KINDS OF SPEECH ACT USED TO TEACH SPEAKING FOR GRADE 11 STUDENTS: AN ANALYSIS STUDY

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Abstract

Speech acts are utterances that contain an intention towards the listener. Speech acts are intended to convey information, ideas or thoughts from someone. The aim of this study is to find out the kind and dominant speech acts used to teach speaking to students by English teachers during learning activities. The researchers used speaking materials for their analysis. The method used in this study is a qualitative descriptive method. The results of this analysis show that there are 123 utterances or speech acts that can be classified. The data that has been obtained can be directly classified into 3 types of speech acts, the name is Locutionary, Illocutionary, and Perlocutionary. It is very important to understand the meaning of utterences in English. This is to avoid misunderstandings in the meaning of speech.

Keywords: Pragmatics; Speech Act; English Teaching; Speaking

INTRODUCTION

Language is an articulation used to pass something on to somebody. In a variety of particular activities, language is typically used as a communication tool to convey a message Noermanzah (2017:2). With language, an individual can expand their knowledge and furthermore foster the principal thoughts of human idea (Mailani, Nuraeni, Syakila and Lazuardi, 2022). The use of language as a tool for communication is the topic of this article, which examines the use of language as a tool for human communication. Language serves five primary purposes: expression, information, exploration, persuasion, and human entertainment (Mailani, Nuraeni, Syakila, & Lazuardi, 2022). in other words, language capabilities to assist people with speaking with different people to pass on specific messages or data. According to Trask (1999:49), a great many people, when asked what language for, answer that the capability of language is to communicate and convey meaning. Each living individual necessities language while speaking with different people, communicating thoughts and suppositions in friendly relations (Prasasti, 2016). This capacity is utilized to communicate meaning. This is an exceptionally important part of language. It is affirmed that language should be made sense of by audience members for comprehend the implying that individuals plan in communicating.

Nowadays, communication is very important in conveying information. Communication is something that is needed in social life. We as humans, interact with each other by communicating (Desi, 2021). This communication can be done in simple to complex ways. Today's technology has changed the way humans communicate drastically. The role of communication has become a very prioritized aspect in making sense of something. According to Andrew E. Sikula (2017: 145) Communication is the method involved with moving data, significance and understanding from somebody, a spot or something to something else, spot or individual. Communication is a concept that has many meanings (Sutrisno, 2017: 17). Communication objectives are right on target and can be accepted and understood, so a communication strategy is needed (Yuliana, 2021). In this case, the meaning of conveying information alone is still misunderstood by humans. The trouble in coomunicating in kids may

be brought about by different elements, for instance, the inside variables, for example, being not daring and absence of self-assurance (Widiana, Nyoman & Prawini, 2018). The use of language and speech acts become a reference for expressing words and even sentences in speaking. Every individual needs communication to explore, learn and even discover something new. Just like in the world of education, communication is also very much needed. One of the most important aspects of every person's life is education.. Education can increase the level of competence and quality of individuals both in terms of cognitive, affective and psychomotor (Nita, 2023).

In the learning activities, several types of learning are provided, one of which includes teaching a foreign language, namely English. Language is a means of communication throughout the world. In the same line, language is an arrangement of images as sounds, erratic in nature, utilized by individuals to talk, cooperate, impart, and to distinguish themselves (Keraf & Chaer, 2006; 1). In addition, as a global language, English plays a very large function and role. One obvious result is that more and more people are attempting to learn and master of English.. As in learning English, the use of good and correct communication is very important for the continuation of effective learning. According to Ratmaningsih (2019), English language learning in Indonesia plans to empower language students to have the option to speak with speakers of that language and furthermore English language learning is done by non-English speakers and as a second language in specific nations where it is utilized as a correspondence span, like exchange and training . The language and speech acts used by teachers must also be in accordance with the characteristics of the learning class. However, there are many misunderstandings between students and teachers in learning activities. That is, English is a foreign language and has different meanings in words and sentences when spoken.

This research aims to determine the kinds and dominant speech acts used to teach speaking to students by English teachers during learning activities. The researcher used descriptive-qualitative methods during the research because the aim of this research was to find out the types and dominant speech acts used to teach speaking to students by English teachers during learning activities. According to Sugiyono (2016:9) qualitative descriptive method is an exploration technique in view of postpositivist reasoning used to explore the state of normal items. The data collection methods are documentation, data analysis, and interviews.

METHOD

The method used by researchers in this study is descriptive qualitative because this research aims to find out the kinds and dominant speech acts used to teach speaking to students by English teachers during learning activities. In the same line, Moleong (2005:4), explain that the qualitative descriptive methodology is an examination approach where the information gathered is as words, pictures and not numbers. The sign is that the researcher describes the research results using a collection of words that form sentences and paragraphs.

