
The Illocutionary Speech Functions of the Teachers of Sekolah Dasar Negeri 05 Perawang Tualang District Siak Regency

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Abstract This study is a qualitative research with a descriptive method. The objective of this study is to describe and explain the illocutionary speech functions used by the teachers of Sekolah Dasar Negeri 05 Perawang, Tualang District, Siak Regency. The results showed that the most dominant illocutionary functions used by teachers in the classroom were assertive speech acts of *telling* and *informing*. Most of the teachers still used conventional learning method, namely lecturing so that the teachers' role as a source of information was still very dominant. In addition, the other illocutionary function that was also commonly found was directive speech. In the learning process, the speech act of instructing often occurred due to the teachers' role as the main facilitators and class controllers.

Keywords: Speech Acts, Illocutionary, Teacher, Learning

1. Introduction

Learning-speaking activities require two parties; the teacher and students. In the process, the teacher speaks to the students, the students speak to the teacher, and fellow students also speak to each other. Based on this phenomenon, Searle divides the ways of teacher and students speak to each other in five sorts: assertive, directive, commissive, expressive, and declarative (Nadar, 2009).

The teacher's illocutionary acts to students certainly affect the learning atmosphere. Regarding to the illocutionary acts, it can be said that the seven main tasks of the teacher are directly related to illocutionary acts carried out by the teacher. The seven main tasks of the teacher include educating, teaching, guiding, directing, training, assessing, and evaluating the five kinds of speech acts stated by Searle.

This research focused on finding out the relationship among the seven main tasks, illocutionary acts and the atmosphere of learning. It was assumed that the teacher's illocutionary acts had effect on learning process. Furthermore, the learning process had effect on learning atmosphere, and finally the learning atmosphere significantly had effect on the students' learning outcomes.

Based on the explanation above, the use of the illocutionary speech acts by the teacher in learning becomes very important to be discussed. The purpose of this research is to describe and explain the function of illocutionary speech acts performed by the teachers of Sekolah Dasar Negeri 05 Perawang, Tualang District, Siak Regency.

Discussing the use of language in learning, certainly cannot be separated from the context of learning itself such as the methods used, class conditions, student conditions, material being taught, and so on. Therefore, this research will focus on the analysis of meaning in the pragmatic realm. (Mustafa, 2019) A teacher must be able to be a solution maker and problem solver for his students. Various obstacles in learning activities may be overcome by the teacher. As a result, teaching and learning

activities keep running well. A creative teacher endeavors to design and think of innovative ways to succeed in teaching and learning activities that does.

Pragmatics is a subfield of linguistics and semiotics that studies the ways in which context contributes to meaning, or it can be said that pragmatics is the study of the intention of the speaker. Levinson (Rahardi, 2005) explains that pragmatics is the study of language that studies the relationship of language to its context Pragmatics, according to Charlina (2007), examines how language is used in communication. According to Fasold (Rustono, 1999) pragmatics is the study of the use of context to draw inferences about meaning. What is meant by inference here is a conclusion drawn from a speech. According to him, a meaning is not inherent in a word, but in a dynamic process involving the speakers, the context of speech, and the potential meaning of a speech. So, it can be said that in conducting pragmatic studies, a person must work on the intent of the speaker, both expressed explicitly and implicitly expressed behind the speech as well as the context that occurs when the speech takes place. A context is needed in pragmatics. Without context, pragmatic analysis will not work, because the pragmatic power depends on the context that takes place at the time the speech is uttered in a speech event.

Speech act is a form of act carried out by the speaker to the listener which is conveyed through speech, to express a purpose spoken by the speaker. Speech act is a piece of speech produced as part of social interaction (Sumarsono, 2014). Searle (Nadar, 2009) divides speech acts into three different types of actions, namely locutionary acts, illocutionary acts, and perlocutionary acts. First, locutionary act is the act of speech which merely states something, usually seen as less important, in the study of speech acts. Tarigan (1986) states that the illocutionary act is an act to state something. Second, the illocutionary act is what the speaker wants to achieve when saying something and can be an act of expressing, promising, apologizing, threatening, predicting, commanding, asking, and so forth. In line with the opinion of Tarigan (1986), illocutionary act is to take an action in saying something. Third, perlocutionary acts are actions to affect speech opponents such as humiliating, intimidating, persuading and others. In line with the opinion of Tarigan (1986) states that the act of perlocutionary is to do an action by stating something. Exploring Personal Reading Histories is useful for English Study Program (Delfi et al, 2017).

