A PRAGMATIC ANALYSIS OF CLASSROOM SPEECH ACTS

IN THE ENGLISH TEACHING AND LEARNING PROCESSES

AT MAN 1 YOGYAKARTA

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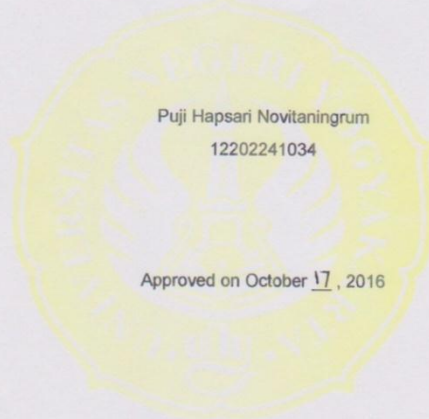
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Abstract: This research was aimed to investigate the use of speech acts during English teaching and learning processes. The objectives of this research were to identify the illocutionary acts and types of functions performed by the English teachers in MAN 1 Yogyakarta. This research employed a qualitative method consisting of data reduction, data display, and drawing conclusion. The data reduction was done by keeping data which were in accordance and discarding data which were not in accordance to the research. The data of this research were displayed in the form of tables and descriptions. The conclusion was done by re-reading and re-checking the data. The verification was enhanced by doing peer-checking and consultation with the supervisor. The data were in the form of utterances which were derived from the transcripts. The instruments of the research were the researcher herself and a data sheet. The data were analyzed by categorizing them using the speech acts theory proposed by Searle. The research findings were checked by conducting triangulation. The results of this research showed that there were four types of illocutionary acts performed by the teacher. They were representatives, directives, commissives, and expressives. The most dominant illocutionary act was directives. In terms of the functions of illocutionary acts, there were 19 functions performed by the english teacher. They were informing, confirming, stating, explaining, insinuating, warning, asking, ordering, commanding, forbidding, suggesting, offering, promising, greeting, thanking, praising, apologizing, stating disappointment, and leave-taking. The most dominant function of illocutionary acts was asking and the least dominant was stating disappointment. From the findings, it can be noted that the teacher held the main role in the classroom so the classroom tent to be teacher-centered. Moreover, the fact that directives was the most dominant act can be considered as the sign of teacher's awareness of her status which was higher than the students'. The fact that asking was the most dominant function of illocutionary acts was considered as an effort done by the teacher to check the students' understanding and to make them active. On the other hand, stating disappointment as the least dominant function shows that the teacher tried to behave by not showing her every psychological condition.

Keywords: pragmatics, speech acts, English teaching and learning.

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Abstrak: Penelitian ini bertujuan untuk mengetahui penggunaan tindak tutur selama proses pembelajaran Bahasa Inggris. Tujuan penelitian ini adalah untuk mengidentifikasi ilokusi dan fungsi ilokusi yang dilakukan oleh guru Bahasa

