ILLOCUTIONARY ACTS : A PRAGMATIC ANALYSIS OF SPEECH ACT IN LITERATURE CLASS

Putri Indah Sari[1], Bela Rizky Utami[2]
English Literature[1]
English Education[2]

putriindah743@gmail.com
belarizkyutami83@gmail.com

Abstract

This study aims to find out a several classifications in the lecturer of drama class. It is investigates illocutionary act. The theory used in this paper is the classification of illocutionary act proposed by John Searle. Exploring illocutionary act, this research applied pragmatic approach. The writer used qualitative method to describe the problem clearly by using words, phrases, and sentences, that is to complete the research. This research leads the writer to drive conclusion that there are three classifications of illocutionary acts are found; they are representative, directive, and commisive. However, declarative can not be found. The writer found that the most dominant illocutionary act by the lecturer is directive which implies that it shows the power of someone who makes an utterance and the lecturer used directive more dominant as her speech act to take control in the classroom.

Key words: commisive, expressive, directive, Illocutinary act and representative

INTRODUCTION

Language is the driving force behind learning (Mandasari & Agusty, n.d.), it plays a crucial role in the teaching and learning process (F. M. Sari, 2020). As (Sinaga & Pustika, 2021) mention that effective language use can be used in the classroom to teach and learn. According to (Qodriani & Wijana, 2020b) that teaching entails forming relationships of effective and emotional communication between teachers and students, emphasizes that a teacher's use of language (speech acts) is especially important because it will help students learn. The teacher is well-known as a lecturer at a university (Mandasari & Oktaviani, 2018). During the teaching and learning process in the classroom, a lecturer frequently communicates with students (Suprayogi, 2021). Because they enable people to perform a wide range of functions (Sasalia & Sari, 2020), such as thanking, responding, and requesting, speech acts are essential to effective communication (Lestari & Wahyudin, 2020). It is evident that the teaching and learning process involves a lot of speech acts, particularly by lecturers (Kardiansyah, 2021).

The study of how teachers and students use language in classroom is important not only for teachers, but all those concerned with the social functions of education (Qodriani & Wijana, 2020a). Students of all languages tend to have difficulty understanding the

intended meaning communicated by a speech act (Aminatun & Oktaviani, 2019), or producing a speech act using appropriate language and manner in the language being learned (Muliyah et al., 2020). They tend to get difficulty since the production of speech acts are varied in the forms and functions (Wahyudin & Sari, 2018). The understanding of the utterances also depends crucially on the actual contexts and the pragmatic knowledge, especially speech acts (Puspita & Pranoto, 2021).

As mentioned before, speech acts are important for the teaching and learning process (Puspita & Amelia, 2020). Having sufficient knowledge of speech acts is a great importance in order to maximize learning (Kardiansyah & Salam, 2020). Thus, this study will investigate the use of illocutionary acts produced by a lecturer in a drama class in a private university in Indonesia (F. M. Sari & Wahyudin, 2019a). Drama class is consider unique (Suprayogi & Novanti, 2021). In drama class, besides attending a lecturer, students have to practice and perform a drama directed by lecturer (Handayani & Aminatun, 2020). Meanwhile, study in drama lecture, especially in the Indonesia tertiary context is limited (Nurmala Sari & Aminatun, 2021). Thus the writer interested to look at the production of illocutionary acts by a lecturer in drama class.

LITERATURE REVIEW

Pragmatic Approach

"Pragmatics is one of those words that gives the impression that something very specific and technical is being discussed," (Gulö & Nainggolan, 2021). "Pragmatics as the study of meaning in relation to situations said (speech situations)," (N. Putri & Aminatun, 2021)."Pragmaticshs the aspects of the meaning of uterances which cannot be accounted for by straight forward reference to the truth conditions of the sentence uttered," (Puspita, 2021) and "Pragmaticshs the aspects of the meaning of uterances which cannot be accounted for by straight forward" (Mandasari & Wahyudin, 2021). In other words, pragmatics also studies how people comprehend and produce a communicative speech act in a conversation (Suprayogi & Eko, 2020). Pragmatics discusses how people understand the speaker's intention through verbal communication and gestures (Rahmania & Mandasari, 2021).

