Analysis The Use of Illocutionary Speech Acts in Learning in Melati Special School Rumbai Pekanbaru

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ABSTRACT

This study aims to analyze the use of illocutionary speech acts that special school teachers Melati Rumbai Pekanbaru used in learning process.The problem discussed in this research is the type of speech act of illocutionary used by the teacher in learning.The method used in this researchisdescriptiv equalitative method.Data collecting technique is done through simak technique and recording technique.Data analysis is done through the technique of separating elements determinant (PUP) by classifying or sorting data in accordance with the formulation of the problem that investigated.The data that has been sorted will be analyzed later based on the theory used.The class that used as the object of this research is mixed class for SMPLB level with nine students, seven male and two female students, and SMALB class with six students,five male and one female student.From the result of the research, found that the type of speech act of illocutionary used by special school Melati Rumbai, Pekanbaru teachers in learning are directive, assertive, and expressive.The type of speech act directive generated inthe form of a requesting directive, commands directive, inquiring directive, demanding directive, and banning directive.Types of assertive speech acts in assertive form of complaining assertive, telling assertive, and states assertive, while expressive speech acts are only in the form of praise expressive.

Keywords: speech acts, illocutionary, special school students

Introductory

Illocutionary speech acts is the process of linguistics intraction in the form of utterance or more that include both speaker and listener. By doing the speech, one can directly inform the purpose and goal. Human communicate and do other social activities by using the speech. The purpose of the speech is as the tools that is used by the speaker to say something or to deliver any information in order to get the responses from the interlocuters. The speech, beside it functions to say or to inform about something, it also can be used to do something.

Speech act is the action that use the language. Language is used in almost all activities, it is used in a wide range of oppurtunities. (Djajasudarma, 2012).

The term of speech act is not only refered to the speech act, but it is refered to the whole of communication situation, it is included of the contect of the speech (refers to where the speech happens, the participans and all of the physicals and verbals intraction that happened before) and also the paralinguistics features that can contribute for the meaning of intraction. In other words, the things that we discuss in the theory of speech act is the

speech that contactualization (see Leech, 1983; Yule. 1996)

One of the aspects that really influences the success of speech activities is the understanding of the speaker towards the importance of speech act itself. Speech act is the product of a speech that is spoken by the speaker to the interlocuter which the speech itself contains a certain purpose and goal. The purpose and the goal of the speech really depand on speaker position, interlocuter, speech act, speech, speech situation and the time of the place speech.

The speaker is the most influenced aspect in the term of speech activity, because the speaker is the person that make speech activity at the first time.

Searle (1969) stated that in pragmatism, at least thera are three kinds of action that can be realized by a speaker, they are: locution act, ilocution and perlocution. Locution act is the speech act that only aims to deliver information without any other ones. Ilocution act is the speech act that aims to deliver information but it has a certain purpose " command" to do an action. Perlocution is the speech act that present because of the action of the ilocution speech.

The ilocution act is the speech act that is most frequently used in daily life. It is always used by the human to give information that contains requesting, doing, and refusing something or any other activities that have no limitation. The existance of ilocation speech act has close relationship with the existance of the contexts. The close deal between ilocution act and the context just because the existance of the context really influence the meaning of the ilocution speech. The speech that is spoken by the speaker will result a speech where there is an act or action that would be created in the speech itself.

Searle (1969) devided ilocution speech act into five devisions, they are:1) assertive, 2) directive, 3) comissive, 4) expressive and 5) declarative.

Assertive speech act (representatif) is an action that involves the speaker in the propositions truth that is being expressed, for instance: to state, to inform, to annouce, to be proud , to complain, to report and to strenghten. These ilocutions tend to be neutral in the side of politeness. Because of that, it can be included in the collaborative category. But, there are some exceptions, for example, to be proud, to be arrogant, that is in general considered systematically impolite, assertive is propositional.

In a simple way, it can be concluded that assertive ilocution act is the speech act that hold the speaker for the truth which is being spoken.

Directive speech act is an action that is meant to appear some effects through the listener action. The category of directive speech act are (i) requestives, (ii) questions, (iii) requirements, (iv) phobibitives, (v) permissives, (vi) advisories. These all often include into the competitives category. That's why they consist of an ilocation categories where the negative politeness becomes very important. In contrary, some directives in fact considered polite.

In a simple way, directive ilocution speech act can be colcuded that the speech act which is meant for the speaker to act as about what exist in the speech itself.

