

AN ANALYSIS OF SPEECH ACTS PERFORMED IN THE UNITED STATES OF BARRACK OBAMA'S SPEECH ELECTION 2009

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Abstract

This study deals with the Speech Acts. The aim of this study is one type of speech to be analyzed using speech acts and to find out the frequency of each speech acts in the United States video's speech entitled Barack Obama's. This study was conducted by using descriptive qualitative research. The data was accepted from video script of Barack Obama's Speech. Documentary technique is used in collecting data. The findings showed that there are five types of words that will be found in the Barack Obama's speech video script and there are representative, directive, declarative, expressive, and commissive. The initial type of speech acts is representative (34 words), the second is directive (12 words), the third is declarative (5 words), the fourth expressive (4 words), and the last is commissive (4 words).

Keywords: Pragmatic, Speech, Speech Acts

INTRODUCTION

Pragmatics is a broad term in the field of linguistics. Yule (Yule George, 1996) stated that pragmatics discusses about communication meaning by the speaker or writer and interpreted by the listener or reader. In addition, he defines pragmatics a learn about the right words, know the meaning of context and how the word can be communicated. He also said that pragmatics have possision relationship between the linguistic form the users of those forms.

Speech is an expression in words that human use for two or more in order to communicate. According to Febri (Listya, n.d.) that speech produce by the speaker must have purpose and function, which is addressed to the listener to convey information to the listener.

speech is one way of communicating in the form of sound that humans and some animals use with the syntactical concept derived from the lexicon. the word issued or made is based on a combination of phonetics that belong to a limited vowel and consonant sound (phoneme). the vocabulary used in the speech is a composing syntax, and the unit of speech sounds is different, thousands of languages can be created by different human beings. works of J.L are widely used as theories of speech acts.

Austin delivered one of his lectures, in the words he used to contain the codification of a book called The book was published in 1962 after his death. Austin (Austin, 1955) stated when people utteran utterance, it is not always to represent something. Instead, by uttering utterances, they actually do something. Speech acts are those acts of making statement or question, giving commands or order, refusing, complimenting, apologizing, and etc. Yule (Yule George, 1996) acknowledged that by performing speech acts, people do not merely say something using the language out of the blue. Instead, they have intention and force behind the utterances they utter and those utterances may affect the behavior of the hearer. There are three categories or dimensions of speech acts. Grundy (Grundy Peter, 2008) explained that when people say something, they may involve the three dimensions, which are locutionary acts, illocutionary acts, and perlocutionary acts.

Pragmatic

Pragmatics is a subfield of linguistics and semiotics that studies the ways in which context contributes to meaning. Yule (1996) stated that pragmatics discusses the study of meaning as communicated by the speaker or writer and interpreted by the listener or reader. In addition, he defines pragmatics as a study of speakers' meaning, contextual meaning, how more gets communicated than what is said, relative distance expression. He also said that pragmatics is the study of the relationship between the linguistic form and the users of those forms. Moreover, Tarigan (Tarigan, 1990) also defined pragmatics as an analysis about how the relationship between signs and interpreters. Besides, Leech (1983: 6) states that pragmatics is the study of meanings in relation to speech situation. It also supports Parker (1986) who stated that pragmatics is the study about how language is used to communicate. Thus, we can know about peoples' intended meaning, their assumptions, their purposes and the kind of actions that they perform when they speak.

According to definition above that using language is mentioned last, since this the pragmatic skill that is mostly closely related to speech act theory. However, understanding the basis of pragmatics helps us to better understand the theory and makes our overall communication that much stronger.

Speech

According to Listya and Febrie (2015(Listya, n.d.)) that speech produce by the speaker must have purpose and function, which is addressed to the listener to convey information to the listener. Speech is researched in terms of the speech production and speech perception of the sounds used in vocal language.

Speech Act

The theories about speech acts can be traced back from the works of J.L Austin in the lectures he delivered, which later on were codified in a book called *How to Do Things with Words*. The book was published in 1962 after his death. Austin(Austin, 1955) stated that sometimes, when people utter an utterance, it is not always to describe something. Instead, by uttering utterances, they actually do something. Speech acts are those acts of making statement or question, giving commands or order, refusing, complimenting, apologizing, and etc. Yule (Yule George, 1996) acknowledged that by performing speech acts, people do not merely say something using the language out of the blue. Instead, they have intention and force behind the utterances they utter and those utterances may affect the behavior of the hearer. There are three categories or dimensions of speech acts. Grundy (Grundy Peter, 2008) explained that when people say something, they may involve the three dimensions, which are locutionary acts, illocutionary acts, and perlocutionary acts.

