A Pragmatic Analysis of Illocutionary Acts Used by English Teachers in English Teaching-Learning Processes at SMAIT Abu Bakar Yogyakarta

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Abstract: The objectives of this study are: 1) to identify the types of Searle's illocutionary act performed by the English teachers in teaching-learning processes at SMAIT Abu Bakar Yogyakarta, and 2) to investigate the illocutionary functions used by the English teachers in teaching-learning processes at SMAIT Abu Bakar Yogyakarta. This study employed descriptive-qualitative approach. The researcher had the role of planning, collecting, analyzing and reporting the findings. The data were in the form of utterances performed by two English teachers of SMAIT Abu Bakar Yogyakarta during the teaching and learning processes. The data were collected through conducting observations equipped by audio recording. Then, the data were transcribed and analyzed using the theory of Searle's speech acts. The data were analyzed by using interactive qualitative method proposed by Miles and Huberman (1994) that consists of three main activities: data reduction, data display, and conclusion drawing/verification. Besides, the researcher also applied coding system to make her easier in classifying the data. The trustworthiness of the research was obtained by applying credibility and dependability. The findings show that: 1) there are four types of speech acts used by English teachers at SMAIT Abu Bakar Yogyakarta: representatives, expressives, directives, and commisives. 2) There are 26 types of illocutionary functions performed by the English teachers at SMAIT Abu Bakar Yogyakarta: informing, stating, explaining, confirming, agreeing, disagreeing, stating opinion, predicting, correcting, greeting, leave-taking, thanking, apologizing, stating surprise, complimenting, joking, questioning, commanding, requesting, suggesting, encouraging, warning, forbidding, inviting, offering, and promising. In conclusion, the directives were the most frequent acts performed by the teacher to manage the classroom English at SMAIT Abu Bakar Yogyakarta.

Keywords: pragmatic analysis, illocutionary acts, illocutionary function.

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Introduction

English language teaching nowadays has focused its primary goal on the concept of communicative competence. It means that English teaching processes are expected to enable language learners to have the ability to use language in different context and circumstances appropriately. In the context of classroom interaction, this competence can be acquired through indirect understanding of pragmatics, especially in the discussion of illocutionary acts as the branch of speech acts. By acquiring this knowledge, the students are expected to be able to interpret teacher's intended meaning. Thus, they can avoid misunderstanding that occurs in the classroom English.

However, misunderstandings and misinterpretations commonly happen during the classroom communication. This is because the students likely have difficulties in uderstanding teacher's meaning. This means that the students do not acquire communicative competence well. There are some problems that might happen regarding to this condition.

The first problem deals with the types of illocutionary acts that should be revealed in order to identify whether the teacher as the speaker uses the correct expressions or not. It influences the understanding of students in getting the meaning of the utterances and further in acquiring communicative competence.
The second problem is that the students face the difficulties in recognizing the function of teacher's illocutionary acts because in spoken language, one type of illocutionary acts has many hidden possibility functions. It means that the teacher's utterances contain a hidden function that has to be interpreted by the teacher properly.

Another problem is that the possibilities of having different functions in one utterance require the addressee to have the right assumption in interpreting the speaker's utterance. The students should be able to recognize them by using Illocutionary Function Indicating Devices (IFIDs) and elicity condition. Further, there are also some preconditions of speech acts in everyday context that enable the students interpret the functions: general conditions, content conditions, preparatory conditions, sincerity condition, and essential condition.

Additionally, other factors may cause misunderstanding in gaining the teacher's intended meaning like the lack of vocabulary, the lack of grammatical competence, and so on. English as a foreign language, not to mention, has different vocabularies and grammatical rules that make quite difficult for them.
This research has formulated some problems as follows:

1. What are the types of Searle's illocutionary act performed by the English teachers in teaching-learning processes at SMAIT Abu Bakar Yogyakarta?
2. What are the illocutionary functions used by the English teachers in teaching-learning processes at SMAIT Abu Bakar Yogyakarta?

Research Method

This research was conducted in the form of descriptive-qualitative method. The data of this research were the English teachers' utterances taken from the classroom interaction in English teaching-learning processes in SMA IT Abu Bakar Yogyakarta. The data were taken from two English teachers observed on October- November 2016.
The main insrument of this research is the resercher herself. The researcher has the role of planning, collecting, analysing and reporting the findings of the study. This project also used data sheets as the secondary instrument to collect and analyse the data.

The data were collected through observation. The researcher used sound recorder and video camera to record the classroom conversations. Then, the researcher did the data transcription process and selected them. These selected data then were set and classified in the data sheet. In analyzing the data, the researcher implemented the framework proposed by Miles and Huberman (1994:10) that data organizing processes consists of three main activities: data reduction, data display, and conclusion drawing/verification.

