



## AN ANALYSIS OF SPEECH ACT DURING SPEAKING CLASS ACTIVITY (TEACHER – STUDENTS TALKS)

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### Abstract.

This research focuses on speech acts as a significant role in teaching and learning process. In line with this topic, the aim of this research is to find out the types of speech act mostly used by teachers' and students' English program. This study used descriptive qualitative method. The data used were the utterances performed by the teacher and students talk in speaking class.

Those speech acts are supported by theories of Searle & Suherdi (1976), who find out the use of speech act. From the theory, there are 5 classifications of illocutionary speech act; representative, directive, expressive, commissive, and declarative. The findings show that the classifications of speech acts mostly used by teacher is directive while representative is mostly used by the students. From the findings, teacher's directive has some involvement toward students' behavior during teaching and learning process. Besides, the use of representative by students has enhanced their speaking ability. This study concludes that when teacher and students used the speech acts, it helpsthem comprehend the message in every utterance and easy to understand when communication. Hopefully, this study will help develop good classroom communication between teachers and students.

**Keywords:** speech act, speaking activity, teacher and students talk

## INTRODUCTION

Pragmatics is concerned with speech acts, which are communication behaviors that impart an intended language function. Understanding the meaning of words in an utterance, as well as what speakers intend, is plainly necessary for communication. This is referred to as pragmatics (Yule, 2006:112). Definitely, speakers of these acts are not completely successful until listeners get the intended meaning they express. Therefore, it is critical for foreign language learners to understand which speech actions differ in the first and target languages, how they differ, and what is inappropriate to say.

However, there are problems related to the use of English as a foreign language in the classroom. A problem in the use of speech acts in English classroom may have different interpretations of a simple utterance said between the teacher and students. According to Schiffrin (2005), the listener must have a clear understanding of the context in which the utterance occurred before a specific meaning (i.e., the one intended by the speaker) can be perceived, and this understanding is based on our assumption that a reason is being expressed for an action performed in speaking. Thus, it is not easy for foreign language learners to understand speech acts. By understanding speech acts we can get clearer understanding of the utterances and be able to communicate effectively and correctly orally.

As it is mentioned by experts that the capacity to communicate effectively and efficiently in a second or foreign language helps to the learner's success in every area of life, as stated by Abo-Essa (2011). Furthermore, according to Jabber and Jabber & Jinquan (2013) the most important aspect of communication is the message that the speaker wishes to express. When the receiver understands the message's purpose, he will respond or act positively. As a theory of speech act, how individuals use and perform any opportunity in a communicative action, and subsequently how people interpret what is spoken (Altikriti, 2011).

Some previous studies have investigated about speech act. It showed that illocution on foreign students' speech acts was discussed in Indonesian Language learning. The utterances bearing illocutionary force in learning activities are the result of the data. The data for this study originated from the speech acts of a foreign student studying Indonesian Language. As a result, the previous study concluded that they investigated about the classification of speech act involving various participant. The second study was the utterances, particularly the ones delivered by the teacher. According to their findings, teachers are more likely to generate directive speech acts than other speech acts. The last study showed the overall number of teacher's utterances in a single conference was 122 utterances. They discovered four sorts of speech acts in the teacher's utterances, including directive, assertive, commissive, and expressive speech acts, based on their analyses.

Previous research reveals about the utterance of speech act, namely the utterances of English teacher in junior and high school and the utterances of a foreign student studying Indonesian Language. This matter goes the same in teacher and students' speech act English Education Study Program. As a result, some researchers have not been able to find information on this topic and speech act may be improved the quality of learning as a consequence of the findings. To fill this gap, the utterances of teacher and students' speech act English Education Study Program has not yet been clarified, in which the researcher investigate to was to find out the utterance of teacher and students' speech act produced in class of speaking at the one of university in West Java. Therefore, based on the elaboration of previous paragraphs, the researcher aimed at conducting this present topic in which on the speech act analysis in classroom setting "An Analysis of Speech Act During Speaking Class Activity (Teacher – Students Talks)

## **REVIEW OF LITERATURE**

### **Speech Acts**

The idea of a speech act is the central premise of this study. Speech act is one of the instructional units for having students undertake discourse analysis as part of the language acquisition process (Celce-Murcia & Olshtain, 2000). According to Austin's theory, all utterances, as well as their meanings, carry out unique acts via distinctive forces (Amakali, 2016). The meaning of a speech act is determined by a dynamic process including units such as the form, context, and function of the utterance (Kaburise, 2011). Austen (1962), presents three basic aspects when studying an utterance: Yule (1983) defined locutionary conduct as the production of explicit meaning through language. The listener can then gain meaning beyond the speech by using illocutionary acts as the communicative goal of the utterances. Cruse (2006), went on to say that illocutionary activities are similar to locutionary acts when the context is right.

