

# The Speech Acts Between Teacher and Students in Teaching and Learning Process

*by* Serefina Pasaribu, Herman Dumaris E. Silalahi

---

**Submission date:** 26-Nov-2020 04:12PM (UTC+0700)

**Submission ID:** 1457502753

**File name:** etween\_Teacher\_and\_Students\_in\_Teaching\_and\_Learning\_Process.pdf (472.91K)

**Word count:** 3421

**Character count:** 18533

## The Speech Acts Between Teacher and Students in Teaching and Learning Process

Serefina Pasaribu  
Herman  
Dumaris E. Silalahi

University of HKBP Nommensen (UHN), Medan, Indonesia

**Abstract.** This research deals with the teacher between grade eight student of SMP Negeri 6 Pematangsiantar in the classroom. The research problem is formulated as follows: What speech act are used by the teacher and grade eight students of SMP Negeri 6 Pematangsiantar in the classroom teaching-learning process? What dominant type of speech act used are by the teacher and grade eight students of SMP Negeri 6 Pematangsiantar in the classroom teaching-learning process? To answer the question, multiple scientific theories have been used. Data were taken in the classroom from teaching and learning process, from teacher and students. After collecting and analysing the data, the finding was the directives serve the dominant frequency of all five types of illocutionary acts. There are 278 data (63.47%) containing directives acts. The lowest-rank frequency of illocutionary acts are the commissives with only 6 data (1.369%). The declaratives were not found in this research.

**Key words:** commissives, declaratives, directives, expressive, illocutionary act, representatives.

### Introduction

In social life, people always communicate with each other by using language. We speak and listen to other through language. In short, social interaction tended to involve language use. Language is very important in our life. Without language, we certainly cannot communicate, idea, and negotiating with other. Person as a social being is always in topic with others. In communicating or interacting with others, we need a tool. The tool is used to deliver idea thought, concept, or notion. The tool is language. What is language? Language is used to communicate and convey meaning from one person to other (Sapir, 1949: 56). It is also use to talk to each other, to write an email and text.

Language is perfect instrument to communicate with other. As we know, everyone speaks in different language. Human beings can take interaction to each other, they can understand what they are talking. In this way, language takes place to maintain relation and cooperation. In their daily habit, behaviour and manner operate. People relate to each other through written and spoken forms directly or indirectly. It means that language is as mean of communication. They express things to themselves and wherever. Moreover, they talk about what they want, what they know, what they hear, what they think and how they see themselves and other in their expression.

English as an international language has an important role to develop science and technologies. Many countries in the world use English as a medium of communication among people in different countries, and also of writing many kinds of book in which those are spread in different countries. In Indonesia, there are many kinds of foreign books written in English, whether they are Medical, Economical, Botanical, or other books. Therefore, Indonesia students must be able to learn and to use English in school or society. In order the books they read can be applied in various fields of studying thus the development of science and technologies in Indonesia can be obtained.

A school is an institution design for the teaching of students under the direction of the teacher. Most countries have system of formal education, which is commonly compulsory. In these system, students' progress through a series of school. The names for these schools vary by country but generally include primary school for teenagers who have completed primary education. An institution where higher education is taught, commonly called a university. Having a communication needs norm whether it is in society, house and even though at school.

Norm means the rule, which tied the people in the society up. And communication depends on many factors. If people communicate, they will speak around their culture and their norms. To communicate effectively, a speaker should know not only how to produce the utterance, but also how to use them appropriately, because people do not talk in the same way in this life. The style of speaking depends on who speak to whom, what language, when and where (Fishman, 1972). It is one of communication, people use language and they can understand each other. But, sometimes miscommunication is happened between the speaker means. To avoid the miscommunication, speech acts are needed in conversation to help the hearer interprets the meaning well by the speaker. Because, sometimes people think that they have already understood well. They just interpret the utterance literally but they do not know the other meaning the literal meaning. When we are talking about speech act, it will relate to utterance. The context of the utterance will be the study of pragmatic. One expert of pragmatic, Searle (1975: 69) stated that there are three kinds of fact in conversation. They are: locutionary act, illocutionary act and perlocutionary act. Locutionary act is the basic of utterance, or producing a meaningful linguistic expression. Illocutionary act is an utterance with some kind of function in mind. It is performed via the communicate force an utterance. And perlocutionary act it is an utterance with a function intending it to have an effect. It is performed by saying something that produces effect to the hearer.

