

SPEECH ACT OF EFL TEACHERS IN ISLAMIC SENIOR SECONDARY SCHOOL IN INDONESIA

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ABSTRACT

This research aimed at finding out the kinds, and functions of speech act used by the teachers at MAN (State Islamic Senior Schools in South Sulawesi) in teaching English as a Foreign Language and the teachers using kinds and function of speech acts. This research by applying qualitative research design. The research subjects were the English teachers' in MAN Binamu Jeneponto. Two EFL teachers at MAN Binamu Jeneponto were chosen through purposive sampling teaching, then the instrument of the research was classroom observation. The data collected was analyzed by using the data analysis proposed by Miles and Huberman (1994), namely data reduction, data display and the data description of conclusion/verification.

The results of the study were: (1). The kinds of speech act such as locutionary act, illocutionary act, and perlocutionary act. On Locutionary act, the researcher found that two from three elements of locutionary act, were uttered by the teachers' and the researcher found that there are five types of Illocutionary act, where uttered by the teachers' such as Verdictives, Exertives, Commissive, Behabitives, and Expositives. The teachers' also uttered Perlocutionary act. (2). The function of speech act such as Representative, Directive, Expressive, Commissive, and Declarative.

Keywords: Speech Act, Teachers, Locutionary act, Illocutionary Act, Perlocutionary Act, Kinds and Function of Speech Act.

INTRODUCTION

Communication in teaching and learning process is essential, for example, the process of lecturing occurring in school. Communication between the teachers and students also considered as the fundamental substance for obtaining an effective learning. (Waheba, Abd, and Kader. 2010). Communication in the teaching and learning process encourage students connect the concepts which they learn and apply the concept into their life. Furthermore, Thossell and Zhao (2011) argued that in communicating with the students, the learners will not only bring out some utterances involving grammatical structure and words but they also perform actions through those utterances in order to send the messages by their utterances. In this speech situation the teachers serve as the speaker and the students as the hearer. Bach (1994) stated that such acts of speech in communication are called speech acts, which are defined as the acts of speech of the speaker in the connection to the hearers.

Teaching and learning process in school can be finished successfully through the suitable use of language (Schleppegrell, 2004). . The teaching is carried out by language that is known widely as classroom speech act (Curtis & O'Hagan, 2005, p. 48). Speech acts determine the quality of verbal interaction in the classroom. It provides important information for teachers, whereby they know the typical teaching behaviors they use extensively in communicating with the students.

Thossell and Zhao (2011) stated that speech act theory should be applied in the teaching of foreign language. Language teachers should do not only develop the linguistic competence of the students but also enhance their pragmatic competence. Ashoorpour, Azari, and Branch (2004) asserted that EFL teachers mostly concentrate on the teaching linguistic competence and they do not consider the pragmatic or sociolinguistic of language.

Mostly, in Indonesia, EFL teachers use English and Indonesia speech act while teaching. Teachers speech act in classroom are declaratives, representatives, expressives, directives, and commissives. But sometimes teachers do not realize the importance of it. As consequence, teachers may use improper speech act.

Based on the explanation above, the writer interested to conduct the research with title **"Speech Act of EFL teachers' in Islamic Senior Secondary Schools in Indonesia"**.

REVIEW OF RELATED LITERATURE

Silviana (2015) for research *Analyzing Speech Act of Lecturer and Students in Class Discussion at English Departement of Universitas Muhammadiyah Makassar*. She used qualitative research. She found, the implications of speech act in class discussion are students can understand the material by the lecturer's utterance in speech acts. The lecturer can raise the students' participation by asking some question related to the topics, so the curriculum goals can be achieved by using the appropriate speech act.

Taula'bi (2015) in her study entitled *Speech Acts of the Lecturer in Teaching English*. She found that: (1) the types of speech acts used by the lecturer in teaching in teaching English are assertive (assertive, affirmative and informative), directives (asking question, suggest, command and request), commissives (offer and promise), declaratives (declare) and expressive (feeling expression, greeting, parting, thanking, and praising) and those are expressed directly and indirectly, (2) the function of the speech acts used by the lecturer in teaching English are statement, asking question, command and request, (3) the students prefer the lecturer expressed their utterances directly because it is easy for them to grasp the meaning of the utterance and respond the lecturers' utterances.

