Teachers' Speech Acts and Students' Response during English Class on the Third Year at SMPN 29 Padang

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Abstract

This study aims to find out the types of speech acts and the students' response toward the utterances used by English teachers during teaching and learning process. This study employed descriptive qualitative method. The participants of this research were five English teachers. They were chosen using the purposive sampling technique. The criterion for choosing the sample was the teachers who teach English on the third year at SMPN 29 Padang. The instruments of this research were observation sheet and video recording. The study used Searle's theory to analyze the data. The findings reveal that there are four types of illocutionary acts performed by the teachers, including representative (35,87%), directive (56,52%), expressive (7,61%), and commissive (1,09%). Overall, the results of this research show that the use of directive speech acts apparently allow them to understand what the teachers' meant during teaching and learning activities. However, by looking on how the students' response toward the teachers' utterances, the students are more responsive when the teachers used expressive speech act during teaching and learning process.

INTRODUCTION

Language plays a significant role in society as a means of communication. With language, people not only produce a series of grammatically sentences but also exchange information, convey their ideas, thoughts, opinions, feelings, and etc. It is frequently noticed that people do not always say exactly what they mean; their utterances are not always consistent with the meanings they want. To put it another way, there are always motives, goals, or purposes behind one's remarks. Thus, being able to communicate successfully through language is a crucial life skill since as social beings, we must connect with one another and provide information, and language has become the primary means of communication in social life.

One of a language's functions is to transmit meaning (Kurdghelashvili, 2015). Language users must know how to use a variety of grammatical or lexical components in order to engage effectively and sensibly. When one person speaks to another, the speaker intends to make a speech, which the addressee interprets. Furthermore, (Searle, 1969) highlights that, "any linguistics communication entails linguistics acts". In this case, people may be asking another person to do something, request something, invite other people to join some activities, have a complain about something, express their thoughts, order something, offer something, and so on through all of those statements. This phenomenon in language is commonly known as speech acts.

Speech acts as the fundamental unit of language and is crucial for communication since it enables people to express a variety of emotions and actions, including apology, gratitude, command, request, and etc. Speech acts is an action performed via utterance (Yule, 1996). In other words, people do not only say things, but also do things in response to what they say. This case of speech acts occurs everywhere, including in the classroom. The interaction between the teacher and students as they engage in teaching and learning activities frequently results in a variety of utterances. This language is referred to as classroom speech acts when it is utilized in a classroom setting. Therefore, utilizing appropriate speech acts will contribute to a more effective teaching and learning environment.

However, it can occasionally be challenging to grasp what the teacher is saying or doing in the classroom. Since speech acts are produced in a variety of ways, both in terms of their forms and their functions, this frequently leads to a misunderstanding in how the utterances are understood. Students might perceive a teacher's straightforward utterance in a variety of ways. This phenomenon happens due to the language origins and users come from different civilizations, especially in rural areas. For instance, there are two possible interpretations of the sentence "the midterm test will begin on the second of August." First, the teacher simply informs the class of the approaching midterm test in term of locutionary act. Second, the utterance may be categorized as an illocutionary act in terms of a directive act that had the force of a warning. The teacher uses the phrase in an effort to remind the students to prepare for the midterm exam.

Speech acts play a significant part in the teaching and learning processes because they are employed by teachers to transfer knowledge, organize activities, manage and control the classroom, and give commands or orders while teaching. To prevent misconceptions throughout the teaching and learning process, it is also important to have a good understanding of pragmatics, particularly speech acts. There will not be any communication hurdles if the teacher and students are both have a good pragmatic knowledge. It follows that it is plausible to draw the conclusion that the proper use of speech acts significantly affects whether teaching and learning are successful or unsuccessful.

Several studies have been carried out by some researchers about teachers' speech acts. A research conducted by (Merdana et al., 2013), (Basra & Thoyyibah,

2017), (Swandewi et al., 2017). They found out about the types of speech acts used by the teacher while teaching and the implication toward teaching and learning process.

The previous researches mostly examined about speech acts used in films and schools which is located in cities where many people with higher education and their English skills are good. Despites the similarities, this study shares with the previous studies, there are still differences. The present study tries to analyze speech acts in areas where English is not so popular and English is not commonly used especially in the rural areas. Then, none of the researchers conducted a research about speech acts done by teachers in a classroom with quite low English ability and to seek how the students' response toward the teachers' utterances during English class. Therefore, the researcher attempted to conduct a research to find out teachers' speech acts and students' response during English class on the third year at SMPN 29 Padang.