Searle (Tarigan, 1986), classifies illocutionary acts based on various criteria: First, assertive is an illocution which involves the speaker on the truth of the proposition expressed, for example: stating, telling, suggesting, making proud, complaining, demanding, reporting, and so on. Second, the directive is an illocution which is intended to cause some effects through the actions of the listener, for example: ordering, requesting, asking, commanding, suggesting, encouraging, advising. This type of illocutionary act can often be included in the competitive category. Therefore, it consists of a category of illocutionaries in which negative politeness is important. In contrary, some directive speech acts (such as invitations) are essentially considered polite. Third, commissive is an illocution which involves the speaker in a number of upcoming actions, for example: promising, vowing, offering, saying du'a (prayer), and so on. All of these tend to be more of a revival rather than competitive, carried out to be more fulfilling one's interests than the speaker. Fourth, expressive is an illocution which has the function of expressing utterance, or informing the speaker's psychological attitude towards a statement of circumstances predicted by the illocution: for example, expressing gratitude, congratulating, forgiving, blaming, praising, expressing condolences, and so on. Fifth, declarative speech act is an action when the performance is successful will cause a good correspondence between proportional content with reality, for example: surrendering, firing, freeing, baptizing, naming, isolating, lifting, pointing, promoting, determining, imposing punishment, convicting, and so on.

In this case, the functions of teacher's speech acts in learning process is as follows; (1) the functions of assertive speech acts are the function of stating, informing, suggesting, making proud, complaining,

demanding, and reporting; (2) the functions of directive speech acts are ordering, commanding, requesting, asking, suggesting, advocating, and advising; (3) the functions of commissive speech acts are promising, vowing, offering, and saying du'a (prayer); (4) the functions of expressive speech acts are expressing gratitude, congratulating, forgiving, excusing, blaming, praising, and expressing condolences; (5) the functions of declarative speech acts are surrendering, firing, releasing, baptizing, naming, isolating, appointing, designating, punishing, and convicting.

Based on the explanation above, this study aimed to describe and explain the function of illocutionary speech acts conducted by the teachers of SD 05 Perawang in Tualang District, Siak Regency in learning process.

2. Methodology

This research was conducted at SDN 05 Perawang , Tualang District, Siak Regency. This research is classified as a qualitative research with descriptive method. According to Mahsun (2011), qualitative research is a research that produces descriptive data in the form of words intending to understand the social phenomena including linguistic phenomena. Descriptive method describes data or objects naturally, objectively, and factually (Ibnu et al., 2003). Descriptive method was chosen because this method can provide a picture as carefully as possible about individuals, language conditions, symptoms or specific groups.

The source of data were 36 teachers at SDN 05 Perawang, Tualang District, Siak Regency; four 1st grade teachers, four 2nd grade teachers, four 3rd grade teachers, five 4th grade teachers, four 5th grade teachers, five 6th grade teachers, four P.E teachers, four Islamic Education teachers, one Christian Protestant Education teacher, and one Catholic Education teacher. The principal of SDN 05 Perawang, Tualang District, Siak Regency, Madam Mardiah, M.Pd, has an address on Jalan Arief Rahman Hakim, Perawang. The research data were collected by (1) recording and (2) taking notes. In collecting the data, the researcher was in the classroom to see the learning process. Smartphone was used to record the learning process. Meanwhile, the learning process was noted in the data tabulation table. In the data analysis stage, the writer carried out the process of systematically tracking and organizing recorded transcripts, field notes, and other materials collected to increase the understanding of the materials so that they can be presented to others. The data that had been collected was then analyzed, identified, classified, and analyzed to determine the type, speech function, and teacher strategies in interacting with the students. In detail, the data analysis was carried out as follows.

3. Result and Discussion

3.1. Result

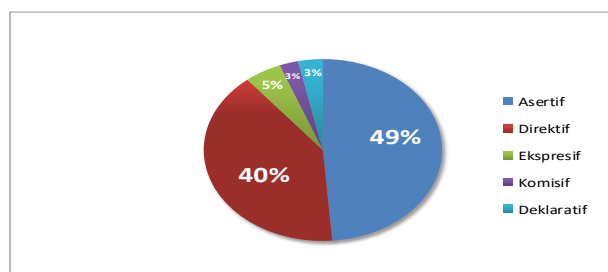


Figure 1. Data tabulation of the Illocutionary Speech Act Functions for the teachers of Sekolah Dasar 05 Perawang

The most dominant illocutionary speech act functions used by the teachers of Sekolah Dasar Negeri 05 Perawang in learning were assertive and declarative. Meanwhile, the functions of illocution acts of expressive, commissive, and declarative were not too dominantly used. The explanation is elaborated as follows:

3.1. The Functions of Illocutionary Speech Acts of Assertive Telling

The function of illocutionary act of *telling* can be figured out in the following utterance.