According to Yule (1996: 53) there are five general function of illocutionary acts: they are declaration, representatives, expressive, directive and commissives. More deeply Yule (1996: 47) says that Illocutionary act is the basic the act to accomplish some communicate purpose, such as confirming or denying something, promising, apologizing, greeting someone and the hearer can do the action that causing a certain effect on the hearer also can refuse.

How the speech acts rules are constructed? It becomes the issue of this thesis. The writer's going to analyse the utterance of the teacher and the students of grade eight. The writer tries to find out the student's behaviour in grade eight of SMP Negeri 6 Pematangsiantar between the teacher and the students and the students with other in the interaction in the classroom. Interaction when the process of teaching learning evokes misunderstanding among the teacher and the students. The students do not get the commands well. The command is illocutionary acts. Meanwhile the action of the students is pelocutionary acts. The command will be considered well if the doer or the students do the command. Based in the background the writer intends to made a research on the speech act of the teachers and grade eight students of SMP Negeri 6 Pematangsiantar.

## Literature Review

### *The Definition of Pragmatic*

Pragmatic is the study of language use. Yule (1996: 3) stated that pragmatic is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with analysis of what people mean by themselves. Pragmatic is the study of speaker's meaning. Pragmatic

also necessarily explores how listener can make inferences about what is said order explores how a great deal of what is recognized as part of what is communicated.

Furthermore, Leech (1983: 60) stated, "Pragmatic is a study of how utterance have meaning in situations. Meaning in pragmatic is defined relative to a speaker or user of language. Pragmatic is concerned solely with context in which they were utterance. Pragmatic is the study of the relation between language and context that are basic to an account of language understanding.

From the definition above, we can conclude that which pragmatic is a branch of linguistic which concern with language use in context and the study of meaning related to the context or situation. It explains the way language use understood well after connecting it to the situation where, when and by whom it is uttered. Through pragmatic, one can understand the real meaning of an utterance, the motivation of someone to say something by its relation to the context.

#### *Speech Act Meaning*

Pragmatic is defined as the study of language use and linguistic communication, and the central concern of pragmatics is the study of speech acts. Speech act is a part of pragmatic discussion which relates to what a certain sentence and utterance possesses certain act within it. speech acts are performed in uttering expression. speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, making promises, and so on. In other hand we can do things with speech. The study of how people do things with speech is the study of speech acts. In studying speech acts one is acutely aware of the importance of the context of the utterance.

In general, speech acts are the performance of several acts at once, distinguished by different aspects of the speaker's intention. There is the act of saying something, what one does in saying it. In attempting to express themselves, people not only produce utterances containing grammatical structures and words, but also perform actions via utterances (Hymes, 1974: 176). Speech acts, need to study more than the words uttered during a communication transaction. Indeed, the assumptions, norms, roles, and stance taken by the speaker and listener need to be thoroughly describe and categorized.

Actions performed via utterances are generally called speech acts and in English, are commonly given more specific labels, such as apology, complaint, compliment, invitations, promise and request. These descriptive terms for different kind of speech act apply to the speaker's communicative intention will be recognized by the hearer. Both speaker and hearer are usually helped in this process by the circumstances surrounding the utterance.

To communicate is to express a certain attitude and the type of speech acts being performed corresponds to the type of attitude being expressed. For examples, a statement expresses a belief, a request expresses a desire and an apology expresses regret. As an act of communication, a speech acts succeed if the audience identifies in accordance with the speaker's intention, the attitude being expressed.

Speech act concern with the actions that occur when someone utters an utterance that serve a function in communication. When we speak, our words do not have meaning and of themselves. They are very much affected by the situation, the speaker and the listener. Thus words alone do not have a simple fixed meaning.