Commisive speech act is considered as the speech act that has it function to encourage the speaker to do something. The things that include in the comissives speech act themseves are oath, promises and to give suggestion. Comissive speech act is one of speech act that is used by the speaker to make

him or herself commit in doing certain action in the future.

Expressive speech act is the action that involve the speaker some actions in the future. Comissive speech act category are (i) promises, (ii) offers. These all tend to be convival rather than competitive, it will fullfil one's interst beside the speaker him/herself.

Declarative speech act is a speech act that connect between proposition content and the real reality. Declarative speech act is an ilocutian speech act when the performance is successful will make a good correspondence between the propositional content and the reality. For instance surrender, impech, release, expel, promote, appoint, determine, and to give punishment.

It can be concluded that declarative ilocution speech act is the ilocution speech act that is meant to create things like status, and such conditions which will make change.

The implementation of the ilocution speech act is not only for the daily communication activity, but also for being used in the learning activity. The choice of teacher's speech act in the teaching-learning process really takes an important role because it will influence the students' respon. In the process of communication, teachers as the speaker hope that there will be a respond from the students.

The teacher speech act in the term of communication and interaction to the students will depand on the teachers' role and authority in the classroom. One of the teachers' duties is to create a comfortable class in order to make teaching-learning activity that will motivate students to study hard. The teacher speech act in the term of communication and interaction with the students also will influence the students' reaction. That's why, teachers must have an ability to handle or manage the teaching-learning activity well, such as class

organizing, that used various teaching methods (ways), communicating with the students, and showing good manner in the classroom.

The teacher ways to deliver someting such as giving command, giving intruction that have sense of value which is not only such words that are spoken by the teacher. For example, when a teacher wants the students to do something, he/she does not only ask the students directly, but he/she may use some question words, suggestions or any question words that are meant command. So, teacher can ask or direct the students directly or indirectly by using different speech act.

In general, Speech act that is used by the teacher at school is usual, but which is used at Extraordinary school (SLB) needs special proficiency depands on the students' need themselves. The teacher who teaches the students that have dissabilities, needs to be researched, because the way of the teacher who gives lessons and understanding uses good speech act, so, it can be easily undersood by the dissabilities children, if it is compared to the normal ones. A special need children are those who have specific characteristics that are differnt from the children in general.

Quoted from News. Okezone.com (3 Desember 2015) based on the cronological history of SLB built. Firstly, it is for each disablement category, SLB is grouped into:

a) SLB A
   This school is for blind children (Tuna Netra). They usually own obstacles in seeing, so, the strategy of learning that is given at school must be able to encourage them to understand the lessons that are given by the teachers. In this school (SLB A), the lessons media are braille book and tape recorder.
b) SLB B

It is a school for the children that have weaknesses in their ears or deaf (Tuna Rungu). The lesson media that is used in this school is to read statement or pronouncement through the lips moving that is combined to the cued speech or hands movement to complete the movement of the lips. Beside that, another media that can be used is a listening tool or conchlear implant.

c) SLB C

This school is appointed to the mentally handicapped students (Tuna Grahita) or the person that has lower inteligence and- they do not have ability to adapt so that they need to get lessons about self-build and socialization. They tend to avoid themselves from the environment and friendship.

d) SLB D

It is for those who have uncomplete body that is called by Tuna Daksa. The study of SLB D is aimed to develop the potential of students themselves in order to make them able to care themselves.

e) SLB E

This school is purpoused for those who acts not harmony with their circumference or it's called by Tuna Laras. They usually cannot be able to measure their emotion and they experience some difficulties to run social function.

f) SLB G

SLB G is addressed to Tuna Ganda, they have difference combination.

They usually less of communication or even no commmunication at all. The progress of their motoric are very low, so it needs a different lesson media in order to increase thier autonomous. The term of special needs explicitly addressed to the children that is consided have difference/divergence from the avarage of normal children in general, either in the term of physicals, mentals or social behaviour.

Physicals difference is the difference that happened on one of the certain body organ. Since its differnce, caused one of the condition on his/her physical function can not run normally.

The physical organs are not good in function happened at physical senses, for instance, the difference at listening sense (Tunarungu), the difference at sight sense (tunanetra) and the difference at speaking sense (tunawicara).

The children who have difference at the mental aspect are those who own problems in the thought of ability criticely and logically in order to response the surrounding world. The difference at this mental aspect can expand to two sides, they are the mental difference, it means more (supernormal) and the mental difference, it means less (subnormal), meanwhile the behaviour differance or tunalaras social are those who have difficulties in adapting to the surroundings, rules, social norms, etc.