Inggris di MAN 1 Yogyakarta. Penelitian ini menggunakan metode penelitian kualitatif yang terdiri dari tiga langkah penelitian, yakni penyusutan data, penyajian data, dan penentuan kesimpulan. Penyusutan data dilakukan dengan memilih data yang sesuai dengan penelitian dan mengeliminasi data yang tidak sesuai dengan penelitian. Data disajikan dalam bentuk tabel dan deskripsi. Kesimpulan ditentukan dengan membaca ulang dan mengecek ulang data. Verifikasi dilakukan dengan melakukan *peer-checking* dan konsultasi dengan pembimbing. Data dalam penelitian ini berbentuk ujaran-ujaran yang terangkum dalam transkrip percakapan. Instrumen-instrumen penelitian ini adalah peneliti, dan lembar data. Teknik analisis data dilakukan dengan mengategorikan data ke dalam lima klasifikasi tindak tutur yang disampaikan oleh Searle. Pengecekan data dilakukan dengan teknik triangulasi. Hasil dari penelitian ini menunjukkan bahwa terdapat empat jenis ilokusi yang dilakukan oleh guru Bahasa Inggris di MAN 1 Yogyakarta, yakni representatif, direktif, komisif, dan ekspresif. Jenis ilokusi yang paling dominan adalah direktif. Terkait dengan fungsi tindak ilokusi, ada sembilan belas fungsi yang ditampilkan, yakni menginformasikan, mengonfirmasi, menyatakan, menjelaskan, menyindir, memperingatkan, bertanya, meminta, memerintah, melarang, menasihati, menawarkan, berjanji, menyapa, berterima kasih, memuji, meminta maaf, menyatakan kekecewaan, dan menyatakan salam perpisahan. Fungsi yang paling dominan adalah bertanya dan fungsi yang paling jarang ditampilkan adalah menyatakan kekecewaan. Dari hasil penelitian ini, dapat disimpulkan bahwa guru tersebut memegang peran utama di dalam kelas sehingga kelas cenderung menjadi kelas yang berpusat pada guru. Hasil yang menunjukkan bahwa direktif merupakan tindak yang paling dominan dapat dijadikan tanda bahwa guru tersebut mengerti dan memahami perbedaan statusnya dengan para siswa, dimana status guru lebih tinggi. Bertanya sebagai fungsi paling dominan menunjukkan bahwa ada usaha yang dilakukan oleh guru untuk mengetahui sejauh mana para siswa memahami pelajaran, serta membuat siswa menjadi lebih aktif di dalam proses pembelajaran. Dari hasil yang menyatakan kekecewaan sebagai fungsi yang paling jarang ditampilkan dapat disimpulkan bahwa guru tersebut mencoba untuk memilah kondisi psikologi yang mana yang patut untuk diekspresikan di hadapan para siswa.

Kata kunci: pragmatik, tindak tutur, pembelajaran Bahasa Inggris

Introduction

English, nowadays, is learned by many people in the world because of its status as lingua franca which is used by people to communicate in many aspects of human life. In education, English becomes one of the important subjects to learn. The purpose of learning English is to be able to have communicative competences as of English native speakers. Communicative competences mean competences that someone should have to implement the function of language, which is a means of communication. Communicative competences themselves contain some elements, and one of those elements is sociocultural element which deals with the use of language in the real life and the role of participants.

We use linguistics to scientifically learn language. In linguistics, there is a branch named pragmatics that studies a language dealing with its context. Griffith (2006: 132) states that pragmatics is the study of how senders and addressees rely on the context when they conduct communication elaborating literal meaning. In English teaching and learning processes, pragmatics has already been applied by teachers. Teachers nowadays tend to teach contextually. The use of pragmatics in classrooms also can be seen from the language function used by teachers. In pragmatics, language function is studied under theory of speech acts.

All the instructions given by the teacher in class X IBB (*Ilmu Budaya dan Bahasa*) to the students were in the forms of language functions. As the theory of speech acts proposed by Austin and Searle, there are three dimensions of every utterance which are locution, illocution and perlocution. However, core of the act is illocution. Even people usually reduce the definition of speech acts as illocutions. Therefore, the researcher intended to investigate the implementation of illocutionary acts in classroom conversation.

Research Method

This research uses the type of descriptive qualitative approach. This approach is the most suitable one for this study since the focus of this study is to investigate speech acts performed by the English teacher during English teaching and learning processes in class X IBB (Ilmu Budaya dan Bahasa) at MAN 1 Yoyakarta based on the theory of speech acts established by Searle.

The subjects of the research were the English teacher and students in class X IBB (Ilmu Budaya dan Bahasa) at Madrasah Aliyah 1 Yogyakarta. The key instrument of this research was the researcher herself and a data sheet.

This research used observation as the technique of data collection. It was done with the use of audio and audio-visual recording process. A mobile phone was used to record the audio data, and a digital camera was used to record audio-visual data. After the recording process was done, some steps of procedure were done: listening, watching, and understanding the recording; transcribing the recording; listening again to the recording to check the accuracy of the data; selecting data which were in accordance with the objectives of the study; recording the data into the data sheets; and analyzing and classifying data.