In this research, the data in the form of utterances contained in the class 11 English speaking material book at MA Al Ma'arif Jepara have been sorted. The sorted utterences contain 123 pieces of data from 229 pages of the book. For students, textbooks function to increase their knowledge about the material being studied (Izzatul, 2022).

Researchers used several techniques in collecting data. First, documentation techniques. The researcher documented the books that had been sorted by the English teacher at the school as well as the accompanying teacher. Then, interview techniques. The researchers also collected data through questions asked to English teachers. The last one is the data analysis method. The researchers use analysis of data that has been received in the form of speaking materials and interview results to later be concluded from Austin's theory. Austin (1962) explain, there are

three unique kinds of speech acts. They are locutionary acts, illocutionary acts, and perlocutionary acts.

The data were collected from speaking materials using Austin's theory. According to Marbun,2020 the steps taken in the analysis are: (1) Taking utterances from the speaking material in the book. (2) Classify utterances into speech act types. The types of analysis groups are Locutionary, Illocutionary, and Perlocutionary. (3) After all the data has been collected, the researcher concludes the data and provides an explanation into a data description. Miles & Huberman (1994: 9) explain that characterizing investigation as comprising of three surges of exercises that run at the same time: reduction of data, presentation of data, and drawing conclusions or verifying. So, in this study uses a qualitative approach to analyze the topic of speech acts in speaking materials.

RESULTS AND DISCUSSION

Results

The results include data containing 123 utterances or speech acts that can be classified. The data that has been obtained can be directly classified into 3 types of speech acts, namely Locutionary, Illocutionary and Perlocutionary. Locutionary (37%), illocutionary (54%), and perlocutionary (8%) acts. In this case, illocutionary is the most dominant type used in teaching speaking in class 11 MA Al Ma'arif Jepara. In this material, many actions are described that perform something with a specific function. Teachers also provide feedback when students answer teacher questions or discuss. This speech is produced by the teacher to express opinions and feelings during learning activities. Not only that, teachers also provide responses in class to students in class. Meanwhile, the fewest types of perlocution are utterances that have the meaning of 'locutionary action', namely utterances that produce action after they are uttered. The following is data on the percentage of types of speech acts in the class 11 speaking material book at MA Al Ma'arif Jepara.

Table 1. Kinds of Speech Act Frequency in Speaking Materials for Grade 11

Speech Act	Frequency	Percentage
Locutionary	46	37%
Illocutionary	67	54%
Perlocutionary	10	8%
Total	123	100%

Discussion

Why speech act?

Theoretically, Speech acts are the center of the conversation in study. In communicating, someone will convey information through speech. Hardiati (2018), explain that the speech acts occur when people communicate through words. The utterences has its own meaning, and even has significant differences when examined. Austin makes sense of that all that we say is, somewhat, performative, so he disregards that differentiation to foster an overall hypothesis of discourse acts (Huang, 2014, p. 126). According to Austin (1962: 94), there is another qualification to make sense of what happens when somebody says something: each expression (locutionary) has an illocutionary act and a perlocutionary impact.

Locutionary

This speech act is a physical utterance that uttered by the speaker. Speech acts are basic speech acts that produce meaningful linguistic expressions. According to Austin (1962), this type is more general in nature, meaning an act of language to convey something. Locutionary are meant to convey a message in a clear way that is, they are linked to something that takes precedence in his speech.. In addition Austin (1962) explain that if we think of an "act" as a fixed physical thing we do, we can differentiate it from conventions and consequences. So, this locutionary act says a language action to say something.

Illocutionary

Illocutionary speech acts are acts of doing something with a certain function. According to Austin (1962), an illocutionary language action is a performance of a language action in saying something, which is contrasted with a language action of saying something. The illocutionary act is a finished discourse act, an demonstration of following through with something, that communicates the particular reason for the speaker's goal, for example, guarantee, statement, request, forswearing, forecast, demand, affirmation (Zaenurdin & Sri Supiah,2024). According to Austin (1975:98) perform a locutionary act is also to perform a illocutionary act. A discourse act is an approach to utilizing language and doing it isn't doing the demonstration of saying something yet doing the demonstration of saying something. So, in this illocutionary speech act there is a certain purpose in the utterance. such as: declaration, representative, expressive, corrective, and commissive.
Example sentences in English speaking material :
1. Very well. Have a nice day
2. I'm sorry
In sentences no. (1) and (2) shows that the sentence has the meaning of an expressive speech act and shows expression.