The performing of speech acts is used in offering an apology, greeting, request, complaint, invention, compliment refusal. A speech act might contain just one word as in "Sorry and thanks". It performs an apology or several words or sentence "I am sorry I

forgot your birthday". Thanks performs a gratitude or to thank for the help or kindness. The example refusal can be shown in this conversation:

A: Shall I bring you a glass of tea?

B: No, thanks.

#### *Classification of Speech Acts*

There are three classification of speech acts, they are locutionary acts, illocutionary acts and perlocutionary acts.

#### *Locutionary Acts*

Locutionary acts is the basic of utterance or producing a meaningful linguistic expression. in addition, Peccei (1999: 44) stated that locutionary is the actual form of words used by speaker and their semantic meaning. For example: My mother says "Don't go anywhere!". My mother as a speaker who is performing the locutionary act of saying that I can not go anywhere and she said is warning.

In performing a locutionary act, a speaker uses an identifiable expression, consisting of a sentence or fragment of sentence from language.

#### *Illocutionary Acts*

Illocutionary acts is an utterance with some kind of function in mind. In addition, Peccei (1999: 44) says that it is with speaker is doing by utterance those words, commanding, offering, promising, threatening, thanking, warning, etc. Illocutionary acts performed via communicative force of an utterance. It is uttered by the speaker that is not only to say or state something but also to ask someone else to do something. In saying "Don't go anywhere!" the speaker is warning me not go anywhere.

#### *Perlocutionary Acts*

Herman (2015: 43) stated that the perlocutionary act is unlike the other act whether locutionary or perlocutionary because perlocutionary act is an external performance of something. It is what we bring about or achieve by saying something, such as convincing, persuading and even, say, surprising or misleading. It is performed by saying something that produces effects to the hearer. Which can be expected or unexpected affect that created by the speaker. Peccei (1994: 44) says that it is the actual result of locution. For example: If the speaker says "Don't go anywhere!" the speaker tends to be performing the perlocutionary act in that I must stay at home. So, in the other word, a perlocutionary is listener behavioural response to the meaning of the utterance, not necessarily physical or verbal response, perhaps merely a mental or emotion response.

#### *Illocutionary Acts*

This research emphasizes on one of the speech acts, the illocutionary acts. As has been defined before, illocutionary acts is an utterance with some kind of function in mind. It is performed via the communicative force of an utterance. We might utter to make a statement, an offer, an explanation, or for some other communicative purpose (Yule 1996: 48). The minimal units of human communicating are speech acts of a type called illocutionary acts. Some examples of these statements, questions, commands, promises, and apologies. Whenever a speaker utters a sentence in an appropriate context with certain intentions, he performs one or more illocutionary acts. However, this research only used the theory of illocutionary act from Searle (1975: 87) because the fact that this person has been successful in developing this theory, which is originally from Austin (1955). In this explanation, an illocutionary acts, a linguistic acts performed in uttering certain words in a given context "while a perlocutionary acts is a non-linguistics act performed as a consequence of performing the locution and illocutionary acts. For example: the utterance "Good morning" is the illocutionary acts of greeting, this

illocutionary acts effect on the listener's perception to bring a perlocutionary acts replying "Good morning". In this research, this use illocutionary acts further development.

#### *Types of Illocutionary Acts*

The classification of illocutionary acts propose by Searle (1975: 44) is a development of ideas that appears in Austin's theory (1955). They are five basic kind of action that can perform in speaking by mean of the following five types of utterance that is developing by Yule (1996:53), they are;

1. Declarative
2. Representative
3. Expressive
4. Directive
5. Commissive

#### *Declaratives*

Declarative are those types that change the world via their utterances. As the example illustrated in below, the speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately.

- a. Priest: I now pronounce you husband and wife. (It is a declarative)
- b. Referee: You're out! (It is declaration)
- c. Jury Foreman: We find the defendant guilty (It is a declaration)

In using declaratives, the speaker changes the world via words.

