

A Speech Act analysis: Illocutionary Acts produced by teacher in ESL classroom

Oleh:

Alif Aribah Yulian,

Vidya Mandarani

Progam Studi Pendidikan Bahasa Inggris

Universitas Muhammadiyah Sidoarjo

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Introduction

- Speech acts are any vocal utterances used to communicate in a school context. It determines interactions in the classroom. It also helps teachers realize their regular teaching behaviors when communicating with students (Merdana et al., 2013).
- As the principal originator of the speech actions' notions, Austin (1962) distinguished between performative and constative speech acts. One of the categories of performative speech acts is illocutionary act consisting of verdictives, exercitives, commissives, behabitives, and expositives. Searle (1979) then put forward his theory of illocutionary acts: assertive or representatives, directives, commissives, expressive, and declarative.

Research Question

- What types of Illucutionary Acts are produced by the ESL teacher in the seventh-grade International Class Program (ICP) 1 Classroom?

Method

- In this study, descriptive qualitative methodology was used to characterize (explain) current happenings. the primary data to examine was a natural context of interaction between an ESL teacher of grade 7 ICP 1 of SMP Muhammadiyah 1 Sidoarjo and 24 students of grade 7 ICP 1 during the ESL classroom.
- The data were collected through observation and recordings for approximately 103 minutes throughout two classroom sessions, in which note-taking and a mobile phone were used. The gathered data was then transcribed by the researchers. The transcribed data is then imported to NVivo 12 Pro for further coding and analysis. The researchers analyze solely the teacher's speech actions, which are then classed according to Searle's (1979) illocutionary act theory.

Findings

The table below illustrates the distribution of each speech act performed by the ESL teacher:

| Speech Acts | Frequency |
|-----------------------------|------------|
| Assertive or Representative | 68 |
| Directive | 151 |
| Declarative | 0 |
| Commissive | 5 |
| Expressive | 42 |
| Total | 266 |

The table reveals that the teacher's most frequent speech behavior was directive, with 151 utterances. Among the other categories, representative speech performances ranked second with 68 utterances, followed by expressive with 42 utterances, commissive with 5 utterances, and the teacher did not utter any declarative speech acts.

Discussion

- In the directive utterances uttered by the teacher, it appears that the teacher asks something to stimulate response to the questions posed by the teacher so that communication goes well. Communication can also be done with suggesting, directing, recalling, warning, banning, persuading (Swastiana & Putra IN, 2020), interrupting, and motivating (Nuruddin Hidayat et al., 2022). This research comprises requesting, banning, pleading, inviting, directing, proposing, and advising. It also involves asking, ordering, threatening, pleading, and requesting. The “ask” command was discovered to appear more often than any other kind.
- Regarding representative, it is a speech intended to transmit a specific notion, where the speakers connect to the reality of the proposition expressed or confidence expressed to the speaker’s partners (Budiasih, 2018). In this study, it was found that representative acts occurred with 68 utterances. It includes informing, assuming, explaining, asserting, stating, agreeing, and disagreeing. The teacher might communicate the truth to the students by employing a representative since the truth can be confirmed.

Discussion

- Expressive acts express the speaker's feelings or views (Puspitorini & Atmapratiwi, 2019). The speaker is not seeking to make the reality correspond with the words or the words correspond with the world; instead, the truth of the message is presumed. "thanking," "congratulate," "apologize," "condole," "deplore," and "welcome" are examples of expressive verbs (Searle, 1979). In the expressive category, the teacher tended to express the word "thank you" during class interactions. The teacher expressed those words the most because the teacher felt grateful for what the students had done.
- Commissives are illocutionary acts that intend to obligate the speaker to some future action (again, to varying degrees) (Searle, 1979). The verbs included in commissive are promising, offering, granting (Swastiana & Putra IN, 2020), threats, rejections, and guarantees (Wahyu Santosa & Kurniadi, 2020). Here, commissive illocutionary act is used by the teacher when performing promising, namely when the teacher promises to continue class at the next schedule and offering is done when the teacher appoints students to answer questions.

Conclusion

- The researchers discovered four illocutionary forms an ESL teacher used during the ESL Class in SMP Muhammadiyah 1 Sidoarjo: directive, representative, commissive, and expressive. The teacher uses directive illocutionary act when the teacher asks students to do something as ordered by the teacher. In representative illocutionary act, the teacher is more focused on providing knowledge or information to students about the material being discussed. In expressive illocutionary act, the teacher expresses thanks and praises students. In the commissive illocutionary act, the teacher makes a promise and offers to students to answer questions. Future researchers who plan to do similar studies must incorporate an enormous number and diversity of data since it has not yet been examined in this study. Moreover, they may achieve some advancement as a result of this research.

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