of expounding on viewpoints, conducting arguments, and clarifying usages and references. There have been some studies on performative utterances have been done by researchers. A study conducted by Rosaria Mita Amalia (2019) investigated the meaning of performative verbs in 'Gladiator' and 'A Few Good Men' movies. At the same time, M. Fauzi (2015) in his research focused on performative speech acts namely; representative, directive, expressive, commissive, and declarative on character

utterances in the movie "Musang Berjanggut" by P. Ramlee. Meanwhile, Ivana Swastiana et al., (2020) investigated the types and functions of speech acts which the types are same with the types of performative utterance. The other study by Mutia Hafifah (2020) focused on examine the types of constative and performative utterances found in Jokowi's speeches. The study aims to describe how constative and performative utterances are manifested in Jokowi's speeches and to provide reasons for the utilization of both types of utterances in his speeches.

Rizki & Golubović study conducted in 2020 shares similarities with this research, as both investigations focus on direct speech utterances, specifically performative utterances types. Their study utilized R. Searle's speech act theory to address research questions related to four types of performative utterance: representative, directive, commissive, and expressive. In contrast, my study

employs Austin's theory to analyze five types of performative utterance: verdictives, exercitives, commissives, behabitives, and expositives. Additionally, the data for their study consisted of utterances from the movie "Lion of the Desert,".

While this study focused on interactions between teacher-students in an EFL Classroom that Previous research primarily concentrated on performative utterances observed in political speeches, movies, novels, and short stories. To address the lack of research in this area, the current study was undertaken. Its main objective is to analyze performative utterances in EFL classroom conversations, specifically focusing on the types of performative utterances utilized by both English teacher and students during class interactions and examining their sociolinguistic function.

RESEARCH METHOD

This research employed qualitative method, applying J.L. Austin's theory which devided performative utterance in five types for analysis. Qualitative research involves exploring human issues, both at the individual and group levels, through an analysis process that moves from specific themes to more general patterns, culminating in a narrative report as the final outcome (Wiyanto & Sarib, 2021). The participant involved in this study was the English teacher of the second grade at SMP Islam Cendekia Harapan. During the second semester of the academic year 2022/2023, she tooks part in this study as part of the teaching and learning process. Other participants were the second grade students of Al Jazari Class at SMP Islam Cendekia Harapan. This research used content analysis as its approach. (Shava et al., 2021) classify three types of content analysis. They are conventional qualitative content analysis, direct content analysis, and summative content analysis. This research used direct content analysis because the researcher use theory to interpret the findings.

The data were gathered through classroom observation. The researcher utilized audio recording with two phones during classroom observation to gather data for the study conducted in the second semester of the 2022/2023 academic year. The approximately 45-minute recordings were transcribed verbatim and served as the primary data source. The data analysis process followed three cyclical steps, including data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting, focusing, simplifying, and organizing the relevant

information while eliminating irrelevant data. In the data display phase, the writer identified utterances containing performative utterances. The organized information was presented in the form of chart and later described descriptively in the discussion. The final step was drawing conclusion based on the analyzed data, where conclusions were continuously verified through revisiting the data multiple times.

RESULT AND DISCUSSION
RESULT
From the object of the research, the data consist of 21 data uttered by the teacher and 11 data uttered by the students.
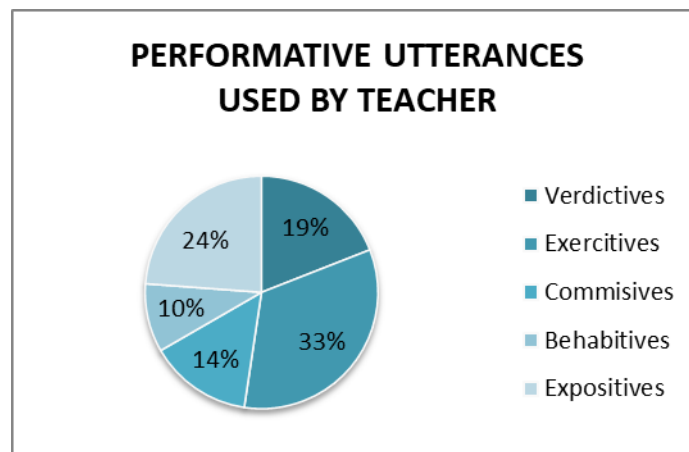

