

**SPEECH ACTS ANALYSIS IN COLLEGE DISCOURSE AT THE ENGLISH
DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF MATARAM
IN ACADEMIC YEAR 2016/2017**

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Abstract

In expressing something, speakers showed an action. This action could make the listeners easier to know what the speakers intended to. This is called speech act. The purpose of this research was to analyze the types of speech act used in college discourse at the English department of Muhammadiyah University of Mataram. The researcher used those speeches as the data. The researcher took 14 students of English department at Muhammadiyah University of Mataram as the participants. Observation was used as the data collection procedure. The result of research revealed that the aspects of speech act used at the college discourse analyzed by the researcher were: locutionary act, illocutionary act, and perlocutionary act. From those three aspects analyzed by the researcher, illocutionary act was the most often used in college discourse at the English department of Muhammadiyah University of Mataram.

Keywords: Speech Act, Discourse.

A. Introduction

Pragmatics concerns itself with how people use language within a context and why they use language in particular ways. This unit examines how speaker and hearer affect the ways in which language is used to perform various function. Austin I Fasold (2006: 162) points out that when people use language, they are performing a kind of action that is called speech acts. The use of the term speech act cover ‘actions’ such as requesting, commanding, questioning, and informing. In studying pragmatics, we concern on how to utter a speech so that the listener can interpret the meaning that is conveyed by the speaker.

As we have seen, successful communication takes place when speakers share knowledge, beliefs, and assumptions and when they adhere to similar rules of cooperative interaction. Language, however, is not only a vehicle to exchange thoughts and ideas; we often use utterances in order to perform social action or function. If a teacher in a traditional classroom tells a student, “I will have to inform you parents about your behavior,” it usually is not only a statement that imparts information since it may also have the power of a threat with dire consequences. By making this statement, the teacher may also have performed a threatening act (Mariane Celce-Murcia, 2000:24)

The speech act is an utterance that serves a function in communication. We perform speech act when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. According to Searle in Yule (1996: 47), speech act is the actions performed via utterances. Another definition from Crystal in Soekemi (1995:121) mentions that speech act is a theory which analysis the role of utterance in relation to the behavior of speaker and

listener in interpersonal communication. Meanwhile, according to Austin (1962: 109), speech act is the theory that analyzes the effect of an utterance in the relationship between the speaker and the listener's behavior. There are three types of speech acts according to J.L. Austin; locutionary acts, illocutionary acts, and perlocutionary acts.

1. Research Question

Based on the analysis above, this discusses the following problems what are the types of the speech act that the use in College Discourse at The English Department of Muhammadiyah University of Mataram in Academic Year 2016/2017?

2. Purpose of the Study

The purpose of the study is to analyze the types of the speech act that the utterances in college Discourse at the English Department of Muhammadiyah University of Mataram in Academic Year 2016/2017.

B. Review of related literature

1. Definition of Pragmatic

Pragmatic is the study of the aspects of meaning and language use that are dependent on the speaker. People use language in order to communicate with other people around the world. The component of language is studied in science called linguistics. It deals with all internal and external aspects of language. For instance, sounds are discussed in phonetics and phonology, morphemes and words in morphology, phrases and sentences in syntax, meaning in semantic, and text in discourse. Pragmatics itself is a branch of linguistics covering meaning in use. Meaning is formally studied in semantics. However, there are some aspects of meaning cannot be captured by semantics particularly meaning in use or meaning in context. It is because semantics deals with meaning without reference to the users and communicative functions of sentences (Aitchison, 2003: 104).

2. Definition of Speech Acts

The speech act is an utterance that serves a function in communication. We perform speech act when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. According to Searle in Yule (1996: 47), speech act is the actions performed via utterances. Another definition from Crystal in Soekemi (1995:121) mentions that speech act is a theory which analysis the role of utterance in relation to the behavior of speaker and listener in interpersonal communication. Austin defines speech acts simply as the action performed by saying something. By means of utterances, ones are able to get others to do something. In other words, speech acts are actions which are performed via utterances (Yule, 1996: 48).

3. The Types of Speech Acts

According to Searle in Yule (1996: 47), speech act is action performed via utterances. Austin in Yule (1996: 48) mentions the types of act which is performed in a conversation, they are: locutionary, illocutionary, and perlocutionary act. The following are their explanations:

a. Locutionary Act

Locutionary act is an act of how a person produces the utterance or to produce a meaningful linguistics expression. When the speaker uses his/her organ of speech

to produce utterance, then, indirectly there is the locutionary act in his/her utterance. In the other words, locutionary act is the act of the speaker in using his/her organ of speech to produce utterances. For example, “I promise to give you some money”, the moment when the utterance is being said by the speaker by using the organ of speech is called locutionary act.