The data analysis technique of this study adopted the framework established by Miles and Huberman (1994: 10). They state that the qualitative data analysis consists of three procedures, namely data reduction, data display, and conclusion drawing / verification.

This research used three types of evidence in qualitative research They are credibility, dependability, and confirmability. To meet the criteria of credibility, the researcher had prolonged and meaningful participation in the setting and triangulation technique. Detailed description of data collection and analysis procedure were provided to fulfill the dependability. The confirmability was done by doing triangulation technique.

Research Findings

There were four categories of illocutionary acts performed by English teacher in class X *IBB (Ilmu Budaya dan Bahasa)* of MAN 1 Yogyakarta. They are representatives, directives, commissives, and expressives. From the data, it was known that directives category was the most dominant illocutionary acts which were performed by the teacher with the occurance in 694 utterances or 51.64% out of the whole data.

The second dominant illocutionary act performed by English teacher in class X *IBB (Ilmu Budaya dan Bahasa)* of MAN 1 Yogyakarta was representatives which appeared in 554 utterances representing 41.22% of the whole data. There was expressives in the place of the third dominant illocutionary acts with 90 occurence or 6.70% out of the whole data. The last dominant illocutioary act was commissives appearing in 6 sentences or representing 0.45% out of the whole data. Through out the data analysis, it was found that there was no appearance of declaratives category of illocutionary act.

In terms of illocutionary act category of representatives, there were five functions of illocutionary acts performed by English teacher in class X *IBB (Ilmu Budaya dan Bahasa)* of MAN 1 Yogyakarta. They were informing, confirming, stating, explaining, and insinuating. In terms of directives category of illocutionary acts, there were six functions found, e.g. warning, asking, ordering, commanding, forbidding, and suggesting.

In terms of commissives, it was found that there were two functions performed by English teacher in class X *IBB (Ilmu Budaya dan Bahasa)* of MAN 1 Yogyakarta. They were promising and offering. In terms of expressives category of illocutionary acts, there were six functions performed by English teacher in class X *IBB (Ilmu Budaya dan Bahasa)* of MAN 1 Yogyakarta. They were greeting, thanking, praising, apologizing, stating of disappointment, and leave taking. Of all the functions of illocutionary acts appearing, asking was the most dominant and stating disappointment was the least dominant.

The research findings show that directives became the most dominant illocutionary act performed by the teacher. Whereas, Searle in Mey (1994: 131) states that directive acts are used by the speaker to make the hearers do something. Through this finding, it can be said that the teacher still held the main role in the classroom. Thus, the classroom was teacher-centered. The control of how teaching and learning processes ran was on the teacher's hand. The element in the teaching and learning processes who took the turns to speak up was the teacher.

Furthermore, this fact fulfilled one of the three important things to remember about classroom discourse proposed by Van Lier (1988, p. 267) as cited in Nunan (2003: 176) that the prime responsibility of what is said in the classroom lies on the teacher. The teacher believed that communication in the classroom

was under her control. Therefore, she tent to be directive. She produced utterances which made her students do something.

The teacher tent to be directive because she believed that her status was higher than her students. As Searle (1979: 2) states that one of varying dimensions that can differ one act to another is differences in the status or position of the speaker and hearer. In the case of directives being as the most dominant acts performed by the teacher, the law of status works. As the teacher believed that she had a higher status, she could make her students do many things without hesitation.

The most dominant function of illocutionary acts performed by the teacher was asking. It was noted that a question was not always a question. The teacher used asking not always because she literally did not know the answer, though in many chances the teacher literally asked. In this case, the essence of asking was still trying to get the information. However, the information was not simply the answer of the question given by the teacher. The teacher asked for the information of how far her students understood the material. By getting her students' answer, the teacher could make a conclusion of whether or not her students understood the materials.

Furthermore, it was noted that the other effect of the teacher's effort to check her students' understanding by asking was that the students coould be more active in the teaching and learning processes. This can be a stimulation for the students to speak up. Based on this fact, it could be known however, the teacher still gave a chance to the students to be active. This is in line with the mission of Curriculum 2013, applied in MAN 1 Yogyakarta, as stated in Permendikbud No. 71 A 2013, that teaching and learning processes should be student-centered or that a teacher should give the students chances to be active and 'play the main role' as many as possible.

