



Analyzing the Types of Speech Act Found in Teacher's Oral Interaction in the Learning Process

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Abstract: *The objective of this research is to find out what kinds of speech act were used by the teacher. The researcher observed and recorded the teaching learning process. The record was transcribed and analyzed based on Searle's Classification of Speech Act. The result showed that only four classification that are used in the record. They are representative, directive, commissive and expressive. They also indicated that language directive was the mainly category that appeared in teacher's utterance to deliver question.*

Key words: *Speaking, Speech Act, Teacher's interaction.*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui jenis tindak tutur yang digunakan oleh guru. Peneliti mengamati dan mencatat proses belajar mengajar. Catatan itu ditranskripsikan dan dianalisis berdasarkan Klasifikasi Tindakan Pidato Searle. Hasil penelitian menunjukkan hanya empat klasifikasi yang digunakan dalam pencatatan. Mereka representatif, direktif, komisif dan ekspresif. Mereka juga menunjukkan bahwa arahan bahasa adalah kategori utama yang muncul dalam ucapan guru untuk menyampaikan pertanyaan.*

Kata Kunci: *speaking, tindak tutur, interaksi guru.*

1. INTRODUCTION

Language is an inseparable part of our everyday lives. It is the main tool used to transmit messages, to communicate ideas, thoughts and opinions. It situates us in the society we live in; it is a social affair which creates and further determines our position in all kinds of various social networks and institutions.

The study of how teachers and students use language in classroom is important not only for teachers, but all

those concerned with the social functions of education.¹ Learners of all languages tend to have difficulty understanding the intended meaning communicated by a speech act, or producing a speech act using appropriate language and manner in the language being learned. Research has found that classroom instruction on speech acts can help learners to improve their performance of speech

¹ Jay L Lemke, *Using Language in the Class Room*, (Oxford : Oxford University Press : 1989), p. 1

acts and thus their interactions with native speakers run well). To a great extent, the language used by teachers and students in classroom determines what is learned and how learning takes place. Teachers' speech acts are extremely important, not only for the organization of the classroom but also for the processes of acquisition. It is important for organization and management of the classroom because it is through language (speech acts) the teachers either succeed or fail to implement their teaching plans. In term of acquisition, teachers' speech acts are important because it is probably the major source of comprehensible target language input the learner is likely to receive. In Cullen's term as quoted in Celce-Murciathat the primary functions of teachers talk (speech act) is to support and enhance learning.²The importance of pedagogical function of teachers talk within the classroom context is needed in order to view it as genuine communication.

The role of the teachers' speech act and teachers-students interaction in management of learning are very important. The types of speech acts mostly produced in the classroom interaction were observed. Questions are, as part of speech acts, extremely important, and here the researcher would like to monitor the types of

question the teacher asks, particularly in term of teacher potential to stimulate extended student responses. The aspect of questioning behaviour worth looking at is the use of display and referential questions (Nunan, 1991: 194, Celce-Murcia and Olshtain, 2000: 221-222; Bearne et al. (ed.), 2003: 39; Long and Richards (ed.), 1987: 332; Richards and Nunan, 1997: 7, 9; Brown, 2001: 171). Display questions are those to which we know the answer (for instance, when we hold a book and ask, 'Is this a book?'). Referential questions or genuine questions (Trosborg, 1994: 159), on the other hand, are those to which the asker does not know the answer.

We perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. In line with this, Searle also stated that speaking or using a language is performing speech acts, acts such as making statements, giving commands, askig questions, making promises and so on.³Aspeech act is an utterance that serves a function in communication. A speech act might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I forgot your birthday. I just let it slip my mind." Speech acts include real-life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture.

² Marianne Celce-Murcia and Elite Olshtain, *Discourse and Context in Language Teaching*. (London : Cambridge University Press, 2000), p.222

³ John R Searle, *Speech Acts*, (Oxford : Oxford Univ. Press, 1969), p.16

A speech act is best described as “in saying something, we do something”, such as in describing something (“*It is snowing*”), asking questions (“*Is it snowing?*”), making a request or giving an order (“*Could you pass the salt?*”, “*Drop your weapon or I’ll shoot you!*”), or making a promise (“*I promise I’ll give it back*”)⁴. Schiffrin proposes that “the speech act is the basic unit of communication”⁵. We really communicate our ideas, feeling, intentions etc. through our utterances we made. Searle places the speech act at the center of study of language, meaning, and communication: he proposes that: “the basic unit of human communication is the illocutionary act”⁶.