Speech Act

"Speech acts are how the audience and listener respond to a speech that is used by the speaker" (Suprayogi & Pranoto, 2020). Speech acts are actions that are carried out through speech.divvies speech act up into these fundamental groups:act of locution (Aminatun et al., 2021), act of illocution (Simamora & Oktaviani, 2020), and act of perlocution (Pustika, 2020). The speech act requires the speaker to concentrate on how they realize their purpose in speaking (F. M. Sari & Wahyudin, 2019b). Owing to the speaker's use of action to convey a different meaning (Amelia, 2021). As a result, the author is able to draw the conclusion that we are unable to interpret speech acts in their literal sense. If we receive it with its literal meaning, we will misunderstand it and be unable to determine the speaker's precise intent (Kardiansyah & Salam, 2021).As (S. N. Sari & Aminatun, 2021) states that three kinds of speech acts, there are acts locutions (the act of saying something), illocutionary acts (the act of doing something in saying something) (N. R. Putri & Sari, 2021), and the follow pelocutionary (the act of affecting someone) (Qodriani & Wijana, 2021).

Illocutionary Acts

According to (Kasih, 2018) "Illocutinary speech act is the most basic part of communication", in addition, As (Septiyana & Aminatun, 2021) stated " Illocutionary act is a speech act have the purpose and the function or power of speech". There are five categories of utterance found in illocutionary act (Sinaga & Oktaviani, 2020). They are representative (assertive), directive, commissive, expressive, and declarative (Oktaviani et al., 2020).

METHOD

This research uses qualitative approach since the main focus of this research describes the phenomenon of language use, because this study is conducted in drama class in a private university and the researcher collects data from the transcription of the video recording in drama class. According to Creswell (2013). Qualitative method is research procedure to gather objectively with emphasis on personal experience in described situations to improve how things work in order to build individual knowledge through analyzing, accumulating, and concluding the results. The writer use qualitative method since the data is in the form of text which is the transcription of video recording.

The participant of this research is the English Literature who is selected based on a set of criteria such as education, mastery of subject, and recommendation. In this study, the

lecturer had to posses a master degree in English Literature, teach literature subject, and recommendations from head of faculty art and education in the private university.

In this research, the data source is a transcription of drama lecture, since the writer records the lecturer process a and transcribe it. Meanwhile the data is the Illocutionary acts of the lecturer which indicated as the utterances produced by the lecturer (participant) in the classroom. By using video recording, the writer got occurances of situation which represent the data befeore being analyzed. Within form of recording, the writer could get the flow of activity or interaction in the classroom so that it can be revisited again in another time. Further, the writer converted video recording into the transcription. In addition, Flood et al (2005) state that the use of transcription is to know the flow of talk or activity in the context of observation, making these systems context specifics and lending to a representation of the event or activity that can be examined once the researchers leaves the setting (post hoc).

After collecting the data, the next step is analyzing the data. In brief, the stages to analyse the data can be presented as follows :

1. The writer read all transcript of the video recording carefully.

2. The writer classified the data into some type of classification. Such as, commisives, directive, and representatives.

3. The writer present and elaborate the findings.

4. The writer drew a conclusion.

RESULTS AND DISCUSSION

This will presents the research findings and the analysis of the findings based on the statement of the research problems; types of illocutionary act used by Ms. D as the main subject in Literary Criticism class.

Illocutionary Acts Used by The Lecturer

- Representative

Representative is an expression to commit the speaker to believe that the propositional content of the utterance is true.

Based on the findings, there are nine utterances of informing in representative speech acts spoken by the lecturer to the students. The conversation in data sample 1 below took place when the lecturer was giving information about the aspect of drama.

