



Identifying the form of illocutionary acts generated by the teacher in the process of teaching in class VIII A SMP Negeri 1 Poso

Okvin Helfiana Manggeni

Universitas Sintuwu Maroso Poso, Indonesia

Email: okvinpantilo@gmail.com

Abstract. This research is to identify the illocutionary forms produced by the English teacher in class VIII A at SMP N 1 Poso during the teaching in class. Illocutionary speech acts are utterances expressed by the teacher as a speaker to the speech partner to take action according to what is conveyed. The purpose of the research is to find out the form of illocutionary speech produced by the English teacher when she was teaching in class. The research method used is the descriptive-qualitative method. The data in this research was taken from only English utterances generated by the English teacher. The instruments used in this study were a phone recording and field notes on the utterances spoken. The researcher herself identified and collected the data findings after listening to the recordings. The findings of the data indicate that there are three forms of illocutionary produced by the English teacher: 24 times directive, 10 times expressive, and 10 times assertive. Directive speech acts are more dominantly used by the English teacher when teaching in class because directive speech acts generated by the teacher have an impact on students, and they, as a speech partner, do what is said by the speaker. Directive speech can manage and control teaching activities between teacher and students, and the teacher as a speaker can ask questions to students to make them feel more motivated and active in learning English.

Keywords: speech act, illocutionary, English teacher

INTRODUCTION

Speech is a tool for communication that is used by people to interact with others. People always used language for their daily activities, such as speaking, conversing, iterating, or communicating. Language has an important role in conveying one's own message and intention to others, and this kind of communication process is often called the speech act. Searle (1969) states that communication is not just utterances, sentences, or symbols but is communication in the form of utterances, sentences, or symbols that will produce speech, act, and behavior. Speech acts are the utterances that form the basis of the language used and are part of communication that is considered more effective. It always depends on how people use their own language to express their needs, like thanking, apologizing, begging, ordering, and asking. In the classroom, the part of speech can be

seen occurring every time there is communication between teacher and students. There are no barriers in order to speak, and it determines how teaching and learning activities effectively attain learning objectives. Sometimes teachers convey their message in a way that is too difficult for students to understand, resulting in misunderstanding or failure to grasp the message.

LITERATURE REVIEW

Speech Act

A speech act is an utterance of a sentence to state so that the speaker's intention can be known by the listener. A speech act can be defined as action carried out through utterance when people are having a conversation that not only produces utterances but also takes action. Searle (1969) states that communication is not just utterances, sentences, or symbols but is communication in the form of utterances, sentences, or symbols that will produce behavior. Searle in Rahcman (2015) states that there are three speech acts:

Locutionary act

A locutionary speech act is the act of saying something. Rahardi (2009:17) states that locutionary speech is the act of saying something that prioritizes the content of the utterance conveyed by the speaker. In this case, the locutionary act is the delivery of information by the speaker. Locutionary acts do not pay attention to the context involved but pay attention to the meaning that matches what is said because they only convey information.

Illocutionary act

An illocutionary act is defined as the act of doing something that has a specific purpose in actual speaking activity (Rahardi 2005:17; Suseno & Pariyanto, 2022). The act of doing something is an illocutionary speech act uttered by the speaker that is not only used to say or state something but is also used to ask someone else to do as the speaker says. The utterance has an illocutionary act of statement, confirmation, denial, prediction, promise, commanding, admonishing, warning, and request. Searle 2018:80 states that illocutionary acts are divided into five forms of speech: assertive, directive, expressive, commissive, and declarative.

Perlocutionary

The act of perlocution has an influence on speech partners who listen to the speaker, such as intimidating, embarrassing, persuading, and so on (Chaer, 2012:28).

METHOD

.This research utilized qualitative research method. The sources of data were the English utterances generated from the English teacher in class VIII A SMP N 1 Poso. The researcher took the data from the teacher illocutionary speech act.

