Teacher's Speech Act in Classroom Learning Process at SMA Negeri 2 Poso

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Abstract: This study aims to find out the teacher's speech act during the learning process that is taking places in class X of SMA Negeri 2 Poso. This research uses descriptive qualitative as the research design and use the theory of Speech Act by Searle (1979). The subject of the research is an English teacher at SMA Negeri 2 Poso. The data are collected through field notes, recording, and interview instruments during teaching-learning process at the classroom. The result of the research shows that from 34 data of the teacher's utterances, there are four types of speech act based on Searle's theory, for instance, 27 utterances of directive speech act, 6 utterances of Assertive speech act, 4 utterances of Expressive speech act, and 3 utterances of Declarative speech act.

Keywords: Teacher, Speech Act

1. Introduction

In every communication, humans as social beings use language to convey information, thoughts, ideas, feelings, or emotions directly. Then, in this process of communication, there is called speech act which consists of speaker and listener's interaction.

The theory of speech act was formerly introduced by J.L Austin in 1960, and further developed by Searle (1979) and Bach and Harnis (1979). The speech acts of action performed by producing an utterance will consist of three related acts. Austin (1962) distinguished them by Locutionary act (saying something), Illocutionary act (what is intended to be done by speaking), and Perlocutionary act (the effect of what has been said).

The speech act is one of the primary concepts in sociolinguistics. The term speech act was proposed by Austin (1962), and was further developed by his student Searle (1969). The speech act theory analyzes the functions of statements according to the behavior of speakers and listeners in conversation. In his theory, Austin (1962) distinguished three types of fact that we simultaneously perform when we speak, for instance, locutionary act, illocutionary act, and perlocutionary act.

First, locutionary act is the act of saying something, that is, the act of uttering sequences of a sound that can be interpreted according to grammatical conventions and (sometimes) assigned truth values, e,g *you're fired, I'll pay you back next week, what time is it?* Locutionary act in its prepositional meaning is the basic speech act in producing a meaningful linguistic expression. The locutionary act can be viewed as just an utterance of some words in a certain language, meanwhile, the illocutionary and perlocutionary acts convey a more complicated message for the hearer. Locution includes the utterance of certain noises, the utterance of them with a certain "meaning" in speech with a certain sense and with a certain reference. (Austin 1962:94) Locution is when to say something to do something (1962: 108). In utterance locutionary by default as 'to' say something is 'to say something'; illocutionary acts is when 'in' saying something an act is performed (1962: 99), like 'in' ordering someone one is 'ordering someone'; and perlocutionary being when 'by' saying something an act is performed and simply saying something (1962: 108).

Second, Illocutionary Act is the act the speaker can accomplish is say something by means of the conventional farce of the locutionary act. Thus, *you're fired* may be used in our society to change someone's status from "employed" to "unemployed" (when uttered under the appropriate circumstances); the lucotion *I'll pay you back next week* may be used to commit oneself to a feature action, the locution, in the form of a question, *what time is it?* Can be used as a request for information (tell the time). The illocutionary acts are considered the gist of the theory by speech act. Like the statement above, an illocutionary act is an action performed by the speaker in producing a given utterance. Schiffer (1972) describes illocutionary acts in terms of the speaker's intention to produce a certain response to the listener. Austin's concept of illocutionary acts sheds light on the speech situation,

and intentions expressed. Therefore, illocutionary is not descriptive and is not subject to truth conditions "performance of an act in saying something (1962: 99).

Last, Perlocutionary Act is the act produced by the uttering of a particular locution, that is, the consequence of the effect of such locution regardless of its conventional force. A perlocutionary act is a speech that produces an effect, intended or not, achieved in an addressee by the speaker which in perlocutionary acts, Austin's the last element definition of speech acts, are performed with the intention that produce can have an effect on the listener. Sometimes it may seem that perlocutionary acts do not differ from illocutionary acts very much, is one important feature that tells them apart. Austin's (1962: 108) perlocutionary utterances are supposed to give an effect to the listener. The locutionary, illocutionary and perlocutionary acts are, in fact, three basic components with the help of which a speech act is formed. (Leech, 1983: 199)