Data Sample 1

L So in this week, we have discussion about characters. SSS Yeah (.) Characterization and motivation.

In data sample 1 above, the lecturer says, " So in this week, we have discussion about characters." to the sudents. Based on the utterance, the lecturer informed the fact about the topic in this meeting which is talking about characters. The function of this utterance is that the speaker in conveying her utterance is meant to inform something from the speaker. Based on the context, the lecturer‟s illocutionary act is representative. The lecturer as the speaker gives the information of the topic in this week which is dealing with how the character‟s in the literary work, so it clearly shows that it is kind of informing which includes into representative act.

- Directive

According to Searle (1976:11) "Directive is speech acts that are to cause the hearer to take a particular action". In directive, a speaker tries to get the hearer to commit him or herself to do something.

Data Sample 2

L In your life. Are we character ? SSS Yeah. Yeah.

L Are you sure ? SSS Yeah.

S Because we have characterization.

L Because we have characterization. Does it ? Are you sure ? L Are you character in your life ? SSS Yeah.

From the data sample above, the lecturer says, " Are you sure ? " to the students. It means that the lecturer clearly shows assuring to the students with her question because the lecturer will make sure the student if the character in the book sometimes had the same character in the real life. Here, the lecturer describes her view to the students in this class. It is clearly that the utterance is „enssuring‟, which include in directive.

Data Sample 3

S Character is hem. Actor or actress the play in that story. L Ehem.

Actor or actress play in that story.

From the data sample above the lecturer says, "Actor or actress play in that story?" to the students. It means that, the lecturer clearly shows repeating from the students with her answer because the lecturer will make sure to the student if the actor and actress had the character in the story. It is clearly that the utterance is „repeating‟, which include in directive.

- Commisives

Commisive is an expression to commits the speaker to some future course of action.

Data Sample 4 SSS Dialogue.

(The sound is crowded that is unclear) L Ok. Later on.

We have discussion about review of drama and you have discussion with your group (stepping forward and put her left hand on the table)

When we make you group and sit down your group.

SSS Yes miss. Yes

From the data sample above, the lecturer says, " Ok. Later on.We have discussion about review of drama and you have discussion with your group (stepping forward and put her left hand on the table). When we make you group and sit down your group." to the students. It means that, the lecturer clearly shows promising to the students if they will discuss about review of drama and they will discuss it with their group. Promising causes the hearer to expect something from the speaker. The lecturer expresses her information to make her promise to the student and the lecturer uses ecpression like later on. It is clearly that the utterance is „promising", which include in commisive.

CONCLUSION

After analyzing the data, the writer found some data in the utterances of the lecturer as the speaker in drama class, there are classifications proposed by John Searl that the writer found, they are commisive, directive, and representative. Based on those four classifications of illocutionary acts, the writer found the most dominant illocutionary act used by the lecturer is directive. The lecturer mostly performed directives can be applied in the teaching and learning process. Regarding the illocutionary act of questioning, it is aimed to ask certain information from the students students to participate more actively in the lesson. It is also beneficial to check the students" knowledge. It implies that questioning should be employed by the lecturer during classroom communication practice. Further, the lecturer"s speech acts are central in the teaching and learning process, because of that, students learn how the language should be used. The students should be given more opportunity to practice the target language so that they are not only recognizing the speech acts but also in comprehend the language.

REFERENCES

Amelia, D. (2021). Antigone's Phallus Envy and Its Comparison to Indonesian Dramas' Characters: A Freudian Perspective. *Vivid: Journal of Language and Literature*, *10*(1), 23–30.

Aminatun, D., Ayu, M., & Muliyah, P. (2021). ICT Implementation during Covid-19 Pandemic: How Teachers Deal with a New Style of Teaching. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting students' autonomous learning skill through language learning application. *Metathesis: Journal of English Language, Literature, and Teaching*, *3*(2), 214–223.