In this research, writer is interested inresearching Ilocution Speak Act Form that is used by SLB Melati's teachers, Rumbai Pekanbaru in teaching-learning process. The reason why the writer chooses this school because it is very active and routin to involve the students in many activities.

Research Method

This Research is being done at SLB Melati, Rumbai Pekanbaru. The class that is being researched or become the research object is the combined class from SDLB and SMPLB levels with the number of students as many as 9 (nine) persons. Seven males and two females, and SMALB with the numbers of students as many as six persons, five males and one female.

Meanwhile the number of the teachers that will be taken as the sample in this reseach are six persons. The duration of the data taking as long as two weeks.

At the first and the second week of May 2017. The method that is used in this research is qualitative descriptive method. The data collection tehnique is done through listening and recording tehnique. The data source in this research is oral data in the form of teacher speech form at the teaching-learning activity.

Meanwhle the data analysis is done through determiner substance sort tehnique (PUP) by classifying or choosing the data suitable to the problem formulation that is being researched. The data that has been sorted will be analyzed based on theory that is used.

The Result of The Research

From the reseach result, it is found that the kind of ilocution speech act that is used by the teachers of SLB Melati Rumbai, Pekanbaru in learning process are directive, assertive, and expressive.

1. Dirctive Ilocution Speech Act

There are fifty four ilocution data in the form of directive that are used by the teacher in the learning process. The fourtieth five data is in the form of asking directive, commanding directive, suggesting directive, and prohibiting directive.

A. Asking Directive

Asking directive is the speech that is done by the goal in order to be given or to get something. From the research that was done, it was found as many as eighteen ilocution speech act data in the term of asking directive.

It was indicated by the emerging of the verb at the first speech and followed by the stressing word 'ya'. The asking directive speech act was also indicated by the use of introgative

sentence at the end of the speech, as we can see from the following data.

1) " Ulangi lagi ya. Pancasila artinya apa?"
   " Repeat please. What is the meaning of Pancasila?"

This speech was given by the teacher to the students when it was the first time starting PPKn lesson.

The topic that would be given to the students was Pancasila. This speech is included ilocution speech act of asking directive because there was a verb "ulang/repeat" at the first speech that was followed by the stressing word "ya". This request was also indicated by the emerging of introgative speech at the end of the speech.

2) " Udah yok" Lanjutkan tulisan yang tadi yang belum selesai. Anggi mana tulisanmu tadi?"
   "stop please" just continue writing what you have not finished yet. Anggi, where is your note just now?"

This speech is deliverd by the teacher to the students named Anggi. It is included directive ilocution speech act. The used of a sign of directive in this speech can be seen from the emerging of the verb "lanjutkan"/"just continue". The purpose of the teacher to say this speech is to ask the students stop playing and as soon as possible to continue finishing their task. Asking directive in this data was strengten by the use of introgative sentence at the end of the speech.

B. Commanding Directive

The ilocution speech act of commanding directive or command is a command act of other people to make or to do something. From the research, it was found that as many as twenty-one data ilocution speech act in the form of commanding directive. Ita was

Indicated by the existence of the verb in the speech itself. The verbs that used by the teacher were the basic verbs, as the following data:

    3) "Heh, adap ke depan, ke depan!"

This speech was spoken by the teacher when they are going to start studying after break and the attention of the students did not focus yet to the lessons that was given by the teacher. This speech was conveyed by the teacher aimed to take the students attention. It is directive ilocution speech because it gave an effect to the interlocuters to do what was being commanded by the teacher that was indicated by the existance of the verb "Adap" that followed by the command intonation. The command in this speech was reapeted as the stressing about what should be done by the students. It could be seen from the repeatation of the word "ke depan".

    4) "Bang mundur sikit bang! Kamu yang nyempit turun oi. Mudur, mundur, mundur!"

"Bang, a little bit back up please! You yourself make it narrow, get down!

Back up, back up, back up!"

This speech was spoken by the teacher for the students that was aimed to ask students to back up their chairs, but the students were relactant to do that. It is the example of commanding directive speech.

The verb that indicate directif ilocution in this data is "mundur!" ("back up!") this word was repeated several times by the teacher because the students were neglacted to follow the the request. The commanding directive speech act also done by the teacher through an introgative act. The question word in the speech, for instance "What, and Where". This kind of speech is indirect speech act form.