This theory was further developed by Searle (1979). He proposed the classification of speech acts into five major categories: **Commissive** speech acts are those which influence the speaker in committing a particular action then. It consists of *commit, promise, warrant, contract, covenant,* and *bet* expressions; **Declarative** speech acts are those which declare the reality. It consists of *declare, resign, appoint, approve, endorse, bless* and *curse* expressions; **Directive** speech acts are those which impel the listener to do a concrete operation. It consists of the expressions of *direct, request, ask, demand, command, enjoin, implore* and *pray;* **Expressive** speech acts are those which express the speaker's attitude and sensations towards the proposition, for instance *apologize, complain, deplore, compliment, praises* and *greet* expressions, and **Assertive** speech acts are those which portray circumstance and commit the speaker to the truth of the expressed proposition. It is the expression of *assert, claim, remind, predict, report, swear,* and *criticize.* (Searle and Vanderveken 1985).

Furthermore, for this study, the writer decides to use the theory of Searle about the types of Speech Act in analyzing the teacher's utterances at SMA Negeri 2 Poso.

2.   Research Method

This researcher uses the types of qualitative research with a descriptive design. According to Ary et all (2010: p.431), qualitative inquirer deals with data that are in the form of quotes from words or pictures rather than numbers and statistics. While the data in the form of quotes from documents, field notes, and interview or excerpts from videotapes, audiotapes, or electron communications are used to present the findings of the study. The research is located at SMA Negeri 2 Poso, with the subject of the research is Mrs. LKI as an English teacher at Class X. The data are collected by taking field notes, recording, and documentation of teacher-students interaction in the classroom. In analyzing the data, the writer transcribes the field notes and recording result, and classified the data based on Searle (1979) theory of Speech Act.

3.   Results and Discussion

In collecting data, the writer focuses on the teacher utterances, especially when she used English in interacting with her students during the teaching-learning process at classroom. After makes the transcriptions, the writer finds 34 utterances and categorizes them into the type of speech act by Searle (1979). It can be seen on the following table.

Table 1. Data Analysis of Teacher's Utterance

No	Teacher's Utterances	Commissive	Declarative	Directive	Expressive	Assertive
1	Listen, attention to me			✓		
2	Thank you, student.				✓	
3	We are going the material about present continues tense.		✓			
4	Do you know about present continues tense? Please said to me.			✓		
5	You know about present continues tense?			✓		
6	Because I know in the material SMP.		✓			
7	Present continues tense, about tenses, please come on			✓		
8	Please on from SMP Pamona Timur, please.			✓		
9	You know ok? Ok you know.			✓		
10	Please you write in the whiteboard about present continues tense.			✓		
11	Come on, please.			✓		
12	Present continues tense come on please.			✓		
13	Yes, in English present continues tense.			✓		
14	Ok, please attention in the whiteboard.			✓		
15	It is true or false?			✓		
16	Please your check.			✓		
17	Please your attention in the whiteboard.			✓		
18	Ok. Please you give applause for your friends.			✓		
19	Please you write in the book.			✓		
20	What is the meaning of 'subject'?			✓		
21	What is the meaning of 'I'?			✓		
22	Every what in the mouth this material?			✓		
23	Once again please you read am, is, are.			✓		
24	Please you give one example.			✓		
25	Ok, please you see in the whiteboard.			✓		
26	We are studying English now.		✓			
27	What is the meaning of 'we'?			✓		
28	Come on hallo hello come on please			✓		
29	He is playing game now.					✓
30	What is the meaning in Indonesia?			✓		
31	I want to ask you.			✓		
32	What is your reason?			✓		
33	Because it's finish, time is up					✓
34	Thank you very much for opportunity.				✓	
	Total	*0*	*3*	*27*	*2*	*2*

In analyzing the data, the writer uses Searle's theory (1979) about the type of speech act, for instance, 1) *Commissive speech acts* namely those which influence the speaker to commit a particular action, 2. *Declarative speech acts* namely those which declare the reality, 3) *Directive speech acts* namely those which impel the listener to do concrete operation, 4. *Expressive speech acts* namely those which express the speaker's attitude and sensation towards the proposition, and 5) *Assertive speech acts* namely those which portray circumstance and commit the speaker. The following is the explanation of each type of speech act.