Eslami-Rakesh and Fatahi (2004) studied the effect of metapragmatic instruction on the speech act comprehension of advanced EFL students. The speech acts of requesting, apologizing, and complaining were include in the study.

Nurani (2015) in her study entitled *A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process AT SMA N 1 Purworejo*. She found that from five types of speech acts based on Searle classifications. Only four types of speech acts performed by the teacher, namely representatives, directives, expressives, and commissives.

Zayed (2014) in his study aimed at investigating Jordanian EFL teachers' and students' practice of five speech acts: Apology, compliment, greeting, request and thanking.

METHOD OF THE RESEARCH

This research employed qualitative research design that emphasized the discourse analysis. According to Gay, Mills, and Airasian (2006), qualitative research is the collection, analysis, interpretation of comprehensive narrative and visual data in order to gain the insight into a particular phenomenon of interest. Thus, the research was used in order to explore the phenomenon of speech act in Indonesia. This research used qualitative data to know the kind and function of speech act used by EFL teachers' in Indonesia. Explain of the research result was made in the form of descriptive so the readers get the complete information from the research result. In analyzing the data, the researcher used the theory of speech act proposed by Austin, (1962). The researcher analyzed and described the speech act that mostly appear in EFL classroom in Indonesia.

FINDINGS

1. Kinds of Speech Acts

From the transcription of the data, the researcher found that the teachers used some kinds of speech act which have different kinds in classroom from the first meeting until the third meeting. Those kinds of speech acts used by the teacher in classroom were Locutionary, Illocutionary and Perlocutionary speech act.

Locutionary act is the utterance of a sentence with determinate sense and reference, to make the utterance is to confer a little on a particular person. For instance :

*T: I hope to practice about English. The conclusion about this material today. **I hope you practice about English daily. Because, if you want to speak English little by little, I think eee you always practice if you meet your friend.***

On the example above shows the use of locutionary act which is proven when the teacher said:

I hope you practice about English daily. Because if you want to speak English little by little, I think eee you always practice if you meet your friend. From this utterance the teacher did not expect any respond from the student. The teacher only encouraged the students to use English as their habitual daily life which is very good to improve their speaking skill. The phonetic, phatic and rethict atc can be found in the sentence in "***I hope to practice about English***".

From the sentence above locutionary act is the phonetic act and phatic act.

1. Phonetic acts is all of the words or sounds on this sentence are phonetic acts.
2. Phatic acts happen when it become sentence like "***I hope to practice about English***". Phonetic is the sound of the speaker saying the sentence, phatic is the words of the sentence, and the last is rethict is the performance of an act of using those vocables with a certain more-or-less definite sense and reference.

Illocutionary act is considered as the core of the theory of speech act. For instance:

T: **Please, open your book, page aaaa elevent, ya.**

Please, open your book page eleven.

S: Yes, sir

On the example above, we can see that the teacher used illocutionary act as exercitives. It is proven by the sentence “***Please, open your book, page aaaa elevent, ya***”. The teacher ordered the students to open up the lesson. The student gave a respond by confirming the page of the book. Also, the teacher confirmed the correct page by saying “eleven” again to get students’ attention. This can be indicated as illocutionary act because the speaker needs any respond from the listener.

Perlocutionary act is the effect of what is said. A perlocutionary act (perlocutionary through speaking) is focused on the response others have to a speech act. For instance:

T: Kalau tidak dihafal akan ada hukumannya.

S: Yes, mom.

S: Langsung seratus, ustad.

T: **Tidak usah langsung seratus kata. Bisa dicicil lima-lima kata.** Semakin sering kamu menghafal, semakin cepat saya hafal namamu. Lebih bagus kalau dicicil , karena saya bisa hafal namamu. Kalau sudah, siapkan cepat.