#### *Representatives*

Hutajulu and Herman (2019: 30) stated representatives are **Kinds of speech act that state what the speaker believes to be the case or not. It can be statements of fact, assertions, conclusions and descriptions.** In using a representative, the speaker makes words fit the world (of belief). The examples would be: affirm, believe, conclude, report

#### *Expressives*

Expressives are those types that state what the speaker feels. They express psychological states and can be statement of pleasure, pain, likes, dislikes, joy or sorrow. As illustrated in below, they can by something the speaker does or the hearer does, but they are about the speaker's experience.

- a. I'm really sorry! (It shows apologizing)
- b. Congratulations! (It shows joy)
- c. Oh yes, great! (it show pleasure)

#### *Directives*

Directives are those that use to get someone else to do something. They express what the speaker wants. They are commands, order, request, suggestion and as illustrated in below, they can be positive or negative.

- a. Could you lend me a pen, please? (It shows request)
- b. Don't touch that! (It shows command)
- c. Give me a cup of coffee. Make it black! (It shows orders)

In using a directive, the speaker attempts to make the world fit the word (via the hearer)

#### *Commissives*

Commissives are those that the speakers used to commit themselves to some future action. They express what the speaker intends. They are promises, threats, refusal, pledges and as shown in below, they can be performed by the speaker alone, or by the speaker as a member of group.

- a. I'll be back. (It shows threat)
- b. I'm going to get it right next time (It shows promises)

c. We will not do that (It shows refusals)

In using commissives, the speaker undertakes to make the world fit the words (vis the speaker).

**Material and Methods**

This research is designed, based on qualitative research. As Keegan (2009) Qualitative deals with a research methodology, which focuses in the process rather than result qualitative investigator may choose triangulation as a research strategy to assure completeness of finding or to confirm findings. there are some steps in collecting data such as: Recording English conversation in the classroom, transcribing the utterance and analysing the data in illocutionary. After collecting the data, data analysis comes after that step. They cover: identifying the utterance of each of speech act, underlining each the type of illocutionary act, classifying the illocutionary of the teacher and students, transcribing the data into the table, and find out the most dominant type of illocutionary acts.

**Results**

Based on the research, there are four types of illocutionary acts performed by the teachers in English teaching-learning process at SMP NEGERI 6 Pematang Siantar. They are representatives, expressives, directives, and commissives. The declarative acts are not found. The results of the data findings are presented in Table 1.

Table 1. Data Findings of Illocutionary Acts

No	Illocutionary Acts	Frequency	Percentage (%)
1	Declaratives	0	0
2	Representatives	105	23.976
3	Expressives	278	11.187
4	Directives	49	63.470
5	Commissives	278	1.369

Table 1 shows that there are 438 data containing illocutionary acts. The directives serve the dominant frequency of all five types of illocutionary acts. There are 278 data (63.47%) containing directives acts. The lowest-rank frequency of illocutionary acts are the commissives with only 6 data (1.369%). The declaratives were not found in this research.

**Conclusions**

This research is concerned with the pragmatic analysis of illocutionary acts used by the English teachers in the teaching-learning process at SMP Negeri 6 Pematangsiantar. In line with the objectives of the research, to identify illocutionary acts and illocutionary functions used by the English teachers in classroom conversation at SMP Negeri 6 Pematangsiantar, the research results can be concluded as follows:

1. There are four types of illocutionary acts used by the English teachers at SMP Negeri 6 Pematangsiantar. They are representatives, expressives, directives, and commissives. The declaratives are not found. The directives are the most frequent illocutionary acts, while the commissives are the fewest.

2. There are 23 types of illocutionary functions performed by the English teachers at SMP Negeri 6 Pematangsiantar. They are stating an opinion, stating a fact, informing, explaining, agreeing, greeting, thanking, complimenting, joking, apologizing, stating

surprise, commanding, requesting, suggesting, forbidding, warning, questioning, permitting, encouraging, wishing, promising, and threatening. The questioning is the most frequent function, while threatening is the fewest frequent function.