Gulö, I., & Nainggolan, T. (2021). The Functions of Nias Personal Pronouns. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Handayani, E. T., & Aminatun, D. (2020). STUDENTS'POINT OF VIEW ON THE USE OF WHATSAPP GROUP TO ELEVATE WRITING ABILITY. *Journal of English Language Teaching and Learning*, *1*(2), 31–37.

Kardiansyah, M. Y. (2021). Pelatihan Guru dalam Penggunaan Website Grammar Sebagai Media Pembelajaran selama Pandemi. *English Language and Literature International Conference (ELLiC) Proceedings*, *3*, 419–426.

Kardiansyah, M. Y., & Salam, A. (2020). The Translator's Strategy as a Cultural Mediator in Translating Indonesian Novel into English. *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 413–418.

Kardiansyah, M. Y., & Salam, A. (2021). Reassuring Feasibility of Using Bourdieusian Sociocultural Paradigm for Literary Translation Study. *Ninth International Conference on Language and Arts (ICLA 2020)*, 135–139.

Kasih, E. N. E. W. (2018). Capitalism as The World View in Valdez's The Dirty Social Club. *Language in the Online and Offline World 6 (LOOW): The Fortitude*, *May 2018*, 105–109.

Lestari, M., & Wahyudin, A. Y. (2020). Language learning strategies of undergraduate EFL students. *Journal of English Language Teaching and Learning*, *1*(1), 25–30.

Mandasari, B., & Agusty, S. T. P. (n.d.). MOBILE LEARNING: THE IMPACT OF WHATSAPP USAGE IN ENGLISH LANGUAGE LEARNING. *Section Editors*.

Mandasari, B., & Oktaviani, L. (2018). The Influence of Nias Language to Bahasa Indonesia. *Premise: Journal of English Education and Applied Linguistics*, *7*(2), 61–78.

Mandasari, B., & Wahyudin, A. Y. (2021). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class. *Ethical Lingua: Journal of Language Teaching and Literature*, *8*(1), 150–158.

Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., & Sitepu, S. S. W. (2020). EXPLORING LEARNERS'AUTONOMY IN ONLINE LANGUAGE-LEARNING IN STAI SUFYAN TSAURI MAJENANG. *Getsempena English Education Journal*, *7*(2), 382–394.

Nurmala Sari, S., & Aminatun, D. (2021). Students' Perception on the Use of English Movies to Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, *2*(1), 16–22. http://jim.teknokrat.ac.id/index.php/english-language-teaching/index

Oktaviani, L., Mandasari, B., & Maharani, R. A. (2020). IMPLEMENTING POWTOON TO IMPROVE STUDENTS'INTERNATIONAL CULTURE UNDERSTANDING IN ENGLISH CLASS. *Journal of Research on Language Education*, *1*(1).

Puspita, D. (2021). TED-Talk: A Listening Supplemental Material for Learning English.

The 1st International Conference on Language Linguistic Literature and Education (ICLLLE).

Puspita, D., & Amelia, D. (2020). TED-TALK: A SUPPLEMENT MATERIAL TO PROMOTE STUDENTS'AUTONOMY IN LISTENING. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, *8*(2), 91–102.

Puspita, D., & Pranoto, B. E. (2021). The attitude of Japanese newspapers in narrating disaster events: Appraisal in critical discourse study. *Studies in English Language and Education*, *8*(2), 796–817.

Pustika, R. (2020). Future English teachers' perspective towards the implementation of e-learning in Covid-19 pandemic era. *Journal of English Language Teaching and Linguistics*, *5*(3), 383–391.

Putri, N., & Aminatun, D. (2021). USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK? *Journal of English Language Teaching and Learning*, *2*(1), 45–50.

Putri, N. R., & Sari, F. M. (2021). INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL. *Journal of English Language Teaching and Learning*, *2*(1), 23–31.