The underlined sentence above represents a perlocutionary act as direct. It can be seen in “***Tidak usah langsung seratus kata. Bisa dicicil lima-lima kata.***” The teacher suggest the students to memorize five words a day in this case the teacher gave a respond to the student said “***Langsung seratus, ustad***” and explain the task to them without getting any feedback from the students.

2. Function of Speech Acts

From the transcription of the data, the researcher found that the teacher used some types of speech act which have different function in classroom from the first meeting until third meeting. Those types and function of speech acts used by the teacher in classroom were representative, directive, expressive, commisive, and declarative speech act.

Representative speech act is an act that shows the actual state. It includes asserting, concluding, informing or reporting, and describing or explanation. For instance:

T: **Aaaaaa. Bahasa inggrisnya “Pulpen”?**

S: Pen

T: Apa bahasa inggrisnya maksud saya!

S: What is the meaning of Pulpen?

T: **Aaaaaa. Bisa “what is the meaning of pen”, bisa juga “what is in English of Pulpen”. Bisa kalian mau pakai yang mana. Terserah.**

S: Pen

Based on the sentence above, teacher B used representative speech act in the classroom interaction. In second line the teacher said “***Apa bahasa Inggrisnya maksud saya!***”. Which

means the teacher assert the students previous statements about translating her utterance in order to get no misunderstanding. While the last line "*Aaaaaa. Bisa "what is the meaning of pen", bisa juga "what is in english of Pulpen". Bisa kalian mau pakai yang mana.Terserah*". The teacher gave information to students that they can choose two options in translating. This information was intended to make students have a language variety.

Directive speech act is emphasized to get the addressee to do something such as command, order, request, suggestion and asking question. For example:

T: **Okey. Sekarang, kita akan buat, akan pelajari "Modal". You know "Modal"?**

S: No

T: Apa "Modal"?

S: Eeeee modal, modal.

T :Please, find on your dictionary. What is the meaning of "modal".

Based on the example above, the function of the speech act used by the teacher B was directive function. It can be looked at the first "*Okey. Sekarang, kita akan buat, akan pelajari "Modal". You know "Modal"?*" and the third line "*Apa "Modal"?*". In this case the teacher was asking a question about the previous lesson but the students know nothing about that till the teacher asking again to make the question clearer. Hence, the last line the teacher commanded the students by saying "*Please, find on your dictionary. What is the meaning of "modal"*". Both asking and commanding is included as the function of directive speech act.

Expressive speech act that is state what the speaker feels. This function can be in statements such as pleasure, pain, like, dislike, joy and sorrow, thanking, welcome, congratulation etch. For instance:

T: Use English. Can combain. Bisa dikombinasi. Okey, number one.

S: Me, me ,me

T: What happen to harry?

S: Harry is sick

T: **Good**

From the sentence above the teacher B represented the used of expressive speech act. It can be seen in the last line "*Good*".The compliment was given to the students after answering the question. The act of giving compliment indicated that the teacher was happy after hearing the student's correct answer. In other word, the teacher expressed pleasure by giving compliment to the learner.

Commisive speech act function of speech act refers to the act of saying the words/utterance by means the speaker intended to do something. This function included guaranteeing, inviting, offering, swearing, promising, refusing and volunteering. For example:

T: Tolong bukunya dibawa keperpustakaan.

S: Yes, sir .

T: **Kemudian yang belum praktek. Minggu depan kita praktek lagi ya.**

S: Iya, Ustad.

Based on the sentence above, there was a commisive function of speech act used by the teacher A. It can be seen in the third line"*Kemudian yang belum praktek. Minggu depan kita praktek lagi ya*" the teacher promised the students that the next meeting will be the same material for the students who have not practice yet. The act of promising can be categorized as the function of commisive speech act.

Declarative speech act is to change the situation/condition by the utterance or words. For instance:

T: Prepare your ear. Jadi, siapkan saja kupingnya!.

Are you ready?

S: Ready

T: I will repeat twice. Jadi, saya kan mengulangi dua kali, ya.