This study more directly focuses on interaction in the classroom namely teacher’s interactions. Pedagogically this study hopefully contributes to education especially in teaching and learning. The description of speech acts can be methodologically useful for the teachers. It will contribute to the study and the teaching of English. This study hopefully becomes a reflection ‘tool’ for every teacher to observe their own teaching executed so far.

Through observing a (language) class, the researcher as well as observer gains the chance to put the ideas about teaching into practice, to examine how

the teaching and learning activity works with students in error correction or how to treat errors. It gives the researcher and or observer ideas about what to do next in the researcher or observer own classroom besides gaining an invaluable research experience. Through analyzing a (language) class it gives the researcher or observer many different views of teaching. It is not only to look at the content of the lesson but it makes the observer and or researcher aware of ‘how’ the lesson is taught, what the observed teacher and students are doing, and what media are used.

2. LITERATURE REVIEW

The Concept of Speaking

Speaking is the most important skill in language teaching. It’s almost impossible to have true mastery of a language without actually speaking it⁷. It is the skill of a speaker to communicate information to a listener or a group of listeners. Speaking is a process sending message from someone to second person. So, in speaking process needed at least two people, one as a speaker who produces information and the other as a listener who receives information.

Speaking is one of language skill which is very important to be mastered by students in order to be good

⁴ *Ibid*, p.17

⁵ Deborah Schiffrin, *Approaches to Discourse*, (Blackwell : Cambridge, MA & Oxford, 1994), p.57.

⁶ *Ibid*., p.1

⁷ Michelle Maxom, *Teaching English as a Foreign Language For Dummies*, (Chichester : John Wiley & Sons, Ltd, 2009), p. 183

communicator. Thornbury says that speaking is so much a part of daily life that we take in for granted.⁸ The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. In addition, Brown states that speaking is a productive skill that can be directly and empirically observed⁹. It means that the words who produced by someone in a circle of community can be understood each other easily without need a long time.

Based on the terms of speaking before, it can be inferred that speaking skill is the productive skill in language teaching that can be directly and empirically observed.

Definition of Speech Acts

Speech act is a speech that is the functional unit in communication¹⁰. In speech act theory put forward by the two language philosopher named John Austin and John Searle in the 1960s. According to the theory, whenever a speaker utters a sentence, he is trying to do things with words (the sentence) it. According to the terms of Austin, "By saying something we do something"¹¹.

⁸ Scott Thornbury, *How to Teach Speaking*, (Harlow : Longman, 2005), p.1

⁹ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (New York : Pearson Education, 2004), p.140

¹⁰ Jack C Richard; Platt, John; dan Platt, Heidi,. *Longman Dictionary of Language Teaching and AppliedLinguistics*, (England : Longman, 1993), p.342

¹¹ J.L Austin, *How to Do Things with Word*, (Oxford : Oxford University Press, 1965), p.94

A judge who says "I hereby condemn you to prison for five years" is taking action to punish the defendant; the words spoken by the conviction of the accused judge's marks. The defendant will not go to jail without a word from the judges.¹²

A speech act is an utterance that has function in communication. We do speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. A speech act might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I forgot your birthday. I just let it slip my mind." Speech acts include **real-life interactions** and require not only knowledge of the language but also appropriate use of that language within a given culture.

Here are some examples of speech acts we use or hear every day:

Complaint : "I've already been waiting two weeks for the watch, and I was told it would be delivered within a week."

Invitation : "Come on, come to my birthday party!"

Greeting : "Hi, Eric. How's life?"

Request : "Could you take me that pen, please?"