- (1) Context : The teacher concluded the characteristics of liquid objects by pointing at their writing on the board.
Utterance : "Water takes the shape of its container."
- (2) Context : The teacher explained what a hoop is after the students express their opinion about hoops
Utterance : "Hoops are circular playing instruments."

Assertive speech act of *telling* is an action that convey knowledge, concepts and so on to be known. It was an assertive illocutionary speech because there was a knowledge that the teacher wanted to convey through the speech. In data (1), the knowledge that the teacher wanted to convey was about the characteristics of liquid objects which have the nature to follow the shape of the container. In data (2), the knowledge that the teacher wanted to convey was about the shape of a hoop.

Informing

The function of illocutionary act of *informing* can be figured out in the following utterance.

- (3) Context : The teacher started the lesson about the respiratory system of a bird. Science 5th Grade.
Utterance : "We are going to learn about the respiratory system of a bird."

Assertive speech act of *informing* is an action to convey news, information, and so on to be known. The speech was assertive in the form of illocution to inform because there was an information that was conveyed by the teacher through the speech. In data (3), the information conveyed by the teacher was about the subject matter that would be studied later.

Making proud

The function of illocutionary act of *making proud* can be figured out in the following utterance.

- (4) Context : The teacher appreciated the students by inviting the other students to clap.
Utterance : "Give applause for those two persons!"

Illocutionary act of *making proud* is an act to make people proud. The utterance above was an illocutionary act of making proud because of the teacher's actions to arouse a pride expressed through the speech act. In data (4), making proud was marked by the word "applause" as something that could make the two people mentioned in the speech proud.

Stating

The function of illocutionary act of *stating* can be figured out in the following utterance.

- (5) Context : The teacher read a fairy tale, and practiced the voices of the characters in the fairy tale.
 Utterance : “Why did you laugh? A coconut is big while a papaya is small, aren't they?”

The speech act of *stating* is an action to give a statement to emphasize a matter clearly and straightforwardly. The speech act was an illocutionary act of stating, which was marked by the statement of "A coconut is big while a papaya is small." In data (5), the statement aimed to emphasize students about the size of coconut and papaya trees as a measure of the size of the sound production to practice the dialogue of characters in fairy tales.

3.2. The functions of directive speech acts

Commanding

The function of illocutionary directive speech act of *commanding* can be figured out in the following utterance.

- (6) Context : The teacher guided the students to do an assignment in their exercise book.
 Utterance : “Do exercise page 13, number one up to number four!”
 (7) Context : The utterance was said by a teacher when some students started making noise.
 Utterance : “Can you keep silent, please?”

Commanding directive speech acts are ones that have function to command or have someone do something that is coercive (must be done). The utterances above were directive speech acts of commanding, which was marked by the existence of a command that must be done by students. In data (6), the command that students must do was "do the exercise". In data (7), the command that must be done by students was not to be noisy marked by the word "silent". Although in the form of questions, data (7) was more on the command illocutionary function because it was influenced by the context of students being noisy.

Asking questions

The function of illocutionary directive speech act of *asking* can be seen in the following utterance.

- (8) Context : In the preliminary activity, the teacher asked students who knew a hoop.
 Utterance : “Does anybody know what a hoop is?”

Assertive speech acts of *asking questions* have functions to ask for explanation, clarity, or information about something you want to know. The utterance above was directive speech acts of *asking question*, which was marked by the existence of information that the teacher wanted to know. In data (8), the form of information or clarity that the teacher wanted to know was about students who knew about the hoop

Advising

The function of illocutionary of directive speech of *advising* can be figured out in the following speech act.

- (9) Context : After lots of students making a noise while the teacher explained the material, the teacher advised the students as a whole.
 Utterance : “If you don't pay attention, you will lose yourself because you will not understand the material!”

Assertive speech acts of advising are acts of giving learning or good teaching to someone. The speech was an illocutionary directive speech act in the form of advising, characterized by a teaching to lead to a better direction. In data (9), the form of good teaching delivered in the speech was about the attitude of students to listen to the lesson intensively.

Giving suggestions

The function of the directive speech act of *giving suggestions* can be figured out in the following utterance.

- (10) Context : The teacher guided some students to do assignment in their exercise book.
Utterance: “After completing the assignment, re-check the answers!”

Assertive speech acts of giving suggestions are acts of giving suggestions or recommendations that should be done but are not coercive. The utterance above was a directive speech act in the form of illocution of suggesting, which was marked by a suggestion from the teacher that students should do. In data (10), the form of suggestion in the speech was to re-check the results of the answers that have been made.

3.3. The Functions of Illocutionary Speech Acts of Expressive

Complimenting

The function of Illocutionary Speech Act of complementing can be figured out in the following utterance.

- (11) Context : The utterance of a teacher when a student gave a correct answer.
Utterance: “Very good, one hundred for Pia!”

