A SPEECH ACT ANALYSIS: TEACHERS' ILLOCUTIONARY ACTS IN HAPPY ENGLISH COURSE 2

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Informasi Artikel	ABSTRAK
	Communication is important because it provide the element to perform an effective interaction in teaching and learning process. When the teacher makes an utterance, it could be called as speech acts. The teacher's speech act in English classroom plays an important role in facilitating the effective interaction in a communication with the students. All of the teachers use speech acts to express their action to know how the students conclude the intended meaning of what the teachers said. The purposes of this research are analyzed and compared the two teachers' speech based on the forms of speech acts in Searle's illocutionary act theory. This research will focus on the utterances of the English teachers in Happy English Course 2 Pare, Kediri. In this research, the researchers used qualitative research design, specifically in case study. The research result showed that the teachers tend to use directive acts form in teaching and assertive acts form in announcing a thing. These results are aligned with previous researches who suggested the use of directive speech acts to emphasize the awareness of teachers regarding their position of authority and ability to efficiently manage their classroom environment, and develop the students' communicative competence. *This is an open access article under the CC BY-SA license*

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1. INTRODUCTION

Communication is an essential matter, because it provided an important element to perform an effective interaction in teaching and learning process. In communication, the teacher will produce an utterance in order to convey the materials through their speech when they communicate with their students (Andewi & Waziana, 2019). When the teacher make an utterance and carried out by using a language, we can define this as teacher talk (Santosa & Kurniadi, 2020) or a speech act (Curtis & O'Hagan, 2005). The teacher's speech act in English classroom plays a crucial role in facilitating effective interaction in a communication. The speech acts itself express how the teacher uses language to achieve his or her intended action and how the student concludes the intended meaning of what he or she said (Warsidi,

Syakila, & Dahniar, 2023). With the use of speech acts, especially illocutionary acts, it can greatly impact the effectiveness of teacher speech, because when the teacher use inappropriate utterance of illocutionary acts, the teacher's speech will leads to a misunderstanding (Basra & Thoyyibah, 2017).

In teacher's speech, an illocutionary act deals with what the teacher is doing such as commanding, demanding, promising, thanking, asserting, offering, threatening, or suggesting (Rewai & Junaid, 2021). For the example, the teacher uses illocutionary acts when giving direction for an assignment or asking a student to do a thing. It is important because they help to clarify the teacher's intentions and ensure the students' understand about the teacher's speech. In addition, there are five types of illocutionary acts, they are assertive or representative, directive,

commissive, expressive and declarative (Searle, 1979).

Directive is an act when the speakers deliver their viewpoint to the audiences. Sometimes the viewpoints are about command, order, request, and suggestion (Yule, 1996). So, the teacher can use this kind of illocutionary act to persuade the students to do something. Then, the next type is commisive. Commisive defined as the non-verbal actions that make the speakers commit to some future action (Yulian & Mandarani, 2023). The speaker can make assertions such as promises, threats, refusals, or pledges to the audiences. The teacher can implement this type of speech act when the teacher said that he or she will be back after leaving the class, when the teacher said that he or she will not do a same thing in the future, and the others. Furthermore, to deliver how a speaker feels about the circumstance described in the propositional content to the audience, here the speaker can use expressive. In this point, the speaker could express him or her psychological feelings such as sorrow, joy, like, dislike, statement, pleasure, etc. In classroom, the teacher can use this type of speech act to congratulate the students, apologizing something, or the others. Moreover, to say a declaration properly or to show that the speaker has the important institutional role, the speaker can use declarative. Declarative sentences are often used to organize the classroom and presentation, which are used for teachers to express their views, for example "Excuse me", "Be quiet" (Shi, 2018). The last type of illocutionary speech act is representative. Representative is a type of speech act that states about the speaker's believes, such as statements of facts, conclusions, assertion, and description. In this point, the audience is allowed to believe or not about the speaker's statement. Sometimes, the teacher used this when the teacher delivers his or her opinion about something. The five types of illocutionary acts above will be used to analyze the teachers' speech and it will cover all languages used in the classroom communication.