RESULT AND DISCUSSION

. Table 1 shows all the utterance of the form of directive speech act.

Table 1. Directive speech act uttered by the English teacher**A. Result and Discussion A****Table 2.** Directive speech act uttered by the English teacher

Characteristic	Utterances
Inviting, begging, requesting, suggestion, asking, command, permitting	Open page 142 and try to understand the monolog
	There is a student, what is the student doing?
	What does this sentence mean?
	I was bold what is bold?
	Grasela what are you doing?
	What is best friend?
	Who is you best friend in this class?
	Do you remember when you are ten?
	Kelvin who is your best friend?
	How do you know the statement happen in the past or now
	Kelvin control yourself
	Look at the second task
	Please complete with the verb 1 and verb 2
	How do we know we have to complete with was or were
	What we called I, she, he, it ?
	Number one which one is the subject?
	Number six be careful which one is the subject
	What does this sleep mean?
	So water means?
	Please complete with the verb one and verb 2
	The first task complete with was or were ok?
	Look at the first monolog
	No question students?
	Did you bring the dictionary?

As seen in Table 1, there are 24 of teacher utterance in English. The utterance occurred in class VIII A when the teacher was about to start explaining new material in the morning at the first lesson in chapter ten with students who were enthusiastic about learning. Teacher as speaker and students as speech partner. Through this utterance, the the speaker ask and give question to students related to the simple past tense material when they are looking at the picture in the textbook of each students. The question asked by the teacher can be seen from the word “what” related to the speaker desire to know whether the students are really paying attention and following the explanation of the material about what the description of the pictures in the books mean. Students answered what their teacher asked and said that a girl holding her own picture when she was a baby. Therefore, the speech delivered by the speaker gets a response from the students because their does according to what speaker wants.

Table 2. Expressive speech act uttered by the English teacher

Characteristic	Utterances
Thanking, expressing, informing, congratulating, praising, apologizing, blaming,	Ok good morning class
	Hello are you ready?
	See you next class bye bye
	Thank you very much don't forget your homework
	See you next class students bye bye
	Ok thank you very much bye bye
	How about the Muslim are you ok?

criticize, forgiving	Ok thank you class see you bye bye
	How are you doing?
	I am so happy for you

Table 2 shows ten utterances generated by the English teacher in the process of teaching in class. For instance: “I am so happy for you”. This utterance occurred in class VIII A when learning was taking place and the teacher was waiting for the students to complete the assignments given. The teacher said the utterance to two students. The function of the teacher utterance as a speaker is to give praise as an expression of feeling of pleasure by a teacher towards two students. The teacher gave praise because the two students complete the task before their friends.

Table 1. Assertive speech act uttered by the English teacher

Characteristic	Utterances
Complaining, stating, suggesting, boasting, sue, telling, report, inform	Class I think time is almost done we only have 5 minutes
	Ok class we only have 35 minutes more
	I hope this task you will be successful with this task
	I think this is the first task its easy for you
	They are difficult if you can't memorize the word
	Guys we only have minutes come on
	Ok students time is up come on
	Remember we talk about simple past tense
	Still in the same material simple past tense
	Ok class we only thirty five minutes more

As seen in Table 3, there are 10 utterances generated by the English teacher. For instance, “Still in the same material”. That utterance above occurred in class VIII A before the teacher as the speaker gave the assignments. The utterance was uttered by the teacher and then followed by explaining a little about the continuation of the material which made students remember the previous material. The teacher utterance serves to state, so that students can complete the task properly by recalling the material that has been taught. The teacher utterance is expressed in accordance with the truth and makes students believe that the simple past tense has been given in the previous two meetings.

CONCLUSION

Based on the research findings and discussion, the researcher found that there were three forms of illocutionary act used by the English teacher at SMP N 1 Poso class VIII A when teacher was teaching in class. Directive speech act utterances dominated the teacher's utterances during teaching

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