RESEARCH METHOD

This study used descriptive qualitative research. The procedure for carrying out a qualitative study necessitates the gathering of descriptive information in the form of people's oral or written comments, as well as their possible observed activities (Taylor et al., 2015). Then, descriptive method is a type of research method that involves finding, collecting, classifying, analyzing, interpreting, and drawing conclusions from data (Surakhmad, 2004). The goal of this research is to analyze and seek the different speech acts that English language teachers do when instructing students in the language. The research's data would be presented as a table and descriptions.

The population of this study was five teachers' teaching English at SMP Negeri 29 Padang. In this study, the researcher used purposive sampling technique in deciding the sample (Arikunto, 2010). The criterion for the sample was teachers who teach English on the third year at SMP Negeri 29 Padang. There were two instruments used, video recording and observation sheet. Then, the data will be calculated by using percentage formula suggested by (Sugiyono, 2014) to find out the types of speech acts used by English teachers on the third year at SMP Negeri 29 Padang.

RESULT AND DISCUSSION
Research Finding
Types of illocutionary acts used by English Teachers during the teaching and learning process

After gathering the data through observation and video recording, the researcher found 92 utterances performed by the teachers over the four meetings. Directives discovered to be the most uttered speech acts which occurred 52 times (56,52%). On the contrary, commissive, which were only occurred in 1 utterance (1,09%), seemed to be the least often used speech act by the teachers.

1. Representatives

It is found that representative was used 33 times by the teachers during teaching and learning process. The teachers mostly performed explaining and informing to the students. It is because the teachers need to explain the material to the students in order to facilitate easy comprehension of the lesson. The utterances of representatives said by the teachers shown below.

Table 1. **Data Findings of Representatives Acts**

No.	Utterances	Representatives Classification
1.	T: *"Kemarin ada tiga materi dan tujuan mempelajari report text itu jelas to make the students understand about report text. Siswa paham apa itu report text dan mendeskripsikan tentang suatu peristiwa."* (Yesterday there were three materials and goals of studying the report text (which) is to make the students understand about report text. Students understand what report text is and able to describe an event).	Explaining
2.	T: *"Kemarin yang terjadi di Pasaman Barat teks reportnya termasuk bencana alam."* (Yesterday, something happened in West Pasaman, the report text is included as natural disaster).	Informing

2. Directives

The most often utilized speech act by teachers was directives, which was used 52 times over the meeting of four sessions of teaching and learning. During the teaching and learning process, teachers mostly used directive speech acts to question students about a topic, demand and request students to perform an activity, and supervise and regulate the students' behaviour. These are the statements that the teachers make.

Table 2. **Data Findings of Directives Acts**

No.	Utterances	Directives Classification
1.	T: *"Apa itu bencana alamnya?"* (What is the natural disaster?) Ss: *"Gempa."* (Earthquake).	Asking

2.	T: *"Okay, we just listen first, silahkan dengar dulu bapak baca, nanti kita repeat after me. I will read first bapak baca, then you just listen, dengar saja."* (Okay, we just listen first, please listen first, later we will repeat after me. I will read first, then you just listen).	Commanding

3. Expressives

The expressive was mostly used by the teachers to express welcoming, greeting, and thanking during the teaching and learning process. Expressive is an utterance that expresses feelings and attitude on certain things. Expressive expresses a psychological state (Searle in Levinson, 1983). The utterances performed by teachers are shown below.

> "T: "Assalamualaikum Warrahmatullahi Wabarakatuh. Good morning everybody, how are you this morning?"
> Ss: "Waalaikumsalam Warrahmatullahi Wabarakatuh. Good morning sir. I'm fine thank you and you?"

4. Commissives

Commissive was found to be the speech acts that teachers used the least while instructing. Commissive is spoken acts that a speaker employs to bind themselves to upcoming deeds. Commissive alerts the speaker to a potential act or performance in the future. (Searle in Levinson, 1983). This is the utterance categorized as commissive.

> T: *"Nanti kita suruh satu atau tiga orang untuk baca satu paragraf satu paragraf. Nanti baru kita diskusikan. Okay?"* (Later we will ask one or three people to read one paragraph one paragraph. We will discuss it later. Okay?)

5. Declaratives

Only four out of the five categories of speech acts are reported to be used by teachers. Teachers did not employ declarations during the teaching and learning process. The reason for this is that in order to employ this act to alter the hearer's world, the speaker needs a certain institutional role.