Because of this research focus on teacher's illocutionary in English classroom interaction, the researchers conducted the research in English course namely Happy English Course 2. Happy English Course 2 is one of the English language course institutions that have been established since 1997. It is located at *Jalan* Pinang 3C Singgahan, Pelem, Pare, Kediri or known as *Kampung* Inggris. Happy English Course 2 has several courses programs such as basic training class, candidate training class, training, class, loyalty system, and intensive class. Then, this research will be focus on the teachers' illocutionary acts in intensive class which used two situations, when the teacher teaches the students and when the teacher gives announcements about the activities in weekly meeting to the students. The reason why the researchers choose this class is because in this class, the teachers use English more than other class. And

the reason why the researchers took the two situations is because the researchers want to analyze and compare what most often illocutionary acts form is used in the teachers' speech.

In addition, the data were collected through observation and voice recordings for approximately 00:51:58 minutes and 00:09:22 minutes, in which note-taking and a mobile phone were used. The gathered data was then analyzed by the researchers. First, researchers watched and recorded the teachers' interactions and speech throughout two classroom sessions. The second step was transcribing the audio data collected by the researchers. Then for the analyzed is a used illocutionary speech act table form (Searle, 1979). After that, the researchers compare the analysis result based on the recording 1 and 2.

The research in illocutionary acts has been conducted (Yulian & Mandarani, 2023; Rewai & Junaid, 2021; Basra & Thoyyibah, 2017). As stated previously, Yulian and Mandarani (2023) already made a research in illocutionary acts entitled "*A Speech Act Analysis: Illocutionary Acts Produced by Teacher in ESL Classroom*". In that research, it found that the teacher produces 266 utterances and 4 illocutionary acts form of Searle's illocutionary acts in class, 68 of their statements were representative, 151 were directive, 5 were commissive, and 42 were expressive. Here, the teacher's frequent use of instructions suggests that she was conscious of her position as a more powerful individual than her students and efficiently managed and commanded the classroom. Furthermore, Rewai and Junaid (2021) in their article entitled "*Illocutionary Acts in English Teacher-Student Classroom Interaction at Local High School*" found that there are four types of illocutionary performed by the English teacher in classroom communication. They are representatives, expressive, directives, and commissives. The directives are the most frequent acts, while the commissives are the fewest frequent acts in this research. In addition, the questioning is the most frequent function and threatening is the fewest frequent function used by the teacher in class. And the last, Basra and Thoyyibah (2017) in their research entitled "*A Speech Act Analysis of Teacher Talk in an EFL Classroom*", they found each illocutionary acts forms in the teacher's talk. The frequent used of the illocutionary acts forms are: 70% for directives, 21% for representative, 6% for expressive and 3% for commissive. The directive speech acts are frequently used by the teacher because the teacher adopts the principle of Communicative Language Teaching (CLT). The use of directive speech act apparently make implication towards the improvement of the students' productive skills and it is recommended for English teachers to use more directive speech acts as the help for the students to achieve communicative competence.

In accordance with the elaborate background above, this research aims to analyze and compare

what most often illocutionary acts form is used in the teachers' speech at Happy English Course 2. There are many researches in teacher's illocutionary in school, but here, the researchers want to give a new research in outside the school, it happened in Happy English Course 2. Besides, there are still many teachers who did not aware with their speech and the effect in the classroom. So, this research will deeply investigate about teacher's illocutionary acts in class to give more in-depth explanation of the data that will provide new knowledge related to teacher's illocutionary acts.

2. RESEARCH METHOD
Research Design

Since the research is aimed to analyze and compare the teachers' illocutionary acts in Happy English Course 2, this research is categorized as qualitative research design, specifically a case study. A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program to get a detailed description and understanding of the entity (the "case") **(Ary D. , Jacobs, Sorensen, & Razavieh, 2010)**. Based on the definition of case study, the organization here is Happy English Course 2 and the case here is the teachers' illocutionary acts in Happy English Course 2.

