Structured Speech Acts of Pre-Service EFL Teachers in Indonesia: Interlanguage Pragmatics

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Abstract

The fascinations that the study of speech acts holds for language teachers, researchers, and practitioners from severe problems to which language use fail to maintain amid the speakers' communication are imperative to be investigated. This study examines structured speech acts use in terms of its kinds, functions, and how it is performed by pre-service EFL teachers in Indonesia. The theory of Austin's and Searle's speech acts were employed as the main reference. This study was a descriptive qualitative method. Content analysis was employed to uncover the description of the research phenomena which in the forms of words, clauses, phrases, and sentences. There were three students in one of the private universities in Lombok, NTB, Indonesia were taken as the respondents. There were twenty-four fragments being analyzed. As the result, the locutionary acts was performed 224 times, then followed by illocutionary acts 223 times, and perlocutionary acts 215 times. Representative function of speech acts was performed 163 times, directive 28 times, expressive 26 times, commissive 6 times, and declarative 0 times. The declarative sentence was highly performed 131 times by the speakers designated the way the speech was acts performed by the speakers.

Keywords : Structured, Speech Acts, Pre-Service EFL Teachers, Interlanguage Pragmatics

INTRODUCTION

Human being, a unique creation of the God, when they come together whether they play, fight, make love, or make automobiles, they talk. It is undenied since they live in the world of language, they talk to every single person of interlocutors, friends, classmates, teachers, and so forth. Talk directly or indirectly via the telephone, and everyone responds with more talk. Hardly ever been people free to live without words, even in their dreams, they produce words. Sometimes human talk to not only human to human, but also human to animals (e.g. pets, etc.). Even severely they talk to themselves (Fromkin et al., 2011).

Austin (1962) mentioned that every utterance formed by people grounds what we call 'speech acts.' He further classified that a speech acts consists of three foundations, those are the speaker says something (locutionary act), the speaker signals an associated speech act (illocutionary acts), and the speech act causes an effect on the listeners or the participants (perlocutionary acts). These fundamental elements of speech acts structurally spoken by pre- EFL service teachers in Indonesia, yet, they sometimes misunderstand, misuse, even severely fail at using it. They just tend to talk unconsciously produce the words towards their interlocutors avoiding the principle aspects of speech acts.

Pre-service EFL teachers in Indonesia are vary in terms of understanding of speech acts elements, how to use it, and in what contextual manner it is performed. Many of them do not aware of

consuming speech acts fundamentals aspects in their communication. As the consequence, speech acts elements tend to use unproperly within the speakers from one generation to difference generation of the age. This phenomenon often occurs in any students' level. Sometimes, a certain kinds of speech acts is repeatedly produced by a certain level of students at the same or different situation. Therefore, this case arises this study to be conducted to further correspond and investigate the repetitive structed speech acts accommodated by the pre-service EFL teachers in Indonesia. The study focused on investigating structed speech acts use in term of its kinds, functions, and the way it is performed under interlanguage pragmatics theory.

This study is expected to give scientific contribution and description towards the students, teachers in particular, and readers in common. In addition, the possible findings of this study may contribute to the development of the theoretical basis, particularly to clarify speech acts features and scope in the domain of teaching and learning speech acts study and linguistics – and conducting scientific study in English or other languages – implementing to the teaching and learning linguistics in character building oriented, and the politeness principles of speech acts.

REVIEW OF RELATED LITERATURE

This part is particularly intended to look at the theories and outcomes of the studies about speech acts. It deals with some theories and studies which have previously been written and conducted, but they are relevant to this current study.

A. Pragmatics Theory (PT)

Pragmatics term copes with both context-dependent features of language structure and principles of language usage as well as understanding that beyond the discussion of linguistics structure (Levinson, 1983). It designated that pragmatics concerned with quite desperate and unrelated aspects of language. In pragmatics, there is a sentence's meaning and speaker's meaning which in the literal meaning of the concept the speaker is trying to convey to the hearer what he or she wants the hearer to do. Therefore, pragmatics is interested predominantly in utterances, made up of sentences, and usually in the context of conversation.

The main connection between pragmatics and speech acts is that speech acts becomes a part of pragmatics principles, whereas, pragmatics deals with language used in particular situation. Fromkin, et al., (2011) further revealed that pragmatics is severely necessary within conveying and interpreting communicative meaning between sentence and contexts, and situation in particular. Language and context are undetached within the pragmatics theory. It is encoded in a structure of language. Yule (1996) asserted that there are four areas that pragmatics are concerned with.

1. Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader).

2. This type of study essentially encompasses the interpretation of what people mean in a particular context and how the context influences what is said.

3. This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning.

4. This perspective than raises the question of what determines the choice between the said and the unsaid.

Thus, pragmatics concerns with study of speaker's meaning, and contextual meaning, the study of how more meaning get communicated than it said, and the study of the expression of relative distance.

B. Contextual Features (CF)

There has been a common deal that context plays a vital role inward at the utterances meaning (Cruse, 2000). Context accommodates the meaningful unit of communication. The interlocutors will precisely understand the meaning depend on the context situated, and the speaker will act situationally based on the context played. In a particular concern, linguistic expressions can be assigned by some sort of context-independent pragmatic value, although there is much disagreement regarding exactly what this is. Hymes in Brown and Yule (1983) specified the features of context

which are relevant to the identification of components and the type of speech acts, they are: participants, topic, setting, channel, code, message form, event, key, and purpose.

C. Theory Speech Acts (TSA)

The notion "speech acts" was first 4familiarized by a great linguist, Jean L. Austin (1962) within his classroom speech among his students. It is still existing until the recent era, even more and more scholars preserve and investigate it to further expand his theory. One of his successful followers, Jhon R. Searle (1969) proceeds to expand the theory into further expansion. He believes that all linguistics communication involved linguistic acts. The unit of linguistic communication is not, as he generally been supposed, the symbol or word or sentence in the performance of a speech act and there is a shift towards the events or acts that occur via language, hence it is" speech acts".

Searle, (1969) expresses that the meaning of a sentence does not in all cases inimitably govern what speech act is performed in a given utterance of that sentence, for a speaker may mean more what actually he says, but it is always in principle possible for him to say exactly what he means. Both of these two philosophers declared as the pioneers of the theory of speech acts. These acts effect changes both in the observable world, as well as in the mental states of dialogue participants. Austin's approach introduces pragmatics in studying and modeling language. They believe that the basic emphases of speech act theory are on what a speaker means by his

or her utterances rather than on what utterance means in a language. Austin (1962) also discovered three elements of speech acts; locutionary acts, illocutionary acts, and perlocutionary acts. Ones say something is not merely saying an utterance or sentence, but also behind of saying such sentences or utterances, he or she also does the acts of what he or she currently said (Gies, 1995; Cutting, 2002)

D. Three Types of Speech Acts (TTSA)

Austin (1962) identifies three distinct levels of actions beyond the act of utterance itself. He distinguishes the act of saying something, what one does in saying it, and what one does by saying it, and dubs these the locutionary, the illocutionary, and the perlocutionary act.

1. Locutionary Acts (LA)

Locutionary acts (LA) deals with an act of producing a meaningful unit of linguistics expression escorted with performing an act of asking, denying, stating, informing, answering and questioning, and other acts which accommodate sense of language use (Mey, 2009; Yule, 1996; Stubbs, 1983). Mey, (2009) further expressed that in linguistics and the philosophy of mind, a locutionary act is the performance of an utterance, and hence of a speech act. The term equally refers to the surface meaning of an utterance because, according to Austin's posthumous, a speech act should be analyzed as a locutionary act (LA) as well as an illocutionary act (IA) and in

certain cases a further perlocutionary act (PA) (i.e. its actual effect, whether intended or not).

2. Illocutionary Acts (IA)

Mey (2009) revealed that illocutionary act (IA) refers to the action envisioned to be made by a speaker in voicing a linguistic expression, by virtue of the conventional force associated with it, either explicitly or implicitly. It also refers to the fact that when ones say something, he/she usually says it with some purposes in mind. In other words, an illocutionary act (IA) refers to the type of functions that the speaker intends to fulfill, or the action that the speaker intends to accomplish in the course of producing an utterance; it is also an act defined within a system of social conventions. In short, it is an act accomplished in speaking. Examples of illocutionary acts (IA) include accusing, apologizing, blaming, congratulating, declaring war, giving permission, joking, marrying, nagging, naming, promising, ordering, refusing, swearing, and thanking. The functions or actions just mentioned are also commonly referred to as the illocutionary 'force' (or 'point') of the utterance

Hence, the same speech acts types may be performed within a different expression in different occasion, and time, as well as, the same utterance may be uttered by the same person, but in different context may have different meaning and purposes.