The last is a perlocutionary act, which refers to a statement spoken without stressing its effect. Our main emphasis in this study is the word "illocutionary actions," which has piqued the interest of a large number of scholars. It sees itself as because the illocutionary act is considered as the genuine action performed by the speech, and the effect of the utterance is addressed to the perlocutionary effect, it is frequently utilized in research (Sameer, 2017).

### **Speaking Activity**

In speaking activity, having self-confidence has an important role, precisely in the

willingness of students to communicate. High self-confidence can have a positive correlation with oral performance. Thus, students who have higher self-confidence than other students can communicate well. (Heyde as cited in Park & Lee, 2005). Confidence is the most important part of speaking skills, because it can provide enthusiasm, courage and stimulation to students. Because if students have high self-confidence, the students will achieve the best performance in fluent speaking skills. In the other hand, to communicate meaningfully with each other; humans first need to understand the language used among them to communicate their meaning and intention, that's the most important language function for human being (Hasan, 2002).

According to Brown (2001), Aliakbari & Jamalvandi (2010), producing, receiving, and digesting information are all part of the interactive process of building meaning when speaking. Speaking is also an oral ability that is used to communicate one's understanding, transmit intended meaning effectively with suitable vocabulary, utilize language in a proper context, and engage successfully with other speakers.

### **Speech Acts of Teacher and Students Talk**

Teacher talk is a kind of language that teachers employ in the classroom to impart knowledge. When teachers educate in the classroom, their role is to not only arrange for interactive learning, but also to encourage student engagement in order to ensure that the learning is effective (Good & Brophy 2003). Teachers may provide encouragement and inspiration to their students in a variety of ways, such as: praising, commanding, promising, explaining about material and so on. Teacher talks also involved in every step of the learning process in the classroom, including delivering instructions or directions, asking questions about a topic, explaining a material, and offering feedback (Xiao-Yan, 2006). It shows that teacher talks is essential since it formed practically all classroom interaction and teaching, including delivering instructions, asking questions, and offering feedback. On the other hand, student talk is separated into four primary exchanges: asking questions, forming talk exchanges, repeating, and responding to a question from the instructor or peers.

Students will not only learn how to generate meaning by asking questions, but they will also learn how to ask questions. Searle & Suherdi, (1976), discovered that people ask for repetition because they want their peers to repeat the phrases. In line with speech acts, there is a relationship between utterance that uttered by people. Austin (1962)), Searle & Suherdi (1976), and Yule (1983), developed the concept of the speech act, which said that when a speaker utters a phrase, he or she is frequently involved in three independent actions. When students raise questions, this is considered an illocutionary act; stating, questioning, commanding, promising, and so on. In the learning process, the students mostly used representative speech acts namely stating.

## **METHODOLOGY**

Research design used in this study was descriptive qualitative since the source of the data came from teacher and the students' speech act in the classroom. This study was analyzed naturally in all single speech acts occur based on the theories of speech acts proposed by Searle & Suherdi (1976), in his theory of the classification of types of speech acts into representative, directive, commissive, expressive, and declaration. In line with this, qualitative method is research studies that investigate the quality of relationships, activities, situations, or materials. Put another way, qualitative method explored a detailed understanding of a central phenomenon in form of words.

The subjects of this study were the first semester students who joined Speaking for Informational Function class on 2021/2022 academic year, which was one of the elective courses offered in the curriculum of English Department. The data of this research were utterances which were produced by teacher and students in the class of speaking interaction conducted in one university in Ciamis, West Java. There were one class that will be the representative of speaking class specifically class B. The total number of the students was 15 and all students as the subjects to investigate. The students were selected purposively by using several predetermined criteria.