    5) "Adi, mana bukumu Di?"/
       "Adi, where is your book, Di?"

This speech was conveyed by the teacher when one of the students named Adi did not take his book while the class had been starting. The commanding directive ilocution speech act in this speech was indicated by the used of question word "Where". But actually the teacher did not ask the student to answer this questions, but the teacher wanted the student to take the book out from his bag. The ilocution speech act aim was reached by having the student's response to take the book out and showed it to the teacher.

    6) "Apa lagi Bang?"
       "What's up, Bang?".

This speech was spoken by the teacher to his student that always called by Abang when he was playing and bothered his friends. Directived ilocution speech act that was being used by the teacher was in the form of introgative, by having the existance of the question word "What". Actually the goal of this statement did not ask the student to answer the question but it asked the student to stop playing and bothering his friends.

C. Ilocution Speech Act – Suggesting Directive

Ilocution speech act of suggesting directive that was found in this research was only one data. It was indicated by the emerging of Adverb at the first sentence as showed in the following data.

    7) "Pertama kamu tulis dulu, nanti Bapak kasih tugasnya, ya!"

    "You have to write it down first, later I will give you tasks, yah!"

D. Prohibiting Directive

Prohibiting directive ilocution speech act that was found in this research as many as eleven data and three data were in the form of

suggesting. Prohibiting directive ilocution speech act was indicated by the emerging of the verb that preceded by the word "Jangan" ("don't) and "nggak usah"("don't"), as the following data:

8) "Iya, jangan dihapus-hapus, koyak lagi apanya tu nanti!"
   "Well, Don't be erased, it could torn again later!"

This speech context occured when the teacher taught the student, named Anggi in writing the letter. This speech included directive form that was indicated by the affix verb "dihapus-hapus" to indicate that the students work had been repeated. The prohibiting directive sign in this speech was known by the use of the word "Jangan" (Don't) in front of the verb.

9) "Zaki, kalau sudah siap jangan menggangu kawan!".
   "Zaki, if you have already finished, don't disturb your frinends!".

This speech was conveyed to the students named, Zaki when he bothered his friends who were studying. It included directive speech signed by the verb disturb "menggangu". The indication of prohibiting could be seen from the use of "Don't"/"Jangan" in front of the verb.

10) " Eh kalau nggak selesai, nggak usah pulang ya. Nggak usah pulang. Disini aja tidur!".
   "Right, If you do not finish yet, you're not allowed to go home. Not allowed to go home. Just sleep here!".

This speech was addressed to several students who did not want to finish the tasks that were given by the teacher. It included directive speech that signed by the use of the basic verb "finish"/"selesai" and "go home"/ "pulang". The indication of prohibition in this speech can be seen from the use of the word "not allowed"/ "nggak usah" in fron of the verb. This speech also categorized as threatening ilocution form by the existing of the word " Just sleep here!"/"Sini aja tidur!". But this kind of prohibition and threat did not make all of the students want to do the tasks. Still there were some students who enjoyed playing and disturbed their friends that were studying.

Beside that, it also found commanding directive speech act but, it was in the soft form of suggestion. The numbers of the data that found were only three that were indicated by the emerging of the affix verbs. As we can see from the following data:

11) "udah yok. Lanjutkan tugas yang tadi belum selesai."
   "Okey. Please continue your tasks that were not finished yet".

This speech was conveyed by the teacher to the students when they were being enjoyed by other work and forgot with the previous ones that were given by the teacher. Directive ilocution speech act in this case was indicated by the affix verb "Continue"/"Lanjutkan". Suggesting directive also could be seen by the existance of the previous speech that signed to stop any activities which had been doing and returning to the previous ones.

12) " Ini nanti koyak. Pakai ini Bang!"
   " It will be torned. Use this one, Bang!"

This speech was conveyed by the teacher to one of the students that is called Bang. The mistake happened when he was writing and he tried to erase it by using an eraser that exist on it pencil. The teacher gave the example how to erase with a good manner and he suggested the student to use the eraser that was given by him.

Suggesting directive was showed by the use of the verb "pakai" /"use" and it was started by informing directive speech.

2. Assertive Ilocution Speech Act

There were twenty-two ilocution data in the form of assertive that were used in the learning process. The kind of assertive speech act in the form of complaining assertive, informing assertive, and expressing assertive..

A. Complaining Assertive

Complaining assertive is the speech that express difficult because of saffering, ilnesses, or disappointment. In this research, only found two data in the form of complaining assertive of teacher sufferining form. Complaining assertive speech can be seen in the following data:

13) "Reza! Anak ini cari masalah ni!"