Locutionary acts are the production of utterances, with a particular intended structure, meaning and reference. In other words, locutionary acts ideal with linguistic meaning or grammatical (or phonological) form of an utterance. This kind of speech acts is also called as the act of saying something (Wijana, 1996: 17).

b. Illocutionary Act

Illocutionary acts are acts performed by speakers in saying something (with an appropriate intention and in an appropriate context), rather than by virtue of having produced a particular effect by saying something. This type of speech acts also called as the act of doing something (Wijana, 1996: 18). The purpose of expression and the speaker’s specific purpose are called as locutionary force or locutionary function.

In every utterance, three must be function in it. The function which is found in the utterances is called the illocutionary act. For instance, “I promise to give you some money”, that utterance is not only a statement but it also binds the speaker to what s/he has just said. This is because that utterance intention is the fact that the speaker will do something in the future or we can say, the speaker promising something. Therefore, the illocutionary act of an utterance above is the act of promising.

1. Types of Illocutionary Act

The illocutionary act in speech act itself has its classification. Both Austin and Searle give its Classification. Basically, their classifications of illocutionary act in speech act are just the same. They are only different in the name. The following are the classifications by Searle in Mey (1993: 163)

a. Declaration

This illocutionary act is the kind of illocutionary act which can change the world by the utterance that is produced. The word “change” here refers to any situation. It can be the change of the status of a person. It can also be the ownership of something. The following is the example of declaration: “*I declare you husband and wife*” The utterance above changes both the two person’s status. The status of the man change from someone who does not have any rights to the woman becomes someone who has rights to the woman. That is also happened to the woman, her status changes.

b. Representative (Assertive)

Representative is the illocutionary act which states what the speaker believes to be the case or not and commits to the speaker truth. It shows the truth condition of the meaning of the utterance. The following is the example: “*The sun rises in the East*”. That utterance shows the fact that the sun really rises in the East. This is a common fact that everyone knows.

c. Expressive

Expressive is kind of illocutionary act which can show what the speaker feels. It expresses the psychological states. The example is shown by the following utterance: “*I’m sorry to hear that*” The utterance above shows the empathy of the speaker to the hearer condition. The speaker tries to feel what the hearer feel. Therefore, the hearer will at least lose a bit of their tension.

d. Directive

Directive is a kind of illocutionary act which is used by the speaker to get someone else to do something. This kind of illocutionary act can make the hearer under an obligation. The example of directive illocutionary act: “*Don’t be too noisy!*” That utterance contains a prohibition. It makes the hearer to be in silent. Maybe this is because the speaker feels annoyed with the crowded made by the hearer.

e. Commissive

Commissive illocutionary act is an act which makes the speaker to commit what s/he said. It is also a future action of the speaker. “*I promise to give you some money*” The utterance above is the example of commissive illocutionary act. It shows a promise of the speaker. It also shows what the speaker has to do in the future.

2. The Components in Determining an Illocutionary Act

According to Vanderveken (1990: 104), there are six components for determining an illocutionary act. They are:

a. Illocutionary Point

The illocutionary point refers to the point of utterances for determining the content of utterances. In uttering an utterance, the speaker always tries to relate the world to the content of his utterance. This is for determining a direction of fit between language and the world. “Fit” here means the relation between the word (language) and the world (reality). Vanderveken mentions that there are four direction fit, they are:

1. The words-to-world direction of fit.

In this direction of fit, the utterance which produced by the speaker is appropriate to the world or the fact itself. It can also say that the words-to-worlds direction of fit represents how the content of speech acts (words) fit to state of affairs existing in the world. Usually, this happens in the type of illocutionary act of assertive.

2. The world-to-words direction of fit.

In the world-to-words direction of fit, the world or the fact can be changed according to the words uttered. In a simple way, the utterance which is produced by the speaker can affect the fact. The world or the fact is transformed to the content of the utterance. It means that the world is changed to fit the content of speech acts (words). This direction of fit can be found in directive and commissive illocutionary act. In directive (the hearer) and commissive (the speaker) try to transformed the world or the fact in order to match the content of an utterance.