In the data collection process, observation was conducted. The data for the analysis was gathered through video-recording or screen-recording in teaching and learning process. The video data were transcribed before being analyzed and the speech act classification determined. The five basic types of speech acts proposed by Searle were then applied to the speech acts performed by the teacher while lecturing in class: representative, directives, commissive, expressive, and declaratives. The percentage of each speech act classification was then determined, and the data were then interpreted and descriptively stated

## **FINDINGS AND DISCUSSION**

In the research finding, the researcher divides the data analysis by using Searle's theory. These are the findings of the researcher's observations of the teacher's and students' utterances while the learning activity:

Types of speech acts mostly used by Teacher

### **a. Representative**

There are 85 teacher utterances in all, 17 of which are representative speech acts. Those 17 representative speech acts that can be detected in a teacher's utterance when she is stating and claiming something about the material or lesson.

Representatives' speech act according to the data of the teacher's utterance include that the acts of explaining, correcting, and agreeing.

### **Teacher's explaining**

Teacher: "Storytelling is not only like Sangkuriang story or Ciungwanara, but storytelling is also for example, you tell your friends, your day, your activities, and so on."

The teacher's utterance above indicated as the used of representative that is explaining. In here can be seen that the teacher tried to give explanation about the different types of stories that may be told. The teacher performed representative of explaining because she wants to give detail explanation what the speaker believes and the reasons to make something clear or easy to understand.

### **Teacher's correcting**

Teacher: "Okay for the first, the beginning of the story you said 'masjid', you should be said the mosque"

Looking at the teacher's talk above, correcting students use of vocabulary becomes another example of representative speech acts. The speaker checked student's answer by giving them the correct one. Correcting students use of vocabulary becomes another example of representative speech acts. The speaker checked student's answer by giving them the correct one.

### **Teacher's agreeing**

Teacher: "yes, it is twenty minutes past ten."

Other examples of representative are agreeing. Based on the utterance above that the teacher said "yes". The word "yes" indicates the she agreed with the student's opinion. Thus, the teacher's utterance falls into the kind of illocutionary acts which carry representative of agreeing.

From the finding above, the researcher found that explaining is the most dominant used by the teacher during teaching and learning process because the teacher always gave information about the material or something that the students have to do. But sometimes the teacher gave the information to the students about what the teacher belief about the factor something new.

#### **b. Expressive**

The teacher's expressive speech acts accounted for 18 utterances, or 21% of the total

data. According to Searle & Suherdi (1976), in an expressive speech act, someone expresses his or her feelings and manners about a circumstance determined by propositional content. Because it is commonly employed to motivate learners, the expressive speaking act has a motivational function in the teaching and learning process.

#### **Teacher's praising**

Teacher: "Okay it's a good story!"

The teacher utterance above indicates praising to the student. It shows the teacher's feeling so it is called expressive. The teacher utterance above indicated as the used of illocutionary speech act of expressive that is praising.

#### **Teacher's greeting**

Teacher: "*Assalamualikum* class Good Morning!"

Based on the teacher's utterance above include into greeting as function of expressive. Teacher performed expressive of greeting because she expressed her emotion with gave greeting as the first word to the student that join to the online class.

#### **Teacher's thanking**

Teacher: "Thank you for coming"

The last example above indicates expressive of thanking. The teacher performed thanking to give express gratitude to someone, especially say thank you. Generally, this act pronounced to someone who has done something for us. For example, one of data above shows the teacher said "thank you" because the students had joined the online class activity.

From the finding above, the researcher found that praising is the most dominant function that always used by the teacher. The teacher's feelings and attitude concerning her students' performance during the learning process were expressed through the expressive speech act. For instance, when students' complete assignments well, the teacher immediately praises them. The teacher made a motivating speech and showed appreciation for the students' work by giving them praise.

#### c. Directive

According to the research, the most common speech act used by the teacher is directive speech acts. In line with Searle & Suherdi (1976), that directive is the most produced by the teacher. The teacher's speech had a total of 41 directive speech acts.

#### **Teacher's commanding**

Teacher: "so today you're going to make your own story and you're going to tell us and your friends here about the storytelling that you know"

The directive speech acts above were used to express the commanding and to make the

students follow the teacher's instructions during learning activity. The teacher commands the students to create and tell the story. This statement contains directives, which are commanding.

### **Teacher's asking**

Teacher: "what kind of the story?"

The teacher's utterance may be considered as a directives illocutionary act since it asks the students to respond the question, and asking is one of the tasks of directives illocutionary actions. The reality is consistent with Searle's theory.

Therefore, this finding is in line with previous studies which found that directive is most often found in teacher's speech act. The teacher commanded and asked the students for doing something. Directives are a common speech act in classroom engagement, claims Searle (1969:22). It occurs when teachers frequently ask their students to do an action in the classroom.