### References

- Austin, J.L. (1955). *How Do Things with Words?* Oxford: Oxford University Press.
- Fishman, J. (1972). *A sociolinguistic, A Brief Introduction*. Massachusetts: Newbury: House Publishers.
- Herman. (2015). Illocutionary acts analysis of Chinese in Pematangsiantar. *International Journal of Humanities and Social Science Invention*. *International Journal of Humanities and Social Science Invention*, 4(12), 41-48.
- Hutajulu, F.S.L., Herman. (2019). Analysis of Illocutionary Act in the Movie "You Are My Home" English Subtitle. *Journal of English Educational Study*, 2(1), 29-36. <https://www.doi.org/10.31932/jees.v2i1.371>
- Hymes, D. (1974). *Foundation in Sociolinguistic: An Ethnographic Approach*. Pennsylvania, The University of Pennsylvania Press Inc.
- Leech, G. (1983). *Principle of Pragmatic*. Pennsylvania: The University of Pennsylvania.
- Peccei, J.S. (1999). *Pragmatics*. London: Taylor and Francis Limited.
- Sapir, E. (1949). *Language*. New York: Harcourt Barco and Company.
- Searle, J.R. (1975). *Speech Act*. Cambridge University Press.
- Yule, G. (1996). *Pragmatics*. New York: Oxford University.

# The Speech Acts Between Teacher and Students in Teaching and Learning Process

## ORIGINALITY REPORT

17%

SIMILARITY INDEX

12%

INTERNET SOURCES

5%

PUBLICATIONS

13%

STUDENT PAPERS

## PRIMARY SOURCES

1	Submitted to Anglia Ruskin University Student Paper	1%
2	www.coursehero.com Internet Source	1%
3	Submitted to University of Southampton Student Paper	1%
4	Submitted to University of Leeds Student Paper	1%
5	Submitted to Aston University Student Paper	1%
6	Submitted to Universitas Muhammadiyah Surakarta Student Paper	1%
7	digilib.uinsgd.ac.id Internet Source	1%
8	Submitted to Universitas Muria Kudus Student Paper	1%

9	<a href="http://grammar.about.com">grammar.about.com</a> Internet Source	1%
10	Heppy Sinaga, Herman Herman, Eben Pasaribu. "THE EFFECT OF ANAGRAM GAME ON STUDENTS' VOCABULARY ACHIEVEMENT AT GRADE EIGHT OF SMP NEGERI 8 PEMATANGSIANTAR", Journal of English Educational Study (JEES), 2020 Publication	1%
11	<a href="http://library.binus.ac.id">library.binus.ac.id</a> Internet Source	1%
12	Submitted to Fulton College Student Paper	1%
13	<a href="http://doc.rero.ch">doc.rero.ch</a> Internet Source	1%
14	Submitted to Majan College Student Paper	1%
15	<a href="http://intro2gl.pbworks.com">intro2gl.pbworks.com</a> Internet Source	1%
16	Submitted to Universiti Teknologi MARA Student Paper	1%
17	Submitted to Kaplan Professional School of Management Student Paper	<1%

18

Submitted to October University for Modern Sciences and Arts (MSA)

Student Paper

&lt;1%

19

Manik, Sondang, and Juniati Hutagaol. "An Analysis on Teachers' Politeness Strategy and Student's Compliance in Teaching Learning Process at SD Negeri 024184 Binjai Timur Binjai –North Sumatra-Indonesia", English Language Teaching, 2015.

Publication

&lt;1%

20

[eprints.undip.ac.id](http://eprints.undip.ac.id)

Internet Source

&lt;1%

21

[mafiadoc.com](http://mafiadoc.com)

Internet Source

&lt;1%

22

Henry Elisa. "ENHANCING THE STUDENTS' SPEAKING SKILL IN SPEAKING CLASS PROGRAM THROUGH ROLE PLAY AT SENIOR HIGH SCHOOL", JEES: Journal of English Educational Study, 2019

Publication

&lt;1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On