3. The double direction of fit.

It means that the world is changed to fit the content of speech acts (words) and the content (words) match a state of affairs (world). This kind of fit called as the double direction of fit. This usually happens in the illocutionary act of declarative.

4. The null or empty direction of fit

In this direction of fit, the utterance which is produced by the speaker does not represent the state of affairs, it can also say that the speech act says nothing about the world and does not change anything. The illocutionary act of expressive usually uses this direction of fit.

b. Mode of Achievement

The mode of achievement is the way of how the speaker conveys or utters his meaning or intention. It determines how an illocutionary point must be achieved in the propositional content. For example, in a request, the speaker must leave the option of refusal to the hearer in making his attempt to get him to do something.

c. Propositional Content Condition

The propositional content condition is the content of the utterance itself. For example, the propositional content of a promise must represent a speaker's future course of action.

d. Preparatory Condition

The preparatory condition is the presupposition of the speaker for the utterance which is produced by him. In this case, the speaker knows his capacity or the hearer's capacity to accomplish what he said.

e. Sincerity Condition

The sincerity condition is a condition which shows the mental states of certain psychological modes of the speaker about the state of affairs represented by the propositional content. It refers to the honesty of the speaker to perform something. For example, when a speaker promises something, he shows an intention to do what he promised.

f. Degree of Strength

The mental state of the speaker in sincerity condition represents different degree of strength depending on the illocutionary act. It can also said as the strength level of an utterance produced by the speaker called as the degree of strength. For example, the speaker who supplicates something has the greater strength than the other who requests for something. The speaker who has a stronger desire is having a greater strength than who has not.

3. Perlocutionary Act

Perlocutionary act are speech acts which depend on the production of a specific effect. This effect is produced by the hearer this type of speech acts is also called as the act of affecting someone (Wijana, 1996: 19). In perlocutionary, there is an influence effect because the speaker tries to influence the hearer to do what he or she wants to do. This called by as perlocutionary effect. Those three acts can occur in an utterance. Austin in Laurence and Ward (2005: 55) illustrates locutionary, illocutionary, and perlocutionary in an utterance "Shoot her!" as follows. Act (A) or locution He said to me "Shoot her!" meaning by shoot "shoot" and referring by

her to “her”. “Act (B) or illocution He urged (or advised, ordered, etc.) me to shoot her. Act (C) or perlocution He persuaded to shoot her.

In Act (A) the concept is concerned with what is said by the speaker aspects. The grammatical and phonological aspect is the main topic. The focus is that whether the utterance is meaningful or not that the hearer is able to capture what the speaker says. Next, the Act B or illocutionary is concerning the speaker’s purpose or intention when performing this utterance. Therefore, the illocutionary functions (ordering, advising, or requesting) are the important point here. Finally, in Act (C), both locution and illocution of the utterance are interpreted by the hearer. The effect of the utterance that speaker performs to hearer is the main focus. In addition to the classification of speech acts based on the locution, illocution and perlocution, there is also other classification proposed by the Searle.

This classification of speech acts is based on the syntactic and semantic aspects of an utterance. In other words, it is the relation between literal sentence meaning and intended speakers meaning. Viewed from the relationship between the three general types of basic sentence types/moods (declarative, interrogative, and imperative) and the three general communicative functions (statement, question, and command), speech acts are classified into two main classified in to two main types (Yule, 1996: 54).

1. Direct Speech Acts

In direct speech acts, there is a direct relationship between its grammatical structure and its communicative function. For instance, an affirmative sentence is used to give a statement: an interrogative sentence to ask a question: an imperative sentence to give an order or command.

Example:

A: How many children do you have?

B: Four.

In the above utterance performed by A the form and the function are same. A as a speaker produces a question to B. syntactically, the question uses interrogative with question word “how many” as well as the question mark at the end of it. The function of that utterance is to question or ask for information, viewed from B replay. In other way, the speaker expects an answer from the listener. Both the mood and the function of A’s utterances are the same.

2. Indirect Speech Acts

In contrast to the direct speech acts, in indirect speech acts, there is no direct relationship between its grammatical structure and its communicative function. For instance, an interrogative is not only used to question or to ask for an answer from the listener, but it can also convey a request or warning.

Example:

Mother: where is the broom?