3. Perlocutionary Acts (PA)

A perlocution or perlocutionary acts (PA) is an act by which the illocution produces a certain effect in or exerts a certaine influence

on the addressee. Still another way to put it is that a perlocutionary act represents a consequence or by-product of speaking, whether intentional or not. The effect of the act being performed by speaking is generally known as the perlocutionary effect. There is an extensive literature on the differentiation between locutionary, illocutionary, and perlocutionary acts (Mey, 2009). Perlocutionary act (PA) is the bringing about of consequences or effects on the audience through the uttering of a linguistic expression, such consequences or effects being special to the circumstances of utterance.

A perlocutionary act (PA) (or perlocutionary effect) is a speech act, as viewed at the level of its psychological consequences, such as persuading, convincing, scaring, enlightening, inspiring, or otherwise getting someone to do or realize something. This is contrasted with locutionary act (LA) and illocutionary acts (IA) (which are other levels of description, rather than different types of speech acts). Levinson (1983) defined that (1) locutionary act (LA) is the utterance of a sentence with determinate sense and reference, (2) illocutionary acts (IA) is the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase), and (3) perlocutionary acts (PA) is the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterances.

E. Functions of Speech Acts (FSA)

Amid the communication inter personal, people tend to accommodate five functions of speech acts in which it is commonly performed within his speech. These five functions are representatives, directives, commissive, expressive, and declarative Yule (1996; Leech, 1983; Levinson; 1983).

1. Representatives.

Representatives function pledge to the reality of the expressed intention where the speaker to be the case or not (Yule, 1996; Levinson, 1983). It reveals the truth condition and the speaker believes it. It is identified from the observation, experience or knowledge. It is usually to assert, conclude state, suggest, boast, complain, claim, and report.

2. Directives

An utterance is directive if the speaker tries to get the hearer to do something. Yule (1996) says that directives are those kinds of speech acts that the speakers use to act someone else to do something. They express what the speaker wants. They are commands, orders, requests, suggestions and they can be positive or negative. Leech (1983) states that directives are intended to produce some effect through action by the hearer, like ordering, commanding, requesting, advising, and recommending.

3. Commissive

Leech (1983; Yule, 1996) propose that commissive are those kinds of speech acts that the speakers use to commit themselves to

some future action. They express what the speaker intends. They are promises, threats, refusals, pledges. They can be performed by the speaker alone or by the speakers as a member of a group. It means that the speaker expresses an utterance to commit something in the next. It is used in promising, threatening, offering, and vowing.

4. Expressive.

(Levinson, 1983; Yule, 1996) comprised that expressive are those kinds of speech acts that state what the speaker feels. Hence, it expresses a psychological state, e.g. statements of pleasure, pain, likes, dislikes, joy or sorrow, happiness, sadness. It also like apologizing, thanking, welcoming, and congratulating.

5. Declarations

Declaration reveals to change the world via their utterances, it is a part of illocutions whose successful performance brings about the correspondence between the prepositional content and reality, such as resigning, dismissing, christening, naming, excommunicating, appointing, and sentencing (Leech, 1983; Yule, 1996). It usually occurs in a special institutional role or particular system such as in church, court, or hospital.

METHODS

A. Design and Setting

A qualitative method with descriptive qualitative approach was used as the design of this study. It was employed within the performance of data needed because descriptive qualitative research encompasses the studies use and assemblies of variety of

empirical materials-case study, personal experience, introspective, life story, interview, historical, instructional, and visual texts- that describe routine and problematic movement, and meanings in possible life (Denzin, and Lincoln, 1998). This study takes part in one of the Private universities in Lombok, West Nusa Tenggara.

Content analysis method was comprised to ease of finding the information whereas (Borg's and Gall, 1983) described that content analysis is a research technique for the objective, systematic, and qualitative description of the manifest content in communication (e.g. texts, books, compositions, novels, newspapers, magazines, advertisements, talks, and political speech).

B. Source of Data and Data (SDD)

Pre-service EFL teachers' in one of the private universities in Lombok, NTB, Indonesia conversational discourse was maintained as the source of the data. They consisted of three students taken as the representative of different stage of the semester. This study consisted of 24 fragments taken as the object of the analysis with the main consideration of the reduction are focused on main speakers' involvement, the relevance of the topic.