Finding and Discussions

The result of this study shows that there are four types of illocutionary acts performed by the teachers during the teaching and learning process at SMAIT Abu Bakar Yogyakarta: representatives, expressives, directives, and commissives. The directives have the dominant frequency of all five types of illocutionary acts. There are 446 (56.17%) out of the total number of utterances. The representatives got the second place among the other types. They appeared in 277 utterances representing 34.89% out of the total utterances. The occurrence of expressives was shown in 57 utterances with the precentage of 7.18% out of the whole speech acts. Meanwhile, the lowest-rank frequency of illocutionary acts are the commissives with only 14 utterances with 1.77% out of the total occurrences. During analyzing the data, the declarations were not found.

Under the distribution of those four illocutionary acts, there are 26 types of illocutionary functions performed by the English teachers at SMAIT Abu Bakar Yogyakarta. They are informing, stating, explaining, confirming, agreeing, disagreeing, stating opinion, predicting, correcting, greeting, leave-taking, thanking, apologizing, stating surprise, complimenting, joking, questioning, commanding, requesting, suggesting, encouraging, warning, forbidding, inviting, offering, and promising. The questioning was the highest rank of illocutionary function performed by the teacher, while correcting and agreeing were the lowest rank of illocutionary function.

 The illocutionary functions of representatives performed by the teacher are in the form of informing, stating, explaining, confirming, agreeing, disagreeing, stating opinion, predicting, and correcting. Based on the level of occurrence, the most frequent illocutionary functions used by the teacher were explaining with 120 utterances (15.11%). The second place was occupied by informing with 62 occurrences (7.81) followed by confirming with 52 occurrences (6.55%), stating with 18 occurrences (2.27%), stating opinion with 11 occurrences (1.39), disagreeing and predicting with 5 occurrences (0.63%) both. The lowest rank of representatives is occupied by agreeing and correcting with only 2 occurrences (0.25%) both.

The different types of illocutionary functions of expressives were also performed by the teacher. They are greeting, leave-taking, thanking, apologizing, stating surprise, complimenting, and joking. Complimenting dominates the occurrence with 22 utterances (2.77%). The next rank is stating surprise with 8 utterances (1.01%) followed by thanking and apologizing with 7 utterances (0.88%) both. The next rank of occurrences was presented in the form of greeting with 6 utterances (0.76%). Then, leave-taking appeared in 4 utterances (0.50%).

Meanwhile, the least illocutionary functions of expressives is joking with 3 utterances (0.38%).

In case of illocutionary function of directives, the teacher performed questioning, commanding, requesting, suggesting, encouraging, warning, forbidding, and inviting. The table shows that there were 264 utterances of questioning with the percentage 33.25% out of the total occurrence. This is the highest rank of directives produced by the teacher. The second rank is commanding with 81 utterances (10.20%). The third rank is occupied by requesting with 38 utterances (4.79%) followed by inviting with 25 utterances (3.15%). Suggesting is the next rank with 19 occurrences (2.39%) followed by warning with 8 utterances (1.01%). Encouraging was the next rank with 7 utterances (0.88%). The lowest rank of directives is occupied by forbidding with only 4 occurrences (0.50%).

The types of commissives that were performed by the teacher are offering, refusing, and promising. The most frequently used of commissiveswas revealed in the form of offering with 8 utterances (1.01%). Meanwhile, the lowest rank of commissives is promising which appeared only in 6 utterances (0.76%).

Conclusion

According to the result of the research in classroom conversation, there are four types of speech acts used by English teachers at SMAIT Abu Bakar Yogyakarta: representatives, expressives, directives, and commisives. The declarations were not found. The directives have the highest-rank frequency of all five types of illocutionary act, while the lowest-rank frequency of illocutionary acts is the commisives. Directives were used by the teacher to get the students to do somethings. In the context of classroom interaction, the frequent use of directives indicates that the teacher has the higher status that enable them to manage the class by using directives.

Considering the illocutionary functions, there are 26 types of illocutionary functions performed by the English teachers at SMAIT Abu Bakar Yogyakarta. They are informing, stating, explaining, confirming, agreeing, disagreeing, stating opinion, predicting, correcting, greeting, leave-taking, thanking, apologizing, stating surprise, complimenting, joking, questioning, commanding, requesting, suggesting, encouraging, warning, forbidding, inviting, offering, and promising. The questioning was the highest rank of illocutionary function performed by the teacher, while correcting and agreeing were the lowest rank of illocutionary function. The teacher's use of questioning promotes the students' active participation, checks students' understanding and stimulates students' critical thinking.

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