Daughter: wait for a minute, mom

Syntactically, the utterance that the mother performs is in the form of interrogative or question, function of which is to ask for information. However, if we see from the answer the daughter replies it is clear that the utterance “where is broom?” is used to request her daughter to bring her a broom. The

mother's request is realized indirect way since it is conventionally realized in imperative mood, e.g.: "bring me the broom, please." From that reason the mother's utterance is categorized as indirect speech acts. Perlocutionary acts are speech acts which depend on production of a specific effect. This effect is produced by the hearer this type of speech acts is also called as the act of affecting someone (Wijana, 1996: 19). In perlocutionary, there is an influence affect because the speaker tries to influence the hearer to do what he or she wants to do. This is called by as perlocutionary effect

C. Research Method

1. Resign Design

The research design used in this study is qualitative research. According to Djajasudarma (1993: 9) qualitative research is a certain tradition in social science which fundamentally depends on the person and his surrounding through this language. The method used by the researcher applied descriptive qualitative method. It was because the data to be investigated were the utterances on College Discourse at the English Department of in Muhammadiyah University of Mataram in Academic Year 2016/2017.

2. Research Participants

Participants are the subject from which the data obtained (Arikunto, 2010:172). Susan Spradley (1988) classifies participation observations into four, namely passive participation, moderet participation, active participation, and complete participation. Passive participation means the research is present at the scene of action but does not interact or participate. Moderet participation means that the researcher maintains a balance between being insider and being outsider. Active participation means that thr researcher generally does what others in the setting do. Complete participation means the researcher is a natural participant. This is the highest level of involvement. (Sugiono, 2014: 227)

From the four such participation, the researcher chosed passive participation to get the data naturally. In this case, the researcher took fourteen from the English department as a research object in one month.

D. Research Findings and Discussion

1. Findings

Table. 4.1 Types of Speech Acts in College Discourse

No.	Conversation	Types of Speech Acts
1.	<p>J: Eee... downloadtin saya film india dong!</p> <p>F: Apa judulnya? Yang lagu yang kamu anuk kemarin itu?</p> <p>J: Iya</p> <p>F: Apa judulnya?</p>	<p>a. Locutionary Act: The speaker ask the the listener for download a movie, it is a command expression.</p> <p>b. Illocutionary Act: Speaker: Student-student</p>

	J: Mahero	<p>Place: In front of prodi room</p> <p>The speaker tried to request something from the listener. The speaker hopes that the listener understand what she want, the listener respond to the speaker “What is the Tittle?”.</p> <p>c. Perlocutionary Act:</p> <p>The listener responded to what is desired by the speaker, the listener download desired a movie by the speaker.</p>
2.	<p>F: “J” fotoin saya dong! (sambil ngelempar hp)</p> <p>J: Ya Allah, untung tidak loss!</p> <p>F: Ahahaha</p> <p>J: Silau ukhti (sambil moto si “F”)</p>	<p>a. Locutionary Act:</p> <p>The speaker told the listener that the speaker where she took to the photographs couldn’t see the real in camera because too light.</p> <p>b. Illocutionary Act:</p> <p>Speaker: Student-student</p> <p>Place: In front of prodi room</p> <p>The speaker wants the listener to do something for her. The speaker tries to request the listenerr to find different spot for takes picture.</p> <p>c. Perlocutionary Act:</p> <p>Sentence uttered by the speaker was not responded to by the listener.</p>
3.	<p>E: Mana sih bunda ni?</p> <p>J: Belum datang ya? Biasanya jam 10 beliau datang</p> <p>E: Sudah beliau dateng tapi beliau pergi kesana.</p> <p>F: Makaknya kamu stand by dari jam 7 sampai jam 1.</p>	<p>a. Locutionary Act:</p> <p>The speaker command to her friend to keep standby from 7 am until 1 Pm.</p> <p>b. Illocutionary Act:</p> <p>Speaker: Student-student</p> <p>Place: In front of prodi room</p> <p>The speaker tried to suggestion something for the listener. The speaker tried to give a suggestion to the listener that she had to come earlier.</p> <p>c. Perlocutionary Act:</p> <p>The listener didn’t respond the given by the speaker.</p>
4.	<p>Y: Oooowh, kamu penelitian dimana?</p> <p>K: Penelitian di sumbawa.</p> <p>Y: Pulang kampung dong jadinya.</p>	<p>a. Locutionary Act:</p> <p>Speaker asked the listener to be careful in the way home, this is a suggestion.</p> <p>b. Illocutionary Act:</p> <p>Speaker: Student-student</p>