Some speech acts, however, are not primarily acts of communication and have the function of affecting institutional states of affairs. They can

¹² Herbert H. Clark and Clark Eve V, *Psychology of Language*,(New York : Hartcourt Brace Javanivich, Inc, 1977), p.26

do so in either of two ways. Some officially judge something to be the case, and others actually make something the case. Those of the first kind include judges' rulings; referees' decisions etc, and the latter include firing, appointing etc. Acts of both kinds can be performed only in certain ways under certain circumstances by those in certain institutional or social positions. The theory of speech acts aims to do justice to the fact that even though words (phrases, sentences) encode information, people do more things with words than convey information and that when people do convey information, they often convey more than their words encode. Although the focus of Speech Act Theory has been on utterances, especially those made in conversational and other face-to-face situations, the phrase 'speech act' should be taken as a generic term for any sort of language use, oral or otherwise.

Speech acts, whatever the medium of their performance, fall under the broad category of intentional action, with which they share certain general features. An especially pertinent feature is that when one acts intentionally, generally one has a set of nested intentions.

For instance, having arrived home without one's keys, one might push a button with the intention not just of pushing the button but of ringing a bell, arousing one's spouse and, ultimately, getting into one's house.

Classifications of Speech Acts by Searle

Searle (1969) classified speech acts as¹³:

a. *Representative or Assertive*

Representative or assertive is an illocutionary act that commits a speaker to the truth of the expressed proposition. The acts are stating, claiming, hypothesizing, describing, telling, insisting, suggesting, asserting that something is the case.

Example:

Stating : staff and VIP permitted here

b. *Directive*

Directive is an illocutionary act that for getting the *addressee to do something* by responding to an utterance or by performing some physical actions.

The acts are ordering, commanding, defying, advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, permitting, recommending, requesting, suggesting, etc.

Example:

Command : Close the door please!!!
Forbid, Prohibit : Don't close the door!!!
Don't go to the party!

c. *Commissive*

Commissive is an illocutionary act that the speakers use to commit themselves to some future action. The acts are committing, guaranteeing, offering,

¹³ John R Searle, *Speech Acts*, (Oxford : Oxford Univ. Press, 1969), p.12

promising, refusing, threatening, volunteering, vowing, threatening, intending, vowing to do or to refrain from doing something.

Example:

Promising : We promise to give you much money.

Vowing : I will be the best husband in your life my darling.

d. Expressive

Expressive is an illocutionary act that speakers feeling and attitudes toward events or affairs. The acts are congratulating, thanking, deploring, condoling, welcoming, apologizing.

Example:

Condoling : I am sorry to hear that.

Congratulating : Hey Bro, congrats for your success.

e. Declaration

Declaration is an illocutionary act that *brings into existence the state of affairs to which it refers*. The speaker brings about a change in the word by uttering an Illocutionary act. The acts are blessing, firing, baptizing, bidding, passing sentence, excommunicating, marriage, arresting, approving, naming, etc.

Example:

Naming : I named my baby Amanda.

By knowing those classifications it hopes we can generate our knowledge about the speech act and its scopes. It

helps us in placing which one belongs to ones and others.

3. METHOD

The method of the research involved a recorded. It was observed then transcribed and analyzed by the researcher. The researcher observed the record and transcribed it and then analyzed it to know the kinds of speech act in the record. The data was analyzed based on Searle's classification. In this research, the researcher used descriptive qualitative research. The subject of this research was an English teacher at SMP N 21 Bandar Lampung. The total of English teachers there are 4. In terms of the perception of qualitative research, non-probability sampling tends to be a typical. One of the non-probability samplings was purposive sampling; sometimes it can be called judgmental sampling. Then, to select the sample as the source of the data, the researcher used purposive sampling technique. Purposive sampling was different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. In order to get the data, the researcher used record video. The record took in 2 meetings 2x40 minutes.

The recording was observed and then transcribed by the researcher. In

doing the transcription, the researcher paid attention to the issue of speech act practiced by the teacher and took note on them. The researcher listened to the record several times to get more valid data. Afterwards, the researcher classified and analyzed the data based on Searle's Classification of Speech Act.

4. RESULT AND DISCUSSION

The researcher had conducted the research at SMP N 20 Bandar Lampung. The subject of this research was an English teacher there. The tool of this research was record. After observing, the teacher transcript the record then analyzed it based on Searle's classification, the researcher had found that some types of speech act are appeared in the record. It can be seen in the table below:

Table 1 Speech Act Classification

Classification	Represent	Directive	Commissive	Expressive	Declaration
Total	154	181	4	16	-

Based on the table before, in this research, the researcher analyzed the teacher's oral interaction recording. Here is the further information based on the table:

a. Representative or Assertive

Representative or assertive is an illocutionary act that commits a speaker to the truth of the expressed proposition. The acts are stating, claiming, hypothesizing, describing, telling, insisting, suggesting, asserting that something is the case.