"Reza! This boy just makes some trouble!"

This speech was spoken by the teacher while he was teaching his student named Zaki. But his other student named Reza liked to disturb his other friends so that the class became so noisy. Complaining Assertive showed by verb phrase "cari masaalah"/"just makes some trouble" that was said by the teacher.

B. Informing Assertive

Informing Assertive is the speech act that is aimed to send news in order to inform or spread range an information to the all people or public. From the research data found as many as nineteen informing assertive speech act data. It was showed by negative word "bukan"/ "not" as the following data:

14) "Terus apa ini? Ini bukan huruf A tapi hurus U!"

" And then what is it?" It is not letter A but U!"

This speech was given by the teacher when he was teaching one of his student named Zaki.

The teacher asked about the letter that was being writen by him. Zaki answered letter "A" but Zaki's answer was wrong. The teacher directly gave him know that the letter that was being writen by him was letter "U". Informing assertive speech act in this speech showed by the use of negative word "Bukan"/"Not".

C. Expressing Assertive

Expressing Assertive is the speech that is aimed to explain or to sthreangthen something to be reall according to the reallity, and this expression is appointed to a certain person. From the reserach that writer did, the writer only found one data in the form of expressing assertive speech act.

15) "Udah habis"

"It's over".

This speech was delivered by the teacher when there were some students borrowed teacher's writing tool meanwhile the lesson time will be over. Expressing ilocution was signed by "udah habis" phrase. It meant that teacher said that the lesson time was over and asked the students to stop their activities.

3. Expressive Ilocution Speech Act

There consist of six ilocution data in the form of expressive speech act. The kind of expressive speech act is only in the form of compliment expressive. Compliment made admiring and apreciating to something which is considered good. Expressive ilocution speech act that was used by the teacher at SLB in the learning process was in the form of verbs " oke, sip, and bagus. The form of verb that was used by the teacher also followed by non verb form such as a thumb.

16) " Oke. Sip! Perhatian semua. Siap! Sekarang kita belajar PKn"

"Oke. Sip! Attention Please. Get ready! Now we are going to study PKn".

This speech context was when the teacher newly wanted to start the lesson in the classroom. The students who were already in the classroom directly sat on their own seat. The Pkn teacher was very happy to see it and then gave them compliment "Oke" by arising his thumb up. Getting this kind of compliment, some of the students smiling and some of them laughing. They sat on their own seat happily.

> 17) "Bagus. Pancasila, panca artinya lima, sila artinya dasar, setiap hari Senin kita semua mengucapkan Pancasila. Siapa yang tahu apa bunyi pancasila?"
>
> "Good, Pancasila, panca means five, sila means basic, in every Monday we all say Pancasila. Who knows what are the content of Pancasila?"

By giving Compliment of "Bagus" and "Thumb", by the teacher, to one of the students that was able to answer the teacher question, in fact, it could make other students to compete answering the teacher question.

Conclusions and Suggestions

From the results of the research concluded that ilocution speech act that were too many used by the teacher of SLB Melati Rumbai Pekanbaru in teaching-learning process were ilocution in the form of directive, assertive, and expressive. Directive speech act was fifty-four data in the form of (1) Asking Directive (eigtheen data) indicated by the emerging of verb at the begining of the speech and followed by the sthrengten word "ya" the emerging of affix verb, and the use of introgative word at the end of the speech. (2) Commanding Directive (twenty-one data) indicated by the existance of the verb, the repeatation verb and in the form of introgative speech. (3) Demanding Directive (one data) showed by adverbial in the first sentenece and

(4) Prohibiting Directive (eleven data) showed by the verb that preceded by the word "jangan", and "nggak usah" and three data in the form of suggesting that was showed by the affix verb.

Assertive speech act that were found as many as twenty-two data in the form of complaining assertive, informing assertive, and expressing assertive. Complaining Assertive (two data) showed verb phrase "cari masaalah"; Informing Assertive (nineteen data) showed by negative word "bukan"; Expressing Assertive (one data) showed by the phrase "udah habis".

There were six ilocution data in the form of expressive speech act. The kind of expressive speech act were only in the form of compliment expressive, showed by the form of verb "oke, sip, and bagus".

From the result of this research, it is suggested that the teacher of SLB Melati Pekanbaru can use various form of speech act form in teaching-learning pocess suitable to the students characteristics

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