Chart 3.1 performative utterances used by the teacher

From the total 21 utterances by the teacher, the researcher found 33% (7 utterances) were used exercitives, 24% (5 utterances) used expositive, 19% (4 utterances) used verdictive, 14% (3 utterances) were used commisives, and 10% (2 utterances) used behavities.
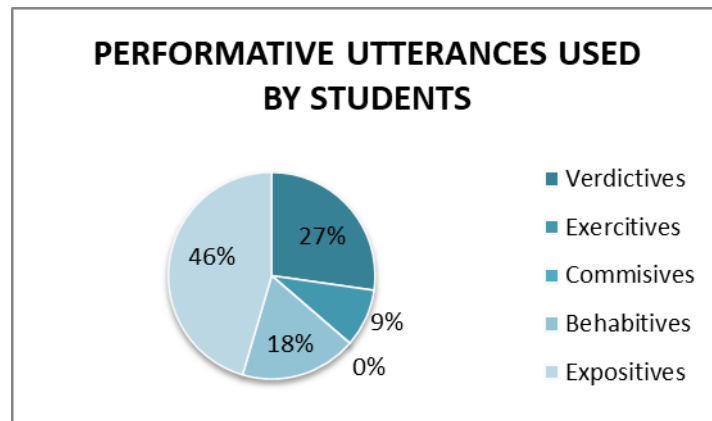
Chart 3.2 performative utterances used by the students

From the total 14 utterance by students, the researcher found 46% (5 utterances) were used expositive, 27% (3 utterances) used verdictive, 18% (2 utterances) used behavities, and 9% (1 utterances) were used exercitives. There no utterance on commisive.

DISCUSSION

- **Verdictives**

> *Teacher   : **"Are you happy today?"***
> *Student 1   : "Not really."*

In the given teacher-student interaction, the teacher's utterance exemplifies a verdictive speech act. Verdictive speech acts involve the speaker giving a verdict or judgment on a particular situation or subject, in this case, the emotional state of the students. The teacher is expressing their intention to assess or evaluate the students' happiness level on that particular day.

> *Teacher   : "Are you happy today?"*
> *Student 1   : **"Not really."***

In response, Student 1's utterance, "Not really," also constitutes a verdictive speech act. By stating that they are "not really" happy, Student 1 is offering their judgment or evaluation of their own emotional state. Verdictive speech acts are used to convey personal assessments,

opinions, or evaluations, and Student 1's response fits this category as they provide insight into their feelings at that moment (Ashfira & Hardjanto, 2021).

> *Teacher : "Are you happy today?"*
> *Student 1 : "Not really."*
> *Student 2 : **"I am happy."***

Student 2's utterance, "I am happy," further reinforces the use of verdictive speech acts in the interaction. Like the teacher and Student 1, Student 2 is expressing their judgment or assessment of their own emotional state, confirming that they are feeling happy. This response also aligns with the characteristics of verdictive speech acts as it involves the speaker providing a personal judgment or verdict on a particular situation.

The analysis of the teacher-student interaction demonstrates how verdictive speech acts are used by both the teacher and the students to express their evaluations or assessments of their emotional states.

Verdictive speech acts play a crucial role in communication as they allow individuals to share their personal opinions or judgments, which, in turn, can foster understanding and empathy among participants in the conversation(Ashfira & Hardjanto, 2021).

- **Exercitives**

> *Teacher : **"Listen to the audio!"***
> *Student : "Alright, Us!"*

The teacher employs an exercitive speech act. By instructing the student to "listen," the teacher is not just providing information about listening; rather, the teacher's words themselves constitute the action of asking the student to engage in the act of listening. Exercitive speech acts are performative in nature, as they prompt the listener to carry out the action specified in the utterance. In this case, the teacher is exercising their authority to direct the student's behavior actively.

> *Teacher : "Listen to the audio!"*
> *Student : **"Alright, Us!"***

The student's utterance acknowledges the teacher's instruction and can be seen as an acceptance of the given task which constitutes compliance with the teacher's exercitive speech act, demonstrating that the student is ready to perform the action of listening to the audio. The student's response is a clear example of how language can be used to not only describe an action but to carry out that action as well (Hasanah et al., 2019).

The analysis of the teacher-student interaction involving exercitive speech acts can provide insights into the social and cultural dimensions of language use in the classroom. Sociolinguistics recognizes that language use is embedded in social hierarchies, and in the classroom context, the teacher's speech holds a position of power (Ashfira & Hardjanto, 2021).