Participants

The participants in this research focused on the two teachers who teach speaking in intensive class at Happy English Course 2 Pare, Kediri.

Instruments

The instrument used is observation sheet to collect the data in class. Besides, it also used recorder by using handphone to record the teachers' voice. In addition, to analyze the data, the researchers' used table forms based on Searle's theory of illocutionary acts classification.

Procedures

The data were collected through observation and two voice recordings for approximately 00:51:58 minutes and 00:09:22 minutes, in which note-taking and a mobile phone were used. The gathered data was then evaluated as described below:

First, the researchers watched and recorded the teachers' interactions throughout two classroom sessions, one session is in the teachers' teach process and the other one is when the teachers announce the activity in weekly meeting. The second step was transcribing the audio data collected by the researchers. The transcribed data is then analyzed used table forms of illocutionary speech act (Searle, 1979). Then, the researchers analyze the teacher's speech actions, which are then classed according to Searle's illocutionary act theory: representative, directives, commissives, expressive and declarative. After that, the researchers compare the analysis result based on the recording 1 and 2. When comparing the data, the researchers also stated the reason why the

teachers used that form of illocutionary acts in their class.

Data Analysis

To analyze the data, the researchers use several stages. First, the researchers listen the voice recording carefully at least twice to ensure that the contexts were comprehensively understood. Then, the researchers took notes of any utterances containing the illocutionary speech acts based on the recording. After that, the researchers classified the data by grouping the data according to Searle's analytical framework (Searle, 1979) to identify the forms of illocutionary speech acts. This framework was employed to identify whether the illocutionary speech acts appearing in voice recording tend to be assertive, directive, expressive, commissive, or declarative. After all these stages had been done, the researchers met and discussed the analysis results. The purposes are to ensure the analysis results and meet agreement regarding the results.

3. RESULT AND DISCUSSION
Result

Based on the data analysis result, it revealed that there are five forms of illocutionary speech acts found in the teacher's teaching process and when the teacher announces a thing in weekly meeting. Those illocutionary speech acts forms are representatives, directives, commissives, expressives and declaratives forms. However, there are some different dominance in using those forms between the teaching process and when the teacher announces a thing.

In the first recording, most of the illocutionary speech acts occur is in directive form. For more details about the first recording analysis results are presented in Table 1. And for the second recording, most illocutionary speech act form appears is in declarative form. For more details about the second recording analysis results are presented in Table 2. The detailed of the analysis result could be seen in the table below:

Table 1: Form of Illocutionary Speech Acts in the Teaching Process

Illocutionary Speech Act Form	Numbers	Percentages
Assertive form	34	17.17%
Directive form	144	72.73%
Expressive form	11	5.56%
Commissive form	1	0.51%
Declarative form	8	4.04%
Total	198	100%

As presented in Table 1, the teacher tended to use directive form with 144 utterances (72.73%). Assertive form was the next most dominant with 34 utterances (17%), followed by expressive form with 11 utterances (5.56%), declarative form with 8 utterances (4.04%), and commissive form with 1 utterance (0.51%). Meanwhile, in the announcement, the teacher who announced the event has different result as follows:

Table 2. Form of Illocutionary Speech Acts in the Announcement

Illocutionary Speech Act Form	Numbers	Percentages
Assertive form	3	4.84%
Directive form	24	38.71%
Expressive form	4	6.45%
Commissive form	6	9.68%
Declarative form	25	40.32%
Total	62	100%

As presented in Table 2, the teacher tended to use declarative form with 25 utterances (40.32%). Directive form was the next most dominant with 24 utterances (38.71%), followed by commissive form with 6 utterances (9.68%), expressive form with 4 utterances (6.45%), and assertive form with 3 utterances (4.84%).

For better understanding, here are some utterances representing each form:

a. Assertive form

In teaching process, the teacher used assertive form to inform the students facts that they need to know in term of the materials. For instance:
1) "They have different word, but the sound is similar or same."
2) "So, the meaning of noise is *berisik*. If nose is *hidung,* then noise is *berisik."*

The assertive form was used 34 times (17.17%) in teaching term.