Example:

Stating : staff and VIP permitted here

In this research, the researcher has found 154 teacher's utterances that belong to representative. In this case, the examples of the utterances are:

Suggestion : "I would like to tell you about how to make fried noodle."

Description : "Ingat tujuan dari procedure text, how to make something, untuk memberitahu pendengar untuk membuat sesuatu/ melakukan sesuatu."

Suggestion : "Jadi kalo kalian menyebutkannya cepat procedurennya, bahan-bahannya nanti tujuannya gak sampe."

Those are the example of teacher utterances that belong to representative. Actually, these utterances happened for correcting the students' utterances and giving further information about the material that they discussed.

b. Directive

Directive is an illocutionary act that for getting the *addressee to do something* by responding to an utterance or by performing some physical actions.

The acts are ordering, commanding, defying, advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, permitting, recommending, requesting, suggesting, etc.

Example:

Command : Close the door please!!!
Forbid, Prohibit: Don't close the door!!!
Don't go to the party!

In this research, the researcher has found 181 teachers' utterances that belong to directive. Here are the examples of teacher's utterances that belong to directive:

Question : "Who doesn't come today?"
Question : "What the reason?"
Question : "Are you ready to practice procedure text?"
Question : "Who is to be the first to present procedure text?"

Those are the example of teacher's utterances. In this case, it's also indicated that directive is the common used. The teacher often used directive especially for delivering question to the teacher to get the respond or information from the students in teaching learning process.

c. Commisive

Commisive is an illocutionary act that the speakers use to commit themselves to some future action. The acts are committing, guaranteeing, offering, promising, refusing, threatening, volunteering, vowing, threatening, intending, vowing to do or to refrain from doing something.

Example:

Promising : We promise to give you much money.
Vowing : I will be the best husband in your life my darling.

In this research, the researcher has found 4 utterances that belong to commisive. Here are the teachers' utterances:

Offering : "Terserah kamu."
Promising : "Agung hari sabtu ya gung tanggal 21, ya."
Promising : "Si agungtanggal 21 inget."
Promising : "Miko kamu sabtu gak jadi, Gusti, Dela juga."

Those are the teacher's utterances of commisive of the teachers offering and promising the students.

d. Expressive

Expressive is an illocutionary act that speakers feeling and attitudes toward events or affairs. The acts are congratulating, thanking, deploring, condoling, welcoming, apologizing.

Example:

Condoling : I am sorry to hear that.

Congratulating : Hey Bro, congrats for your success.

In this research the researcher has found 16 utterances that belong to expressive. Here are the examples of the utterances:

Greeting : "Good Morning"

Thanking : Very good, thank you.

Complaining : "Kan ini tugasnya di rumah, jadi di sekolah udah siap untuk maju."

Those are the examples of teacher's utterances that belong to expressive. The teacher used greeting to greet the students for opening the teaching learning process. Thanking is used by the teacher to thank after the students asked the teacher. Complaining is common used by the teacher when the students not do what the teacher asked to them.

e. Declaration

Declaration is an illocutionary act that *brings into existence the state of affairs to which it refers*. The speaker brings about a change in the word by uttering an Illocutionary act. The acts are blessing, firing, baptizing, bidding, passing sentence, excommunicating, marriage, arresting, approving, naming, etc.

Example:

Naming : I named my baby Amanda.

In this research, the researcher has not found utterances that belong to declaration. Declaration is common used for blessing, firing, baptizing, bidding, passing sentence, excommunicating, marriage, arresting, approving, naming, etc.

5. CONCLUSION

The analysis shows that only four classification of speech act that are found in the teacher's utterances. Those are representative, directive, commissive and expressive. In this case, directive is the common speech act category that used by the teacher for delivering question to the students in the teaching learning process in the class to build an interaction among them.

The researcher suggest to the next researcher to conduct a deeper research in it. Another expert's classification is needed to use in order to compare and get better knowledge of speech act from another classification.

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