The students' response toward the teachers' utterances in the four meetings during English class

Based on the observation and video recording that the researcher did in the four meetings during the English class on the third year at SMPN 29 Padang, the researcher found out that the students' response toward the teachers' utterances were various.

When the teacher used directives act, the students more focused and engaged in understanding the lesson given. This case occurred because teachers mostly used directives act to the students such as asking, commanding, ordering, and etc. In addition, this situation was quite similar when the teachers used representative act. By using this act, the researcher found that the teachers used a lot of explaining, informing, stating the materials to the students. So, the students responded by listening enthusiastically toward the teachers' utterances.

On the other hand, even though expressive acts were not the dominant one that mostly used by the teachers, the use of these acts could apparently attract students enthusiasm to respond to the teachers' utterances. This situation happened because the teachers usually greeted the students by saying "how are you this morning?" and the students responded by saying "I'm fine thank you and you?".

In sum, although the teachers mostly used directives act during the teaching and learning process, however by seeing from the students' response toward the teachers' utterances during teaching and learning process, students apparently more responsive when the teachers used this act. This situation occurred because the students answered simultaneously by using English.

Discussion

The discussion of the research findings is included in this part. The researcher used Searle's theory in order to assess the data. In his classification of illocutionary acts, Searle divided them into representative, directive, expressive, commissive, and declarative categories. It is found that there were four types of illocutionary acts performed by the English teachers during teaching and learning process on the third year at SMPN 29 Padang. They were representatives, directives, expressive, and commissive.

The teachers used 92 utterances types of illocutionary acts. From 92 utterances, during four meetings of the teaching and learning process, which took place 52 times (56,52%), it was found that teachers employed directives the most frequently. This is due to the fact that directives can be used to manage and control the students' actions during the teaching and learning process. The students were able to engage in more active learning because of the teachers use a lot of asking or questioning. It is also advantageous to assess the students' comprehension of the material. The teachers also used directives to give task and homework to the students in order to make it easier for students to understand both the command and lesson given. Although the results of this research is similar to the previous study (Basra & Thoyyibah, 2017) which was directives to be the most used by the teachers while teaching and learning activity.

On the contrary, the result of this study is different from the research conducted by (Sidoarjo & Septiani, n.d.) that representatives mostly uttered by the lecturer.

Representative were used 33 times (35,87%) by the teachers during teaching and learning process. The teachers mostly performed explaining and informing to the students. It is because the teachers need to explain the material to the students to make them understand the lesson easily. Expressive was performed in 7 times (7,61%) by the teachers in teaching and learning activity. The expressive was mostly used by the

teachers to express welcoming, greeting, and thanking during the teaching and learning process. Commissive appeared to be the teacher's least frequent speech act, occurring in 1 utterance (1,09%). Commissive was utilized by the teacher to express promise to the students. In this case, the teacher promised to the students to read one paragraph of the text.

Furthermore, the teachers used four types of illocutionary acts. There were representatives, directive, expressive, and commissive. In this case, the teacher did not use declarations during the teaching and learning process. Declarations can change the world via utterance. The speaker must have a specific institutional role in order to use this act. During teaching and learning process, the teachers did not have a special institutional role. This act will successfully happen if a person has a power or effect. Additionally, by looking on how the students' response toward the teachers' utterances, the students were more responsive when the teachers used expressive act during teaching and learning process. This case occurred due to teachers that usually greeted the students used such kind of act and the students' responded simultaneously.

CONCLUSION

It can be inferred from the data analysis, findings, and discussion shown above that four different types of illocutionary acts were employed by the teachers during teaching and learning process. There were representatives, directive, expressive, and commissive.

The teachers used 92 utterances during four meetings of English teaching and learning activities. It was discovered that directives were the most often used speech acts which occurred 52 times (56,52%). The teachers mostly used directives act of asking, questioning, or commanding to the students in order to allow them to understand the lesson and also to make them participate more actively during teaching and learning process. On the contrary, commissive happened to be the least common speech acts uttered by the teachers, appearing in only 1 utterance (1,09%). Moreover, the teachers did not employ declarations when conducting teaching and learning activities. It is because the speaker needs to fulfil a specific institutional position in order to use this act.

In addition, despite the fact that teachers' directives speech act appeared to be the speech act they used the most, observation of the students' response revealed that they were more responsive when the teachers used expressive speech act, in which the teachers greeted and asked them about how they were feeling throughout the teaching and learning process.

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