Qodriani, L. U., & Wijana, I. D. P. (2020a). "Drop your 'Hello!'here!": Investigating the Language Variation Used in Online Classroom for Tertiary Level in Indonesia. *International Joint Conference on Arts and Humanities (IJCAH 2020)*, 617–623.

Qodriani, L. U., & Wijana, I. D. P. (2020b). Language Change in 'New-Normal'Classroom. *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 385–389.

Qodriani, L. U., & Wijana, I. D. P. (2021). The 'New'Adjacency Pairs in Online Learning: Categories and Practices. *Ninth International Conference on Language and Arts (ICLA 2020)*, 121–125.

Rahmania, A. H., & Mandasari, B. (2021). STUDENTS'PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS'PRONUNCIATION. *Journal of English Language Teaching and Learning*, *2*(1), 39–44.

Sari, F. M. (2020). Exploring English Learners' Engagement and Their Roles in the Online Language Course. *Journal of English Language Teaching and Linguistics*, *5*(3), 349–361.

Sari, F. M., & Wahyudin, A. Y. (2019a). Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class. *International Journal of Language Education*, *3*(1), 64–73.

Sari, F. M., & Wahyudin, A. Y. (2019b). Undergraduate students' perceptions toward blended learning through instagram in english for business class. *International Journal of Language Education*, *3*(1), 64–73. https://doi.org/10.26858/ijole.v1i1.7064

Sari, S. N., & Aminatun, D. (2021). STUDENTS'PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, *2*(1), 16–22.

Sasalia, O. A., & Sari, F. M. (2020). UTILIZING NOVEL IN THE READING CLASS TO EXPLORE STUSasalia, O. A., & Sari, F. M. (2020). UTILIZING NOVEL IN THE READING CLASS TO EXPLORE STUDENTS'VIEWPOINT OF ITS EFFECTIVENESS. Journal of English Language Teaching and Learning, 1(2), 56–61.DENTS'VIEWPOIN. *Journal of English Language Teaching and Learning*, *1*(2), 56–61.

Septiyana, L., & Aminatun, D. (2021). THE CORRELATION BETWEEN EFL

LEARNERS'COHESION AND THEIR READING COMPREHENSION. *Journal of Research on Language Education*, *2*(2), 68–74.

Simamora, M. W. B., & Oktaviani, L. (2020). WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY. *Journal of English Language Teaching and Learning*, *1*(2), 44–49.

Sinaga, R. R. F., & Oktaviani, L. (2020). The Implementation of Fun Fishing to Teach Speaking for Elementary School Students. *Journal of English Language Teaching and Learning*, *1*(1), 1–6.

Sinaga, R. R. F., & Pustika, R. (2021). EXPLORING STUDENTS'ATTITUDE TOWSinaga, R. R. F., & Pustika, R. (2021). EXPLORING STUDENTS'ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT SMK YADIKA BANDARLAMPUNG. Journal of English Language Teaching and Learning, 2(1), . *Journal of English Language Teaching and Learning*, *2*(1), 8–15.

Suprayogi, S. (2021). PRELIMINARY STUDY ON MAPPING CURRENT DOCUMENTATION AND REVITALIZATION MEASURES FOR LAMPUNGIC LANGUAGE. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Suprayogi, S., & Eko, P. B. (2020). The Implementation of Virtual Exhibition Project in English for Tourism Class for University Students. *Academic Journal Perspective: Education, Language, and Literature*, *8*(2), 87–97.

Suprayogi, S., & Novanti, E. A. (2021). EFL Learner's Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme. *Celt: A Journal of Culture, English Language Teaching & Literature*, *21*(1), 1.

Suprayogi, S., & Pranoto, B. E. (2020). VIRTUAL TOURISM EXHIBITION ACTIVITY IN ENGLISH FOR TOURISM CLASS: STUDENTS'PERSPECTIVES. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *7*(2), 199–207.

Wahyudin, A. Y., & Sari, F. M. (2018). The effect of Instagram on the students' writing ability at undergraduate level. *The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL)*, 1–10.