Locutionary acts

Locutionary acts are basic utterances uttered by people shaped in the right grammar and understandable vocabulary. From the examples given by Yule (Yule George, 1996) in his book, it is clear that he tried to say that one of the requirements to meet in performing locutionary acts is that both the speaker and the hearer share the same language; otherwise, there will be misunderstanding or the meaning intended will not be understood by the hearer.

Illocutionary acts

Yule (Yule George, 1996) stated that the term "illocutionary acts" is often closely associated with the term speech act. When people have communicative force in saying an utterance, it means that they are performing an illocutionary act. For example, saying "put it out" may have a different kind of force behind that. The speaker may say that because he tries to stop a lady smoking in a smoke free area, or he see a window curtain is on fire. Having intention to say particular utterances contribute to the idea of illocutionary acts.

Perlocutionary acts

People (speakers) perform perlocutionary acts by expecting to affect other people's (hearers') behavior. Affecting behavior does not necessarily mean getting the hearer to do physical movements;

it also deals with the change of thought or habit of the hearer. This statement is in line with Yule (Yule George, 1996) who point out that perlocutionary acts bring the-so-called perlocutionary effect. One of the examples illustrating this situation is when a speaker is feeling sad of being left out, he says “I am useless” to a friend. By hearing the utterance, the hearer is affected and feels sorry. Felling sorry is the effect of the perlocutionary acts of the utterance “I am useless”.

The term “speech act” comprises many theories under it. It includes the theory of performative verbs, IFIDs (Illocutionary Force Indicating Devices, felicity conditions, speech acts classification, direct and indirect speech acts, speech events, and so on. According to Austin (Austin, 1955), speech act is theory of performative language in which to say something is to do something. Speech acts occur because it may be the speaker realizes there are some differences between a speaker and a hearer for instance, a difference of culture, education, norm, age, profession, economy, etc. when the speaker delivery their speech politely, they tend to mitigate a direct conversation into indirect conversation which the goals of being polite is to soften the communication. Moreover, John Searle mention five main types of Speech Act in the use of language called representatives, commisives, directives, declaratives, and expressives.

Speech act classification

A number of different scholars revealed different speech acts classifications which actually were originated from Austin’s. Oluremi (Christiana Oluremi, 2016) pointed out that Austin’s speech acts classifications include verdictives, exercitives, commissives, behabitives, and expositives. However, a popular American Philosopher, John R. Searle, extended the ideas, making his taxonomy a reference or framework of speech act classification used by many researchers conducting research on speech act classification. Searle (Searle Ann, 1999) categorized five different types of illocutionary acts; assertive force, directive force, commissive force, expressive force, and declarative force. Yule (Yule George, 1996) represented a table of the five speech acts classification based on the theory of Searle.

Declarative force

Declarative force has a principle that words change the world. It means that speech act uttered by a speaker changes the world or situation. It is illustrated by the sentences below. [1] Police officer: You are under-arrest! When a police officer says utterance [1] to a person doing a crime, the utterance changes the situation of the criminal. From the status of a free man, the person doing the crime is put in jail. However, if the utterance [1] is uttered by a teacher to a student, the utterance does not make any difference or change whatsoever the student because the ones who have the rights to say the utterance [1] are only police officers.

Representative

Making words fit the world means that speech acts with assertive force is used to state what the speaker believes to be the case or not the case. Yule (1996) said that assertive force is used to represent the world as the speaker believes it is. Below are the examples of speech acts with assertive force. [2] The earth is flat [3] Roses smell good.

Expressive force

As shown by the table 1, by performing speech acts with expressive force, speaker wants to show what he/she feels about particular situations. Expressive force expresses psychological state such as likes and dislikes, joy, sorrow, pain, and many others. [4] and [5] are the examples. [4] I am really sorry. [5] Congratulation.

Directive force

Performing speech acts with directive force means that the speaker wants to get someone to do something. Giving commands and orders are some examples of speech acts with directive force. [6] is one of the examples. [6] Go away!

Commissive force

Commissive force in speech acts shows speaker's intention. Yule (1996) stated that speakers use commissive force to express promises, threats, refusals, or pledges. It has something to do with showing speaker's intention in the future as shown in [7]. [7] I promise to buy you ice cream after school.

METHOD

The researcher used method in this study was descriptive qualitative because this research is targeted to describe the kinds of illocutionary acts founds in Mr Obama's speech. Moreover, Denzin and Lincoln (Denzin Norman K & Lincoln Yvonna S, 2005) describe qualitative research as in involving "... an interpretive naturalistic approach to the world. This means researchers usually use qualitative methods in their natural setting, providing insight or interpreting the word in the sense of meaning that people bring to it.