- **Commisives**

  Student   : *"I am done."*
  Teacher   : ***"Don't forget to write down orientation, sequences of event, reorientation!"***

The teacher's response exemplifies commissives, which are a type of performative utterance used to commit the speaker to a future action. By using the imperative "don't forget," the teacher is expressing the intention to ensure the student includes the mentioned components in their work in the future (Alghamdi, 2021). The use of commissives by the teacher indicates their willingness to assist and direct the student's actions, reinforcing the hierarchical nature of the teacher-student interaction (Agustine et al., 2021).

The teacher-student interaction involving commissives sheds light on the social dynamics and communication norms within the classroom. In sociolinguistics, language is seen as a means of establishing and maintaining social roles and relationships. The teacher's use of a commissive speech act demonstrates their commitment to helping the student succeed by providing specific instructions and reminders for completing the task effectively. The teacher-student relationship is characterized by the teacher's authority and responsibility for guiding the student's learning

- **Behabitives**

  > Teacher   : **"Dont talk too much. Silent please!"**
  > Student   : "No"

  The teacher's utterance demonstrates a behabitive speech act by conveying the teacher's attitude and desire for the student to adopt a specific behavior. The teacher's use of the imperative that indicates their preference for the student to speak less or maintain silence. Additionally, the word "please" is used as a politeness marker, suggesting that the teacher's tone may be more indirect or softened, though the main behabitive intention remains clear. This behabitive act reflects the teacher's attempt to manage classroom behavior and create a more conducive learning environment.

  > Teacher   : "Dont talk too much. Silent please!"
  > Student   : **"No"**

  The use of a single word to contradict the teacher's instruction indicates the student's refusal to comply with the teacher's request. Here, the student's response not only expresses their behavior (disobeying the instruction to be silent) but also reveals their attitude or emotional state, which might include defiance or reluctance to follow the teacher's directive. The student's response showcases their assertiveness and willingness to express their disagreement or opposition to the teacher's request openly.

  A sociolinguistic analysis of the teacher-student interaction in the given dialogue sheds light on the complex interplay of power, politeness, resistance, agency, and cultural norms within the classroom setting.

- **Expositives**

  > Teacher   : **"We have discussed it introduction in recount text consists of three."**
  > Student   : "Orientation, sequence of event, and reorientation."

The teacher initiates the conversation by stating, "We have discussed its introduction in recount text consists of three." Here, the teacher is clearly engaging in an expositive act by providing information about the structure of a recount text's introduction. The teacher's role in this interaction is that of an informant, aiming to educate and clarify the topic for the student.

> Teacher : *"We have discussed it introduction in recount text consists of three."*
> Student : ***"Orientation, sequence of event, and reorientation."***

The student fulfills the role of an explainer, providing additional information and details to support the teacher's initial statement. This expositive exchange between the teacher and student reflects a dynamic of information transfer and understanding, where the student is actively participating in the learning process (Aboh & Agbedo, 2020).

In the given conversation between the teacher and student, the teacher's utterance exemplifies an expositive speech act. The teacher initiates the conversation by stating, "We have discussed its introduction in recount text consists of three." Here, the teacher is clearly engaging in an expositive act by providing information about the structure of a recount text's introduction. The teacher's role in this interaction is that of an informant, aiming to educate and clarify the topic for the student.

In response, the student also engages in an expositive speech act by elaborating on the three components of the recount text's introduction. The student states, "Orientation, sequence of events, and reorientation." By doing so, the student fulfills the role of an explainer, providing additional information and details to support the teacher's initial statement. This expositive exchange between the teacher and student reflects a dynamic of information transfer and understanding, where the student is actively participating in the learning process (Aboh & Agbedoh, 2020).

CONCLUSION

This research examines the classification of performative utterances utilized in educational setting. The study was conducted at SMP Islam Cendekia Harapan, focusing on the interaction between teacher and students during the teaching and learning process. The findings reveal that teachers most frequently employed exercitive performative utterances, followed by expositive, verdictive, commissive, and behabitives. On the other hand, students predominantly used expositive performative utterances, followed by verdictives, behabitives, and exercitives. Interestingly, no data of commissive use were observed in student interactions. It can be inferred that sociolinguistics significantly influences the learning process. The teacher's authoritative role in the classroom may impact the language use and responses of students. In certain cultural contexts, students might be inclined to provide socially desirable responses to authority figures, potentially affecting the accuracy of their self-assessments. Alternatively, in an environment where the teacher is approachable and supportive, students might feel more at ease expressing their genuine emotions, leading to more candid responses.

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