

AN ANALYSIS OF INDONESIAN EFL TEACHERS' AND STUDENTS' SPEECH ACTS IN TEACHING AND LEARNING PROCESS

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ABSTRACT

This study is intended to describe, analyze and explain types of speech acts produced by Indonesia EFL teachers and students in the classroom. The subjects of this research are the teacher and the students. The data from this qualitative research was obtained from observations that were analyzed by three cyclical steps; data reduction, data display and conclusion. The study reveals that frequency of speech act occurred are representative (66, 7%), directive (23, 2 %), expressive (6, 56 %), and commusive (3, 54 %). The students produced more utterance (68, 25 %) than the teacher did (31, 75 %). The highest speech act production is representative which was produced by the students as the response from the teacher's direction. While the teacher tends to use directive speech.

Key words: Communicative competence, teaching and learning, speech act

Introduction

Nowadays, mastering foreign language is great challenge either for students or teachers. English as Foreign Language (EFL) teachers should not focus merely in teaching grammar, pronunciation, vocabulary, word formation and sentence structure, but there must be another communicative competence which teachers should teach for a better communication understanding. Lee and van (1995) states that learners may fail to communicate functionally even when they have an excellent grammatical and lexical command. Things may even go wrong if the speakers come from culturally different countries and do not possess the same cultural background (Kerdghelashvili, 2015). It shows that communicative competence plays an important role to create successful students.

Communicative competence is the ability to

use a language in a culturally-appropriate manner (Tarvin, 2015). It is required by people to have smooth and understandable talk. In a classroom, the use of language becomes very essential since it is the basic thing to have successful teaching activity. Schleppegerl (2004) reveals that teaching and learning in school can be done successfully through the appropriate use of language. The difference of someone's word choice may have different meaning and perception for the interlocutors.

Besides, the speech act has important capacity in making effective communication. Schmidt and Richards (1985) speech act has to do with the function and the use of language. It is the basic unit of language, the production of a token in the context of speech act (Searle, 1969). A speech act is also known as a functional unit in communication (Baleghizadeh, 2007). In other words, it carries every single meaning of a word in

communication and it brings different points to the speaker.

Considering the views described above, the present study focuses on classroom interaction during the teaching and learning process which investigates the types of speech acts produced by the teachers and students.

Review of Theory

Communicative Competence

Campbell and Wales (1970), Canale and Swain (1980), Hymes (1972) and Sauvignon (1972), Canale (1983) describes four main components of communicative components comprising

Grammatical or Linguistic component, it focuses on the use of vocabulary, pronunciation, spelling, word formation and sentence sequence.

Sociolinguistic competence which refers to the use of language in appropriate context. Canal

(1983: 7) reveals that “the appropriateness of utterance refers to the appropriateness of meaning and form”.

Discourse competence. This competence deals with how sentences are combined into unity both written and oral. Unity is reached through the cohesion and coherence of thought.

Strategic competence that addresses both verbal and nonverbal communication strategies. This strategy is used to compensate for someone's speaking in communication and it is used as an effective way to enhance the communication process.

Speech Acts

Schmidt and Richards (1985) states that speech acts deal with the function and the use of language. It refers to the ability of the speaker to use the language appropriately. They understand the use of language as mean to create smooth and

good communication. Further, Cohen (2008) states,

Speech acts are often , but not always, the patterned, routinized language that natives and pragmatically competent nonnative speakers and writers in a given speech community (with its dialect variations) use to perform functions such as thanking, complementing, requesting, refusing, apologizing and complaining..... Speech act theory provides a reliable and valid basis for examining pragmatic patterns that are primarily focused on selected utterances from the discourse.

According to Yule (1996) in Baleghizadeh (2007) classified speech acts into five categories, those are:

Representatives, the kind of speech act which deals with what the speakers believe to be the case or not. The categories which belong to this speech act are assertion, claims and reports.

Directives, the kind of speech act, deals with the speaker's willingness to get someone to do something. Suggestion, request and commands belong to this category.

Expressives, which are those kinds of speech acts that state through the speaker's feelings. They express various psychological states comprising apology, complaint and thank

Commissives which are those kinds of speech acts that the speakers use to commit themselves to some future action. It concerns someone's promise and threat.

Declarative, the kind of speech acts that change the world through their utterance. It deals with decree and declaration. According to Yule (1996: 53) in Andewi and Waziana (2019) The acts of declaratives are approving, betting, blessing, christening, confirming, cursing, declaring, disapproving, dismissing, naming and resigning.

RESERCH METHODOLOGY

This research was qualitative research. The data was obtained when the teaching learning process was ongoing. The researcher analyzed the speech produced by the teacher and students in the classroom. The subjects of this research were 23 students and one teacher in eight grade of junior high school. The data were collected from observation. The researcher observed the students' and teacher's utterances. Meanwhile, the data were analyzed by three cyclical steps; data reduction, data display and drawing verification. The researcher transcribed the recorded utterances during the teaching and learning process. Then, the data was selected and grouped based on the speech acts categories.