Expressive speech act of complimenting is an act of expressing sincere recognition and appreciation for one's goodness and excellence. The utterance above was an expressive speech act of complimenting, which was marked by the existence of a form of acknowledgment as well as appreciation that was conveyed through speech act in the context of responding to the student's correct answer. In data (11), the form of acknowledgment and appreciation were indicated by the phrases "very good" and "one hundred for Pia”.

To congratulate

The function of illocutionary speech act of *congratulating* can be figured out in the following utterance.

- (12) Context : The teacher started the lesson by greeting his/her students.
Utterance: “Good morning my dear students”

Expressive speech act of congratulating is an act of *congratulating* and *greeting*. The utterance above was an expressive speech act in the form of greeting, which was marked by the words "good morning"..

3.4. The Function of Illocutionary Commisive Speech Acts

Praying

The function of illocutionary commisive act of *praying* can be figured out in the following utterance.

- (13) Context : A teacher closed the learning process and invited the students to pray.
Utterance: “May we always be healthy and in the protection of Allah”

The commissive speech act of *praying* is an act of *expecting* and *asking for the blessing of Allah*. The utterance above is a commissive act of praying, which marked by the existence of a wish or request to Allah. In data (13), the expectations were to get health and protection of Allah for all students and teachers.

3.5. The Function of Illocutionary Declarative Speech Acts

Appointing

The function of illocutionary declarative speech act of *appointing* can be seen in the following utterance.

- (14) Context : A teacher appointed out a student to answer his/her question.
Utterance : “Andi, lead the du’a (prayer), please.”

Declarative speech act of *appointing* is an act of choosing and assigning someone to perform a role or position. The utterance above was a declarative speech act, which was marked by the process of selecting and assigning a student to perform a task or role. In data (14), a student named Andi was chosen and designated as a prayer reader.

Based on the research findings on illocutionary speech acts in the speech of teachers of SDN 05 Perawang, Tualang District, Siak Regency, several forms and functions of illocutionary speech acts were found. Classification of types of illocutionary speech acts included *assertive*, *directive*, *commissive*, *expressive*, and *declarative*. The results of the study found that the most dominant speech used by the teachers of SDN 05 Perawang were *assertive* and *directive*. Assertive illocutionary speech acts that were widely used were assertive that has functions to inform and illocutionary directive speech acts that were widely used belonged to directive speech act of *commanding*. Whereas, the least amount of illocutionary speech acts found were commissive and declarative speech acts. The functions of assertive speech acts found were *telling*, *informing*, *making proud*, and *stating*. The functions of directive speech acts found including *commanding*, *asking questions*, *advising*, and *suggesting*. In addition, the functions of expressive speech act that were found include *complimenting* and *congratulating*. The function of commissive speech act found was only *saying du’a (prayer)*. *Designating* was the only found in the declarative speech act.

The reserch findings indicated that the speech act of stating was the most often uttered. The teachers conveyed more information. Other illocutionary acts that were also often uttered were directive speech act that had function to command. The teachers in the learning process used a lot of speech in the form of instructions because the teachers in addition to notifying teacher information also instructs students to do some exercises or things related to the learning process. they occurred because the teachers in general still used a conventional learning method, namely lecturing.

This is in accordance with the theory of teacher speech act functions in a learning perspective namely; (1) assertive speech act function, which is the function of stating, informing, suggesting, making proud, complaining, demanding, and reporting; (2) directive speech acts function including ordering, asking, suggesting, recommending, and advising; (3) commissive speech act functions including promising, swearing, offering, and saying du’a (prayer), (4) expressive speech act functions including expressing gratitude, forgiving, blaming, complimenting, and expressing condolences, (5) declarative speech acts, i.e. surrendering, firing, releasing, baptizing, giving names, naming, excluding, appointing, designating, determining, giving punishment, and sentencing.

The teacher's illocutionary acts to students certainly affect the learning atmosphere. With regard to illocutionary acts, it can be said that the seven main tasks of the teacher are directly related to

illocutionary acts carried out by the teacher. The seven main tasks of the teacher include educating, teaching, guiding, directing, training, assessing, and evaluating the five kinds of speech acts stated by Searle

4. Conclusion

This study aimed to describe and explain the illocutionary speech functions used by the teachers of Sekolah Dasar Negeri 05 Perawang, Tualang District, Siak Regency. The results showed that the most dominant illocutionary functions used by teachers in the classroom were telling and informing. It occurred because the teachers mostly still used conventional learning method or lecturing so that the teachers' role as a source of information was still very dominant. In addition, the other illocutionary function that was also commonly found was the act of directive speech. In the learning process, the speech act of instructing often occurred due to the teachers' role as the main facilitators and class controllers.

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