C. Instrument

Observation, digital camera aids for recording, and interview check list were performed as the instrument. These were employed continually, recognizably, and finally to identify the units of speech acts in each section to be related to each other as a whole as well as

recognize and identify the context in order to interpret the meaning and to find out the kinds of speech acts performed.

D. Data Collection

To gather the valuable information and accurate data, the researcher collected the data via the observation, recording and interviewing purposed to have significant information. Some dialogues found were then segmented into fragments related to the speech acts. Identifying the kinds, the functions of speech acts as well as finding the way it used performed as the final steps of taking the data comprehensibly.

E. Data Analysis

The data analysis was achieved within some steps; classifying the data which refers to the speech acts classification (kinds, and functions) performed by the speakers, and describing how it was used within the conversational discourse.

The data which refers to the kinds, and functions of speech acts was analyzed based on (Austin's, 1962; Searle, 1969) classification. Yule's (1996) classification was employed to analyze the way speech acts was performed.

FINDING AND DISCUSSION

A. Finding

1. The kinds of Speech Acts performed by pre-service EFL teachers.

Within 24 fragments taken as the object of the analysis, it is truly found that the Austin's theory of the kinds of speech acts are existed.

Those kinds of speech that the main characters performed are Locutionary acts, Illocutionary acts, and Perlocutionary acts. This description is tabled in the table below;

Table 1.1. The Summary of The Kinds of Speech Acts Performed By the speaker.

The kinds of speech acts performed by the speakers			
Locutionary acts	Illocutionary acts	Perlocutionary acts	Total frequency of repetition
224	222	215	661

The table above showed that the highest dominantly performed is locutionary acts 224 times, it is then followed by illocutionary acts 222 times, and the lowest frequency of repetition is perlocutionary acts. Thus, the number of the total repetition found that the kinds of speech acts are repeated 661 times. It indicated that the speakers are highly performed locutionary acts to tell, ask, or order the hearers to do something that the speakers believe that it truly happened.

2. The functions of Speech Acts performed by the speakers

The result of this analysis showed that the most dominant functions performed by the speakers are representative 163 times. It is then followed by directive 28 times, expressive 26 times, commissive is 5 times, and none of the characters performed declarative function. So, the total count of the functions performed is 224 times. It indicated that the speakers were highly performed

representative function to commit the truth of the expressed proposition. The speakers believe what they said was true. It was usually to assert, conclude state, suggest, boast, complain, claim, and report.

Table 2.1. The summary of the functions of speech acts performed by the speakers.

The functions of speech acts performed by the three main characters (Parris McKay, Emma McKay, and Nana Cora)					
Illocutionary acts					Total frequency of repetition
Representative	Directive	Commissive	Expressive	Declarative	224
163	28	26	5	-	

3. The way each kind of speech acts was performed by the speakers.

Based on the findings, an utterance does not always depend on the forms of sentences, whereas, a declarative sentence is not always as a statement, but it can be representative, directive, commissive, and expressive, as well as interrogative sentence, it is not always as a question, or imperative sentence is not always a command or an order, yet, interrogative sentence may functioned as

representative and expressive; and imperative sentence may functioned as a directive.

B. Discussion

After conducting the analysis, it is found that those kinds and functions of speech proposed by Austin (1962) and Searle (1969) were performed by pre-service EFL teachers in one of the Private Universities in Lombok, NTB, Indonesia.

There were three pre-service EFL teachers were the respondents of the study. The result of the analysis of twenty-four fragments showed that in the locutionary category; declarative sentences appeared 131 times, interrogative sentences appeared 75 times, and imperative sentences appeared 18 times. Meanwhile, in the illocutionary categories; representative function appeared 163 times, directive function appeared 28 times, commissive function appeared 6 times, expressive function appeared 26 times, and none of the characters performed declarative function in the novel. And the total frequency count of all kinds and functions of speech acts performed by the three main speakers is 662 times.

Of the frequency counting of data; those speech acts categories that are performed by the three main speakers above found that the most dominant appeared that belong to the kinds of speech acts categories is declarative sentence 131 times, then it is followed by interrogative sentence 75 times, and the lowest dominant appeared is imperative sentence 18 times. Meanwhile, the most dominant appeared that belong to the functions of speech acts categories is

representative; it is appeared 163 times, then second dominant appeared is stepped on by directive category which is appeared 28 times, and then followed by the third dominant appeared is expressive 26 times. The fourth dominant appeared is commissive 6 times. The last category of speech acts functions which is not appeared at all is declarative function.