3.1 Commissive speech act

When the writer analyzed the data, this type of commissive speech act is not found in the teacher's utterance, because there is no utterance that expressed commissive which influences the speaker to commit a particular action like *commit, promise, warrant, contract, covenant*, and *bet*.

3.2 Declarative speech acts

Declarative speech acts are those which declare reality. It consists of *declaring, resign, appoint, approve, endorse, bless* and *curse* expressions. Based on findings, the writer finds 3 utterances of declarative speech act, such as:

(3) *We are going the material about present continues tense.*

(6) *Because I know in the material in SMP.*

(26) *We are studying English now.*

These utterances include the declarative speech acts, because the utterances are expressing a statement that aims to declare reality. The utterances are describing the reality of what was being discussed at the moment in the classroom that is the lesson material.

3.3 Directive speech acts

This type of speech act is one that impels the listener to do a concrete operation. It consists of the expressions of *direct, request, ask, demand, command, enjoin, implore* and *pray.*

From the result, the writer finds 27 utterances include in declarative speech act, such as (1), (4), (5), (7), (8), (9), (10), (11) (12), (13) (14) (15) (16), (17), (18), (19), (20), (21), (22), (23), (24), (25), (27), (28) (30), (31), and (32). This type is the most dominant find in teacher utterances. The writer finds the types of speech act used by the teacher is directive occurred when the teachers tried to give questions, request, something, give command, interrupt, invite, prohibit, motivate give suggestion, and remind. And the direct, conventionally indirect, and indirect levels of directive speech acts, for example:

(4) *Do you know about present continues tense? Please said to me.*

(10) *Please you write in the whiteboard about present continues tense.*

(21) *What is the meaning of 'subject'?*

From the example above, it can be seen from each number of utterances will cause influence the listener to answer, or to give responses.

3.4 Expressive speech acts

Expressive speech acts are those which express the speaker's attitude and sensations towards the proposition, for instance, *apologize, complain, deplore, compliment, praise,* and *greet* expressions.

Base on the findings, the writer finds 2 data of expressive speech act. In utterance number (2) *"Thank you, student"*, and (34) *"Thank you very much for opportunity"*, the teacher was thanking the students which is included in the praise expression.

3.5 Assertive speech act

Assertive speech acts are those which portray circumstance and commit the speaker to the truth of the expressed proposition. It is the expression of *assert, claim, remind, predict, report, swear,* and *criticize.*

Based on the data, the writer finds 2 data of expressive acts, such as the utterance number (29*) "He is playing game now."* This utterance shows a condition that binds the teacher as the speaker to the truth of the proposition shown, namely by giving material examples. Then for utterance number (33) *"Because it's finish, time is up."* the teacher gave a statement, as well as information to the students as the listener at that time, that the lesson time was over.

In brief, during the teaching-learning process in the classroom, speech acts are always occurred in the teacher-student interaction, especially, in the teacher's utterance as the major speaker when teaching the material. As well as the research result, the writer finds 4 types of speech acts based on Searle's theory, for instance, Declarative speech act, Directives speech act, Expressive speech act, and Assertive speech act.

Directives speech act become the most data, there are 27 from 34 English utterances included in the directive speech act. It is because the teacher always tried to give questions, request, something, give command, interrupt, invite, prohibit, motivate give suggestion, and remind during lesson time.

4. Conclusion

This article has shown the identifying the Speech Act in teacher's utterances during classroom interaction. The writer focuses on the utterances in English. Then she finds there are 4 types of speech acts that occurred in the teacher's utterances, for instance, Declarative speech act, Expressive speech act, Assertive speech act, and Directives speech act as the most dominant speech act.

The objective of this research is limited since the writer only analyzes the teachers' utterances with Searle's types of Speech Act (1979). Hence the writer suggests for other researchers to conduct a similar topic of study in order to give a contribution to the English teaching-learning process. Besides, the other researcher can elaborate more theories of Speech Act in different speech events or situations in the future.

Hopefully, this article can be useful for teachers, students of English department and other readers, in providing information on the speech act study.

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