Finding and Discussion

To obtain the data, the researcher acted as a non-participant who observed the teacher and students' utterances. The researcher followed the

teaching and learning process from the beginning up to the end. Meanwhile, the researcher also did an observation and recorded all the teacher and students utterances which are then used for analyzing their speech acts. The speech acts identified are classified into five categories : representative, directive, expressive, commissive, and declarative. In terms of frequency of occurrence, the types of speech acts are shown in table 1.

Types of Speech acts	Percentage
Representative	66,7 %
Directive	23,2%
Expressive	6,56%
Commissive	3,54%
Declaratives	0%
Total	100%

In this teaching and learning process, the students are dominant in conducting the utterance rather than the teachers do. Generally, the data obtained from the students' utterances is 68, 25 %. Meanwhile, the teacher's data is 31, 75 %.

The Type of Students and Teachers Speech Acts

Indonesian teachers tend to use directive speech acts rather than other kinds of speech acts. Indonesian Teachers' role in the class is just becoming students' facilitators. They help the students to study in the classroom. While the students tend to use representative speech acts which function to answer the teacher's order.

Regarding the directive speech act, the teacher had a very prominent focus on 'imperative' (e.g., open your book, discuss this picture, come forward, look at the picture and describe the picture). All the imperative purpose is for the instruction. The teacher also practiced 'request questions' such as (e.g. can you write the opinion about this picture), and (can you describe your father), and 'need statement' (e.g. I want you to discuss with your group about your favorite idol).

Directive is a kind of speech act which gets

someone to do something. It includes advising, asking, begging, challenging, daring, demanding, requesting and suggesting (Yule, 1996: 53). The teacher also presents a suggestion utterance to students. After the students presented the entire task, the teacher suggested that they learn English more and practice more often. For example 'please practice your speaking often. In order you have better fluency'.

The requestive type of the teachers' speech acts were used to ask the students about something that was constructed in question form. The question was often in the form of a WH question. In this situation, the teacher used to ask about the picture she had such as 'who is she' 'how tall is she', meanwhile they also asked in the form of a yes/no question such as 'do you know this girl' 'do you think that she is beautiful.

On the other hand, students did not utter any directive speech act. They just followed the

teacher's instructions. Students tend to practice the compliance response, for example:

Teacher : open your book page 101

Students : yes mom.

Teacher : can you describe the picture

Students : yes mom

The existence of questioning in the teaching learning process builds good interaction in the classroom and it develops the teacher's role as initiator and sustainer (Brown, 2001). The appropriate questioning of speech in interactive class can bring some different functions. Directive speech is a frequent speech act in classroom interaction (Searle, 1969).

Furthermore, the use of representative speech acts is dominantly used by the students. In classroom activity, the students often answer and do the teacher's instruction. In this case, the students are representative by answering and allowing the teacher's instruction to describe the

picture or something around them. For example 'here is my mother, I love my mom. She cares for me a lot. She loves me and always helps me to solve my problems'. Other students also did the same 'I will describe this picture, this is'.

The type of expressive speech act was congratulating and thanking. The teacher expressed this speech when she felt satisfied with the students' task and she thanked the students who have done her instruction very well. This utterance is also used before starting instruction. In this case, the teacher gives an instruction to students to describe the picture in the textbook. She said 'good, you did a great job and for the next will be Andi' to every student who had done. She also thanked them 'thank you' and 'you may sit'. In this case, the teacher never complained about students' performance whether this is good or bad. She respected what every student had done.

Commissive speech acts are in terms of offer

and promise. Commissive speech acts commit the speaker himself/herself to do some future actions (Searle, 1979). This speech act is rarely used in this class interaction. It is used in the beginning of the class by promising to give examples to students. 'I will give you an example'. Meanwhile, it is also used when the teacher would end the meeting and promise students to meet the following week. For example, 'we will meet next week to discuss our favorite figure'.

Based on the explanation above, there are four speech acts categories which are found in this teaching and learning classroom namely directives, representatives, expressives, and commissives. Directives are mostly used by teachers to ask the student doing a task. While representative is the speech act category mostly used by students to answer and do teachers' instruction.

Conclusion

From the analysis of Indonesian teachers and students' utterances during the teaching and learning process, it can be concluded that first, students used more utterances rather than teacher. The type of speech acts which mostly occurred are 66,7% of representative speech act, 23,2 % are directive speech act, expressive speech act are 6,56 %, and commissive speech act are 3,54 %. Most of the speech act utterance comes from the students. The students are willing to respond simply through the teacher's utterance.

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