The least dominant function of illocutionary acts performed by the teacher was stating disappointment with only 1 occurence during the observation. It was noted that disappointment was not a type of good psychological conditions. It shows that someone was not fine knowing that the fact did not meet his expectation. On the other hand, a teacher is expected to be a good model for the students in the classroom. In addition, a teacher is also expected to be able to always act as a 'happy person' though in some chances, for example when students do a mistake, the teacher may use any expression for the sake of their goodness. Therefore, related to the expression of stating disappointment, a teacher must not show it to the students. Due to the findings showing that stating disappointment is the least dominant, it can be seen that the teacher has tried to stand her not-good psychological condition. It shows that the teacher becomes selective in showing her feelings.

Research findings of illocutionary acts and functions of illocutionary acts performed by English teacher in class X *IBB (Ilmu Budaya dan Bahasa)* of MAN 1 Yogyakarta

No	Classification of Searle's speech acts (The illocutionary act)	Illocutionary function	Frequency	Percentage
1	Representatives	1. Informing 2. Confirming 3. Stating 4. Explaining 5. Insinuating	192 227 57 55 3	14.29 % 18.38 % 4.24 % 4.09 % 0.22 %
Total			**554**	**41.22 %**
2	Directives	1. Warning 2. Asking 3. Ordering 4. Commanding 5. Forbidding 6. Suggesting	4 437 172 30 9 42	0.30 % 32.51 % 12.80 % 2.23 % 0.67 % 3.13 %
Total			**694**	**51.64 %**
3	Commisives	1. Offering 2. Promising	2 4	0.15 % 0.30 %
Total			**6**	**0.45 %**
4	Expressives	1. Greeting 2. Thanking 3. Praising 4. Apologizing 5. Stating disappoint-ment 6. Leave taking	9 35 30 12 1 4	0.6 % 2.6 % 2.23 % 0.89 % 0.07 % 0.3 %
Total			**91**	**6.70 %**
Total of illocutionary act occurrence			**1345**	**100 %**

Conclusions

Dealing with the objectives of the study which is to identify the types of Searle's illocutionary acts performed by English teacher in class X *IBB (Ilmu Budaya dan Bahasa)* of MAN 1 Yogyakarta, there were four types of speech acts found

throughout the data, e.g. representatives, directives, commissives, and expressives.

In terms of functions of illocutionary acts, they were performed in informing, confirming, stating, explaining, and satiring for representatives; warning, asking, ordering, commanding, forbidding, and suggesting for directives; promising and offering for commissives; greeting, thanking, praising, apologizing, stating disappointment, and leave taking for expressives.

Directives were used by the teacher to make the students do some actions. The first rank based on the occurrence of functions of illocutionary acts was asking with 437 occurrence representing 32.51% out of the whole data. The high use of directives shows that the teacher wanted to show her awareness that her status was higher than the students in such restricted context like classroom. It is common that in classroom context, the teacher shows that she is more powerful than the students. Directives were used by the teacher to show her power over the students.

Furthermore, the existence of directives as the most dominant illocutionary act was the form of that the teacher believed that the communication in the classroom was under her control. Therefore, she tent to be directive.

The most dominant function of illocutionary acts performed by the teacher is asking. The teacher uses asking not always because she literally does not know the answer, though in many chances the teacher literally asks. Most of the acts of asking were done to seek for the information of how far her students understand the material. In addition, it can be noted that the other effect of the teacher's effort to check her students' understanding by asking was that the students can be more active in the teaching and learning processes. This can be a stimulation for the students to speak up.

The least dominant function of illocutionary acts performed by the teacher was stating disappointment. It is noted that disappointment is not a type of good psychological conditions. Due to the findings showing that stating disappointment was the least dominant, it can be seen that the teacher tried to stand her not-good psychological condition. It shows that the teacher became selective in showing her feelings.

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