Thus, it was concluded that the most dominant appeared in the kinds of speech acts categories was declarative sentence which is appeared 131 times, and the most dominant appeared in the functions of speech acts categories is representative which was appeared 163 times.

Furthermore, seeing on the result of the analysis, declarative sentence was the greatest number of accuracies. It was defined that declarative sentence was used to convey any information or to create a create statement. After analyzing the data, it is found that most of all fragments are in the form of declarative sentence that functions as representative, directive, commissive, and expressive. It is then followed by interrogative sentence which is functioned as representative, directive, and expressive. The last one is imperative sentence which is functioned as representative, directive, commissive, and expressive.

One of the main focuses of this study, it was found that perlocutionary acts which appeared and performed by the three main speakers in were informing, asking, expressing, explaining, ordering, agreeing, suggesting, expressing happiness, demanding, reporting,

telling, curiosity, denying, startling, claiming, warning, surprising, refusing, shocking, expecting, appreciating, recommending, apologizing, affirming, grumbling, disbelieving, advising, disagreeing, questioning, calling, understanding, concluding, thanking, introducing, expressing sorry, hoping, letting, expressing thanking, greeting, commanding, saying, and disappointing.

Thus, seeing from the result of the analysis above, in terms of the functions of speech acts, the most dominantly appeared was representative; it means that the speakers were dominantly used representative functions to ensure and make the hearers believe that whatever he or she performed or uttered is strongly true.

For instance; (20.2) "*She is a beautiful young woman...inside. I got to know her while she stayed here. I listened to her; saw her hope and her despair*"

These utterances represent speaker's statement which was performed through declarative sentence; particularly it is representative that means explaining.

Another example was the utterance (22.6) "*I'd like that very much*",

This utterance was performed through declarative sentence. And the illocutionary act found is representative that means asserting. Meanwhile, the perlocutionary act of the utterance is the speaker agrees of her hearer's offer.

The second dominant frequency repeated was directive; it means that the speakers or the hearers performed this function in the

conversation they created. An utterance is called directive if the speaker tries to get the hearer to do something like commanding, ordering, requesting, etc.

For instance; (23.7) *"I want the truth. I want answers."*

The way this utterance performed was through declarative sentence. And the function of this utterance was directive that means requesting. The perlocutionary act of the utterance is that speaker ordered the hearer to tell her the truth.

Next is then followed by expressive which was repeated 26 times. Expressive is an utterance relates to the sense of the speaker such as apologizing, thanking, etc.

For instance; (17.14) *"Thank you for your time."*

This utterance represents the speaker's responds that she thanks a lot for the time that the hearer gave because she was willing to talk with her. The way this utterance performed is though declarative sentence. And the function of this utterance is expressive that means thanking. The perlocutionary act of this utterance is that the speaker was so happy of talking with her.

Commissive is the last dominantly repeated by the three main speakers in within their conversation; it appeared 5 times. An utterance is called commissive if the speakers or hearers use to commit themselves to some future action. They express what the speaker intends. They are promises, threats, refusals, pledges. They can be performed by the speaker alone or by the speakers as a member of a group. It means that the speaker expresses an

utterance to commit something in the next. It is used in promising, threatening, offering, and vowing, etc.

For instance; the utterance (10.6) "*No. I've never told anyone what happened.*"

Since the way of the speaker performed this utterance is through declarative sentence, so the locutionary of this utterance is declarative. And the locutionary act found is commissive that means refusing. The perlocutionary act of this utterance is that the speaker denied that she has told her hearer.

The last function of speech acts based on Searle's theory is declarative; none of the speakers performed such kind of function. It means that the speakers are hardly ever use it, they only performed four functions; representative, directive, commissive, and expressive.

CONCLUSION

Having done all the procedures of the analysis, it is concluded that there were three kinds of speech acts (locutionary acts (224 times), illocutionary acts (222 times), and perlocutionary acts (215 times)), and four functions of speech acts (directive (28 times), commissive (26 times), expressive (6 times), and representative (163 times) were performed by the pre-service EFL teachers in one of the private universities in Lombok, NTB, Indonesia. Furthermore, there were also three ways of producing speech acts; declarative (131 times), interrogative (75 times), and imperative (18 times).

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