The function of speech act used by the teacher B was declarative especially the act of confirming. Based on the extract, the teacher produced the utterance like *“Are you ready?”*. This utterance indicated that the teacher confirm that the students were ready in doing English learning activity. And then, the teacher will repeat the sentence twice to not having misunderstand for the students in the last line *“I will repeat twice”*.

DISCUSSION

From finding above the researcher found the use of kinds speech act in class discussion. It was found that there are three kinds of speech act in finding. They are Locutionary, Illocutionary, and Perlocutionary.

Firstly, Locutionary act is the utterance which used by teacher without expecting any action from the students. It can be found in Extract 1, extract 2, and extract 3, extract 4, and extract 5. For example in extract 1, when the teacher stated, *“I hope you practice about English daily. Because if you want to speak English little by little, I think eee you always practice if you meet your friend”*. In this case the teacher used locutionary acts as a kind of speech acts. According to Austin (1962), locutionary is the performance of an utterance without hoping anything from the listener in forming as action. Which is Austin (1962) divides the locutionary act into three elements such as phonetic act, phatic act, and rhetic act, where the researcher found two from three elements of locutionary act such as phonetic act and phatic act.

Secondly, Illocutionary act is the utterance which is used by the teacher which expect responds from what his said. Illocutionary acts can be found in extract 6, extract 7, extract 8, extract 9 and extract 10, the teacher commended in extract 6, *“What is material last week? Apa pelajaran kita minggu lalu?”*, and the students responded teacher’s asking. According Austin (1962), Illocutionary act is closely connected with the speaker’s intention. It means that there is an aim or purpose that the teacher said by telling the utterance. All the extracts are the result of analysis in findings. The extract present in the data display and observation checklist.

The last is Perlocutionary acts. Perlocutionary act is the action by the listener or students when the teacher gave commanding or asking to them. The perlocutionary acts can be found in extract 16, extract 17, extract 18, extract 19 and extract 20. For example in extract 11, when the teacher commanded, *“ini coba perhatikan dulu ya”*, and the students responded to hear the audio. According Williams (2010), the perlocutionary act is an act of producing certain consequential effects upon the feelings, thoughts, or action of the audience, or the of speakers, or of the persons. The proof of perlocutionary acts can be found in observation checklist. It means there are utterance that used by the teacher in perlocutionary acts.

According to the finding above, the researcher found the teacher and the students tended to use illocutionary acts more frequently than both locutionary and perlocutionary. It is proven by analyzing in observation checklist. The kinds of speech act the mostly

appeared in class discussion is illocutionary because in classroom, the teacher always asked the students to respond the teachers asked.

Based on the previous analysis, the researcher found that were five functions speech act according to Searle (1969) that were used by EFL teachers in classroom such as representative, directive, expressive, commissive, and declarative speech act. The functions of each of type will be elaborated in the following description.

The first function of speech acts found in classroom was representative speech act. Representative speech act refers to the actual state. The representative speech acts were found on both the teachers. The representative speech acts can be found in extract 21 of the teacher A, and extract 22, and extract 23 of the teacher B. Based on functions, representative speech acts in extract 21 was used as giving explaining the material. Then in extract 22, and extract 23, the representative speech acts were as informing and concluding the material. Moreover, Searle in Hatch (1992) stated that a representative speech act can be judged of the truth value. This act has functions such as asserting, concluding, informing, concluding, informing, describing, or explaining, and reporting.

The second function of speech acts found in classroom was directive speech act. This function mostly used by the two teachers in classroom. The directive speech acts were found both of the teachers. It can be seen in extract 24, extract 25 from the teacher A, and extract 26 from the teacher B. Based on the functions, the directive speech act in extract 24 and 25 were used to command and forbidding or ordering to the students. The last for the teacher B, the directive speech acts in extract 26 was used to asking. The directive speech act which function as assertion is different with the Searle's theory which found based on the teachers' statement, it is found in directive speech act in term of question directive. This result is also different from the previous finding in Seken and Nyoman (2013) they found that question directive was to check the students' knowledge about certain information, to check the students' understanding about certain information, and to ask the students' ability to do something while this research found that the function of question directive was to ask question to assert. Searle in Hatch (1992) stated that directive speech act employed to get the addressee to do something likes commands, orders, request, suggestions, it included also asking question.