From the finding above, commanding and asking are most used by the teacher during teaching learning process. The directive speech acts found were mainly command and its function to make the students finish the tasks. Besides, the directive speech acts were used by the teacher when asked the students to answer the question relates to the topic discussed in the class.

#### d. Commissive

The final common speech act was commissive speech acts, which were discovered in only 9 commissive speech acts in the teacher talk. Commissive speech acts bind the speaker to carry out future actions Searle & Suherdi (1976). The speech acts of commissive are in terms of offer and planning has found out.

### **Teacher's planning**

Teacher: "for next Monday you try to dialogue with your partner."

The teacher makes a plan for the next Monday to the students about the tasks they would be doing. This utterance is included of commissive because include of planning that relate to some future action.

### **Teacher's offering**

Teacher: "anyone wants to ask or maybe any question about the story telling?"

From the example above, it includes into offering as the function of commissive expressed by teacher. Based on the context observed, the teacher committed future action by offering herself to help the students who want to ask questions if there is material that is unsure.

Based on the finding above, commissive appeared with function of planning and



offering utilized by the teacher during teaching and learning process. This function used by teachers to planned the students to do something in the future and offered the students to ask the question.

Types of speech acts mostly used by students

a. Representative

There are 45 students' utterances in all, 35 of which are representative speech acts. Representative acts were found to be most commonly used by students when the teacher asked them to answer a question. According to Searle that the act of saying, concluding, recommending, bragging, stating, claiming, and presuming are all types of representative speech act. Based on the data, only statement and agreeing found out.

**Students' stating**

Teacher : Have you ever joined a competition? Or maybe try to tell a story to someone?

Students : I have, ma'am, but when I was in junior high school.

Looking at the conversation above, the student tried to give the answer to the teacher. It means that the student has storytelling before, but when she was in junior high school. According to Searle (1985) that it includes in stating which tell someone about the truth. As a result, the student's utterance is a statement or expressions indicating that the student wishes to state something to the addressees.

**Students' agreeing**

Student: "yes ma'am, he scares with me."

The researcher found out data of representative with the function of agreeing because almost all of data expressed stating. It includes into agreeing as the function of representative expressed by the student. Based on the utterance above shows that the student's said "yes ma'am". The word "yes" indicates that the student agrees with the teacher's opinion.

From the researcher's observation about representative, this finding is in line with previous study which found that representative is most often found in students' speech act. The researcher found stating is the most dominant used by students during teaching and learning process. They gave the truth of information or tried to state their opinion to the teacher or their friends.

b. Expressive

During the learning process, the expressive speaking act expressed feelings and attitudes. Furthermore, 5 out of 45 expressive speech acts found in the students' talk.

According to Searle & Suherdi (1976), that the act of apologizing, greeting, thanking, congratulating, praising, and complimenting are all types of expressive communication are the examples of expressive speech act. The researcher found greeting and thanking as a function of expressive.

### **Students' greeting**

Students: "Walaikumsalam good morning, ma'am"

The students' utterance above expressed greeting. Greeting as a function of illocutionary acts namely expressive. The students said greetings to give a polite word or sign of welcome to the teacher on meeting.

### **Students' thanking**

Students: "Thank you for the material, ma'am!"

The dialogue above was taken when the teacher has done giving the material to the students. It can be seen that students' utterance is expressive illocutionary act because the students said thanks to the teacher for the material that has been given, and thanking is one of the functions from expressive illocutionary act. The utterance is in the line with the theory from Searle.

Based on the researcher's data about expressive, it can be seen that greeting and thanking have been found. Greeting aims to give a polite word or sign of welcome to the teacher on meeting. While, thanking aims to give express gratitude to the teacher. Generally, this act produced to the teacher who has done explaining the material for the students.

### **c. Directive**

The total directives of students' talk are 5 utterances. Directives are words that are used to tell someone else what to do. They express the speaker's desires. The researcher found only question as a function of directive as seen below.

### **Students' asking**

Student: "I want to ask ma'am, where should I send my video assignment?"

This is an example of a directive speech act, namely asking or expresses a desire to question or ask the addressees for something. It can be seen that the student's utterance is directive, because the utterance is asking a question to the teacher, and asking is one of the type directives acts. The students' utterance is consistent with the theory from Searle.

From the data about directive, the research found that asking is the most used of directives utilized by the teacher and the students during teaching and learning process.