While, in the announcement, the teacher is used 3 times (4.84%) for giving the students better understanding about fact in the language, such as:
1) "Speaker is the person; speech is the verbal utterance."
2) "I was is for past, I am for present, and I will be is for future"

b. Directive form

The directive form was used to command students to do something and asking them questions to make sure the understanding. For example:
1) "Say 'repeat after me', so your friends follow you."
2) "So, Alit, how to pronoun this?"

The teacher tended to use this form to deliver the material effectively

While, the high tendency of this form also occur frequently in the announcement to make sure the event will run well. For instance:
1) "Do not worry about the pronunciation corrector and grammatical corrector."
2) "For the speaker, please prepare your speech well, later your teacher will give you the text."

c. Expressive form

In the teaching process, the expressive form was used by the teacher to greet the students and praise them for giving the correct answer like the utterances below:
1) "Good afternoon class."
2) "Okay good, *dia perempuan."*

In the other hand, the expressive form in the announcement was used for honoring and thanking. For example:

1) "Excellency, Madam Erna Zuliana as the director of English Course 2."
2) "Thank you for your attention."

d. Commissive form

In a moment, the teacher was used commissive form for committing on something when the teacher announces a thing by saying:
1) "I will write in whiteboard."

While the teaching process, it did not show the numbers of utterance. It more usage can be seen more in the announcement such as:
1) "I would like to give you some announcement."
2) "All of you will have the chance to stand here."

e. Declarative form

Finally, the declarative form was used for declaring the materials that will be discussed and situations that the teacher believes in the teaching process. For example:
1) "So today, our material is about speaking, and we will learn about similar sounds."
2) "So, you have known the different word but similar sounds."

Interestingly, the teacher tended to use this form in the announcement with 25 utterances (40.32%). As its function, this form was used to declare things that the students need to know about the event. For instance:
1) "You may not use your mobile phone in this religious meeting."
2) "The tittle is smartphone, smart user."

Discussion

The data analysis showed that both teachers used five forms of illocutionary speech acts. In the teaching process, the teacher tended to use directive form to command students to do something and asking them questions to make sure the understanding. In the other side, declarative form is the most dominant the data of the teacher's announcement. This is understandable as the teaching process need more utterance the guide the student to understand the materials taught while the teacher needed to give information about the event by using the declarative form.

This finding is in line with the in context of teaching in ESL classroom by Yulian and Mandarani (2023). Both data show that the teachers' frequent use of instructions, so that they was conscious of her position as a more powerful individual than her students and efficiently managed and commanded the classroom. Furthermore, in the context of English teacher-student classroom interaction (Rewai & Junaid, 2021), the present resarch also showed the similar data: the directives are the most frequent acts, while the commissives are the fewest frequent acts. Moreover, this research is also parallel to Basra and Thoyyibah research, teacher talk in EFL classroom (2017). It is recommended for English teachers to use more directive speech acts to help students to achieve communicative competence.

In summary, declarative forms are frequently used in the announcement a long with directive form as the teachers in the context intend to deliver and convey messages to their students. The teacher may intend to deliver the messages successfully, clearly, and more understandable.

4. CONCLUSIONS

Based on the data taken from English classrooms and weekly meeting announcement in Happy English Course 2, the teachers tend to use directive acts form in teaching and declarative acts form in announcement. These results are aligned with the previous researches who suggested the use of directive speech acts to emphasize the awareness of teachers regarding their position of authority and ability to efficiently manage the classroom environment, and develop students' communicative competence. While, in the speech in giving information purpose such as announcement, the researchers suggest to maximize the declarative form usage to provide and convey information to the audience.

However, this research only analyzed a teacher's talk in classroom and the other's talk in announcement and focused on illocutionary speech acts form. Thus, for further researches on this topic with broader and more data are recommended to complete more comprehension about forms of illocutionary speech act in teacher activities. Studies of this topic with different object such as student's speech acts function are suggested to provide deeper understanding of this research.

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