Perlocutionary

Perlocutionary speech acts are speech acts whose expression often has influence or effect on those who hear it. This speech act has the power of movement for those who listen to it. According to Austin (1962), perlocutionary language activity is a language activity in expressing something determined to cause an impact, response, or reaction to contemplations or activities in the individual being addressed. Therefore, perlocutionary language actions are related to the consequences that arise in relation to the content of the utterance or linguistic expression for the listener. In the sense that this speech act is an action that results from the locutionary act above

Reasons for Using Speech Acts to Teach Speaking

As we know, Speaking is one of the essential abilities in English and one of the important things in communication. When speaking English, it is of course very important to understand the context of a sentence. Speaking English certainly also has its own difficulties, such as misunderstandings, the speaker saying "what" but the listener gets another meaning, and the listener doesn't even know 'what is being said'. This is something very annoying. Moreover, in teaching and learning activities. Teachers must be able to place the use of English in the classroom. This must be adjusted to the situation and conditions of the class and also the characteristics of the students.
Speaking is an individual's capacity to communicate thought, sentiments or something to them to others (Dayanti, 2021). In this manner, understudies are urged to have the option to communicate in English well. In this case, the teacher plays an important role. To create good communication using English, of course this must be balanced with the way of expression and

actions. According to Agus Hidayat (2016), speech acts are part of pragmatics which have a specific purpose beyond words or phrases when the speaker says something. Speech acts are activities that allude to the activities did by the subsequent expression. Speech acts in English are essential for the investigation of pragmatics which connects with the utilization of language in view of setting. According to Izar, Nasution, Virginia, & Harianto (2002), these speech acts can be divided into two categories: direct speech acts and indirect speech acts. Individuals can play out an activity by saying something.

From the explanation above, it tends to be reasoned that the connection between speech acts to educate speaking is very important and interconnected. Speech acts in teaching speaking are language acts that pay attention to the context of the conversation. The content of the conversation is related to who, to whom, what, and how the speech is conveyed, therefore, it is of concern to teachers and students in the learning process. When teachers provide material using English in class, students must understand it carefully so that there are no misunderstandings. Likewise with the material presented, teachers and students must understand it in terms of expression.

Table 2. The Example of Checklist data in Table

No	Utterences	Kind of Speech Act		
		Locutionary	Illocutionary	Perlocutionary
1	I suggest that we go out for dinner tonight		✓	
2	Do you have any advice for me?	✓		
3	Uhmmm… okay, deal	-	✓	
4	I think you'd better start looking for a new job		✓	
5	"Ok. I'll call you Lily, but please don't call me 'teacher'. Please call me Alan or Mr. Jones"	-		✓

Table 2. Shows that the researcher conducted his own research. Researchers collected data using data analysis, namely analysis of kinds of speech acts according to Austin's theory. The table above is a checklist table for examples of data analysis from researchers. The checklist table is used to answer 'how to get data results' and fulfill the research objectives. In this table, there are several columns containing kinds of speech acts according to Austin, namely Locutionary, Illocutionary and Perlocutionary. The table has been listed along with the analysis. The data is then analyzed for gaps through a data reduction process. According to Rijali (2019), data reduction is a way to summarize data, then sort the data into specific conceptual units, as well as certain categories and themes. In addition, data reduction is also referred to as a form of analysis that sharpens, sorts, focuses, discards and measures data so as to obtain accurate conclusions (Miles & Huberman (1994:10).

CONCLUSION

The conclusion of this study is to find out the kinds of speech acts used to teach speaking to students by English teachers during learning activities. Researchers found that there were 3 types of speech acts produced during learning activities. These speech acts are Locutionary act (37%), illocutionary act (54%), and perlocutionary act (8%). Locutionary speech acts are basic speech acts that produce meaningful linguistic expressions. Furthermore, an illocutionary speech act is a demonstration of following through with something with a certain purpose. Based on the data that researchers found, teachers often use this locutionary act in teaching English speaking in class. From the data found through data analysis of speaking materials, there is a lot of speaking material that shows these illocutionary acts. There is a certain meaning in his words. This speech act is mostly produced in speaking materials. Then, perlocutionary speech acts are speech acts whose expression often has an effect on those who hear it. In this study, this speech act is related to the consequences that arise related to the content of the speech. Meanwhile, researchers found a small number of perlocutionary speech from the results of the analysis.

Researchers found that illocutionary speech acts were the most dominant speech acts produced for teaching English speaking in grade 11 at MA Al Ma'arif Jepara. Illocutions are used to convey speech with a specific purpose. In learning activities, this illocutionary is widely used between teachers and students. Based on the final data produced as follows, Locutionary (37%), illocutionary (54%), and perlocutionary (8%) acts from the analysis of speaking materials for teaching English speaking. In this study, illocutionary speech acts are the most common speech acts and perlocutionary speech acts are the least common speech acts.

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