The students posed a question to the teacher when they were unsure about the material.

d. Commissive

Commissive is an action that commits the speaker to do action in the future; it might be done after the utterance or at a later time. The illocutionary factors include promising, threatening, refusing, and pledging, giving, vowing, and volunteering. According to the findings of the study, the researcher found one form namely promising. Here is the example:

**Students' promise**

Students: "Okay ma'am I'll go first, I will tell the story about my friend."

It signifies that the student promised to do something in the future by telling others that he or she would say something related to the lesson's theme. The student achieved this by employing promising utterance, which were signaled by the presence of the phrase "I will."

Based on the data, commissive only appeared with function of planning or promising utilized by the student during teaching and learning process. This function happened when the student commits to tell the story to the teacher and their friends.

Representative, directive, commissive, expressive, and declarative are the five types of speech acts outlined by Searle. Only four of these were mentioned by the teacher and students in this study. Representative, directive, commissive, and expressive classifications were carried out by the teacher and students. First, the researcher's findings, which demonstrated that the teacher's utterances that mostly used namely directive, were based on observation. The directive was used 41 times out of a total of 85 times with the percentage 48%. The functions of the teacher's used directives speech acts in this research are control, and motivational or evaluative functions, such as: asking and checking students' knowledge about the material, commanding the students, checking the students' understanding about the material, focusing the students' attention, and to ask the students ability to do something for the example in this research the teacher asked students to tell the story.

Second, the findings of the researcher revealed that the students' utterances were mainly representative. Representative speech acts of students' utterances make up 78% of the total talk or 35 times. The person who performs the representative speech acts is considered as committing the truth of the stated claim. According to the findings, students utilize a variety of representative speech actions. Students are inspired to talk when they are asked to answer and ask questions, and when they are told to tell tales.

This increases their speaking talents and can improve their involvement, productive skills, and accomplishment.

This finding confirms Searle's theory that there are speakers and speech partners who understand one another in every utterance. In this research, when the teacher inquired about material, the students were able to respond because they understood the question. The teacher in this research specifically employed directive speech acts, which is consistent with Searle's theory that teachers commonly use directive speech acts when engaging students during teaching and learning process. Teacher frequently utilizes directive speech actions to inform the students what they should do. According to the findings, commanding and asking as directive speech acts are often found during teaching and learning process.

## **CONCLUSIONS**

This study is conducted to find out the speech acts mostly used by the teacher and the students in speaking class. The results of this research can answer based on research questions. From three meetings, the researcher found 130 data which are appropriated with the kinds of illocutionary acts from Searle's theory. The researcher found four kinds of illocutionary acts produced by the teacher and students namely, representative, expressive, directive and commissive.

Referring to the research questions of this present study, the writer concludes that in teaching learning process, directives speech act is mostly produced by the teacher than the others speech acts. This can be seen from the high percentage of representative speech act has 17 utterances (20%), expressive speech act has 18 utterances (21%), directive speech act has 41 utterances (48%), and commissive speech act has 9 utterances (11%). Regarding directive function of commanding and asking used by the teacher, it means that the functions aimed to get the students to do an action during teaching and learning process. It is also beneficial to check the students' knowledge. It implies that directive used by the teacher should be employed during classroom speaking practice. Therefore, the students were able to participate more actively in class because of the teacher's use of directive.

Besides that, for students' utterance during learning activity that representative speech acts mostly used. This can be seen from the high percentage of representative speech act has 35 utterances (78%), expressive speech act has 4 utterances (9%), directive speech act has 5 utterances (11%), commissive speech act has 2 utterances (2%). Therefore, students used to state as a function of representative speech acts. It means that the function can be enhances their speaking abilities and increases their engagement, productivity, and achievement. On the other hand, praise become the

most dominant as a function of expressive utilized by teachers and commissive are the least used speech acts produced by the teacher and students throughout the research. Meanwhile, declaratives are not produced at all by the teacher and students.

Referring to previous conclusion, this research also ends up with the following suggestions for the teacher, students and future researchers. For the teacher, this study is expected to give contribution in language teaching especially on language phenomena related to speech acts contained in the students' story. It is also proposed that the teacher educate the students implicitly linguistic information, particularly pragmatics. as a result, that the students are aware of how language is employed in used. For the students, by learning this research, students will have a better understanding of how language is really employed in relation to the speech actions investigated and its context. As a result, the students will be able to prevent misunderstandings or mistakes while interpreting the messages of the speakers. Also, when they interact with the teacher, the students hope to be more active and critical than previously.

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