	<p>K: Ya sudah kaloq begitu, saya pulang duluan ya...</p> <p>Y: Ooowh, iya sudah hati-hati iya</p> <p>K: Iya, terimakasih</p>	<p>Place:Gerrage</p> <p>The sentence said by the speaker is a suggestion. Based on the speaker's view, the expression of "tace care" here is purposed in order the listener will feel wary in every moments to avoid bad things that can be happened to her.</p> <p>c. Perlocutionary Act:</p> <p>Listener responded the suggestion given by the speaker by said "Yes, thank you".</p>
5.	<p>J: Udah jam 10 sekarang ni</p> <p>E: Orang dia lagi ada kuliah kayaknya! aduh, saya laper banget ini.</p> <p>F: Ayok makan di kost</p>	<p>a. Locutionary Act:</p> <p>The speaker wanted to eat something because she was very hungry.</p> <p>b. Illocutionary Act:</p> <p>Speaker: Student-student</p> <p>Place: In front of the library</p> <p>The utterance "E" is, the speaker hoped that the listener understand what she wants. The speaker tried to make the listener to do something, it means that the speaker hoped the listener treated her to campus canteen.</p> <p>c. Perlocutionary Act:</p> <p>The speaker's sentence responded by the listener by said "lets eat in my place"</p>
6.	<p>A: Eh, kamu ngapain disini?</p> <p>B: Gak ada, duduk-duduk ajaq</p> <p>A: Kamu juga ngapain di sini?</p> <p>B: Gak ada, saya dari tadi bolak-balik kesana kemari nyarik motor.</p> <p>A: Kmau mau kemana emangnya?</p> <p>B: Saya mau pergi ngeprint sekalian jilid ni!</p> <p>A: Oh, pakek motor saya aja kaloq gtoo</p> <p>B: Gak papa?</p> <p>A: Nyantai ajaq, pakek dah!</p>	<p>a. Locutionary Act:</p> <p>Speaker is looking for a motorcycle.</p> <p>b. Illocutionary Act:</p> <p>Speaker: Student-student</p> <p>Place: In front of Fisipol Faculty</p> <p>B's sentence was intended to borrow the motorcycle to A. She hoped the listener would understood her intention to borrow her a motorcycle.</p> <p>c. Perlocutionary Act:</p> <p>The sentence said by "B" was responded by "A" (the listener) and let her to lend the motorcycle.</p>

2. Discussion

From the research conducted by researcher about what types of speech acts used in college discourse at the English department of Muhammadiyah University of Mataram. Researcher found that the types of speech acts used in college discourse are

locutionary act, illocutionary act, and perlocutionary act. From those three aspects the analyzed by the researcher, illocutionary act was the most often used in college discourse at the English department of Muhammadiyah Mataram.

When the speech act uttered, words carry meaning locutionary act based on the meaning of linguistic expressions. Thus, the example of the one used in the College discourse is "Silau Ukhty". The meaning of locutionary act on it as a commanding and locutionary act intended meaning of "state or the position taken by the listener in condition glare or light". However, the meaning of illocutionary acts as requesting and the illocutionary has the intended meaning of "the speaker told the listener to move to a place that is not too much light." In this context, the meaning of which is a command locutioanary turned into a request within the meaning of illocutionary because the speakers have a relationship that is friendship. Thus the meaning would change depending on the context and the speaker. From the act, its also has a perlocutionary force, which is the effect of actions on the receiver.

E. Conclusion and suggestions

1. Conclusion

After analyzing data on the type of speech acts are to be used in the college discourse at the English department of Muhammadiyah University of Mataram. The researcher found that used of speech acts such locutionary act, illocutionary act and perlocutionary act. From those aspects analyzed by the researcher, illocutionary act was the most often used in college discourse at the English department of Muhammadiyah University of Mataram.

2. Suggestion

a. To Language Students

The language students are expected to learn and explore more about pragmatics especially on the study of speech acts. By understanding speech achs, the student will be more aware of how the language is actually being used. Thus, the students can avoid understanding or misconceptions in interpreting the speakers' intended message.

b. To English Teacher

The research is expected to give English teachers an insight about language teaching especially on the language phenomena related to speech acts. It is advisable for English teachers to use English optimally and teach the students the importance of pragmatics so that the students are aware of how language should be used. It does not mean that teachers should teach pragmatics as a science. Instead, teacher are suggested to incorporate various learning activities that can promote the students' pragmatic awareness as well as develop their communicative competence.

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