In this study, the data are in the form of clauses found in Mr Obama's speech which have been transcribed. The speeches consists of 59 clauses. The researchers use documentation technique in collecting the data. The researchers browsed and download Mr Obama speech video from www.youtube.com , then the video was transcribed and analyzed.

In this study, there were some steps in analyzing the data. First step was transcribing the speech by listening the speech that has been downloaded. The second step was reading the speech transcribed and sorting them by looking for units of clause. The third steps was identifying the data based on speech acts classification proposed by Yule (Yule George, 1996) which consisted of representatives, directives, commissives, expressives and declarative.

RESULTS AND DISCUSSION

Results

The Results should include the rationale or design of the experiments as well as the results of the experiments. These results are presented in the form of numbers, tables, and text. from this result contains the thoughts or design of experiments that the author uses and the results of the experiments. Results can be presented in figures, tables, and text. The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text.

Table.1. The Result of the Analysis

No	Types of Illocutionary Acts	The Number of Data	Description
1	Representative	34	Ensuring (8), Informing (10), Offering (1), Commending (4), Asserting (7), Begging (2), Requesting (1), Promising (1)
2	Directive	12	Begging (4), Ensuring (1), Asserting (1), Commending (2), Promising (1), Asking (1), Ordering (1), Permitting (1)
3	Declarative	5	Commending (1), Asserting (2), Offering (1), Informing (1)
4	Expressive	4	Thanking (1), Informing (1), Asking (2)
5	Commissive	4	Asserting (1), Commending (1), Praising (1), Asking (1)

Discussion

Table.2. The Discussion of the Analysis

No	Speech Act	Clause	Total
1.	Representative	a. I'm glad you all could join us today. b. I know that for many of you, today is the first day of school. And for those of you in kindergarten, or starting middle or high school, it's your first day in a new school, so it's understandable if you're a little nervous.	34
2.	Directive	a. I imagine there are some seniors out there who are feeling pretty good right now, with just one more year to go. And no matter what grade you're in, some of you are probably wishing it were still summer, and you could've stayed in bed just a little longer this morning. b. What you make of your education will decide nothing less than the future of this country. What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future.	12
3.	Declarative	a. And we've got students tuning in from all across America, kindergarten through twelfth grade. b. And that's what I want to focus on today. c. That's the opportunity an education can provide.	5
4.	Expressive	a. pay attention to those teachers; listen to your parents, grandparents and other adults; and put in the hard work it takes to succeed. b. Thank you, God bless you, and God bless America.	4
5.	Commissive	a. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year. b. Maybe you could be a good writer – maybe even good enough to write a book or articles in a newspaper – but you might not know it until you write a paper for your English class.	4

Courtesy of data was taken from the video script of Barrack Obama's Speech

CONCLUSION

There are five types of spoken words found by the author in Barack Obama's speech video. The result shows that the percentage of each types of Illocutionary acts in the five speeches of Obama's speech. There are thirty four representative, twelve directive, five declarative, four expressive, and 4 commissive. One utterance may be longer than the others and may contain more issues than the others. Despite the fact that one long utterance might consist of more than one types of illocutionary act, the researcher has categorized it into one types of illocution act: a type which represents most of the purpose of the sentence. The dominant types of Obama's speech is representative because he many give ensuring, asserting and informing for the students and viewers. While the least is expressive and commissive.

Illocutionary act as one of the speech acts strategies are frequently used in Barack Obama's speech. The topic of this study is illocution act seen in Barack Obama's speech that is aimed to soften the impact of the speakers' utterances. Thus, it employs the pragmatic's point of view. The suggestion of this study is directed to people who are related to the pragmatics and its application. There are three suggestions of this study.

1. Students of Pragmatics

The students of pragmatics may use this study as a reference to understand the relevance of pragmatics and how it is applied in the daily life especially in video. In addition, the student also can observe how the cooperation strategy used in official speech video. Thus, they can combine their knowledge in pragmatics and their knowledge in science in order to apply pragmatics in science.

2. Viewers of *Barack Obama's Speech* video.

The viewers of the Barack Obama's Speech may use this study to understand how the pragmatics used in that video and why illocution act strategy appears in certain condition. By reading this study, the viewers are expected to be critic in some situation in which the bureaucracy are not appropriate anymore to analyze the situation. Besides, it is expected that they know how to work with the bureaucracy and language.

3. Future researchers.

This study needs further improvement. Thus, the future researchers who want to conduct the research in the same discipline can take the information from this study in order to better the study. The next researchers are suggested to develop this study to get more understanding about the pragmatics and how it is applied in the life.

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