The third function of speech acts found in classroom was expressive speech act. Searle in Hatch (1992), "these speech acts state what the speaker feels, his/her psychological state". These can be statement of pleasure, pain, likes, dislikes, joy, apologize and sorrow. Searle in Smith (1991) stated that expressive speech act expresses the psychological stated specified in the sincerity condition that includes in apologizing, thanking and praising". The expressive speech acts were found on two teachers. It can be seen in extract 27, extract 28 of the teacher B and extract 29 of the teacher A. Based on the functions, the expressive speech act in extract 27 was pleasure. Then, expressive speech act in extract 29 was apologizing. Then for the teacher A, expressive speech act in extract 28 was thanking.

Moreover, the fourth function of speech acts found in classrrom was commissive speech act. The commissive speech acts were found on both of the teachers. It can be seen extract 30 of the teacher A, extract 31, and extract 32 of the teacher B. Based on the functions, commissive speech act in extract 30 functioned to give promising and commissive speech act in extract 31 and 32 functioned to give inviting and offering. According to Searle (1969), the function of commissive is to commit a speaker or to do some future course of action. He also stated that commissive can be uttered in the form of promise, guarantees, contrasts, threat, swear, and other types of commitments.

The last function found in classroom was declarative speech act. According to Searle (1969), declarative function refers to the act of changing the situation by some word or utterance. The declarative speech acts were found on both of the teachers. It can be seen in extract 33 from the teacher A, and extract 34, 35 from the teacher B. Based on the functions, declarative speech act in extract 33 functioned as definition. And extract 34 and extract 35 functioned as appointed and confirming. It was related by Searle that declarative function consist of the act of determining, deciding, canceling, chastening, dismissing, appointing, naming, and permitting. All the utterances which were included in declarative function were used by means the speaker created a new situation/condition which is followed by action of listener.

Based on the data findings, the researcher found that three kinds of speech act such as Locutionary act, Illocutionary act, and Perlocutionary act. On Locutionary act, the researcher found that two from three elements of Locutionary act, were uttered by the teachers and the researcher found that there are five types of Illocutionary act, where uttered by the teacher such as Verdictives, Exercitives, Commissive, Behabitives, and Expositives. The teachers also uttered Perlocution act. And then, the researcher found that five function of speech act, where the researcher focused on theory of Searle, such as Representative, Directive, Expressive, Commissive, and Declarative.

Eslami-Rakesh and Fatahi (2004) studied the Irian students undergraduate which using the speech acts of requesting, apologizing, and complaining other than explaining and asking questions which most used Indonesian teachers.

Rahma Al Amri (2001) found that the Omani teachers most commonly used request and refusal while teaching speech acts which reveals satisfactory outcomes about the students' communication skills in Omani. However, Indonesian teachers most commonly used explaining and asking questions to improve students curiosity.

Zayed (2014) for Jordanian teacher found that the teacher practiced the speech act of greeting, request and thanking better than speech act of apology and compliment. Nevertheless, Indonesia teachers commonly used the speech act of explaining, requesting, and asking question, other than thanking, complimenting, and greeting.

CONCLUSION

Conclusion was drawn based on the problem statements of the research. This research has two problem statements. The first problem statement related to the kinds of speech acts used by EFL teachers in classroom. The second problem statement was the functions speech acts used by EFL teachers in learning process.

SUGGESTION

Based on the findings and discussion of the research, the researcher offers two points of ideas which are addressed to the English teacher and the text researchers in terms of the kinds of speech act, and the function of speech acts in classroom. Those points are elaborated. The result of this research could be used by the teachers to know the functions of speech acts used in the classroom and to know the kinds of speech act based on the teachers need that gave positive impact. Therefore, the used of speech acts in the classroom interaction can support communication in the classroom. To the next researcher, the study of speech acts can be extended by conducting the research in other

different content. The next researcher may investigate the speech acts used based on culture, proficiency level and gender. Then, the researcher may not only investigate teachers toward speech acts used but also the students perception toward speech acts use.

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