

**THE ILLOCUTIONARY ACTS ANALYSIS OF TEACHERS'  
TALK IN JAVANESE AND ENGLISH CLASSROOMS AT SMP  
ULUL ALBAB**

**THESIS**



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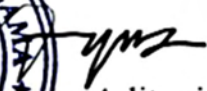


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## ABSTRACT

Rosyidi, A.S. (2021). *The Illocutionary Acts Analysis Of Teachers Talk In Javanese And English Classrooms At SMP Ulul Albab*. English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. A. Dzo'ul Milal, M.Pd.

Keywords: illocutionary acts, the functions of illocutionary acts, english learning, javanese learning.

This study focuses on the kinds and functions of illocutionary acts performed by English and Javanese language teachers. This study aims to determine the kinds of illocutionary acts and the kinds of illocutionary functions performed by English teachers and Javanese language teachers during the teaching and learning process in grade 8.

This research uses a descriptive qualitative approach. The descriptive research applied in this research is to analyze every expression performed by the English and Javanese language teachers when delivering learning material in the classroom. The data obtained by a researcher is the result of online observations with research instruments in the form of recording, and the researcher who collects, analyzes and presents the research findings data then the researcher can conclude.

The results of this study are divided into 2 parts. The first result shows the kinds of illocutionary acts performed by English and Javanese language teachers. The data shows that there are 5 kinds of illocutionary acts performed by English language teacher during the teaching and learning process in the classroom, including directive, assertive, expressive, commissive, and declarative. Meanwhile, in Javanese language teacher, there are only 4 kinds of illocutionary acts that are performed during the teaching and learning process in the classroom, including directive, assertive, expressive, and declarative. Although the amount of data found was different, the kind of illocutionary act that was more dominant used by the two teachers was the same, namely directive. While the second result shows the kinds of functions used by English and Javanese language teachers when delivering material in class. The English and Javanese language teachers have many functions from each kind of illocutionary act they performed. However, the kinds of functions used by the two teachers show that 'asking' is one of the functions of the directive act which is more dominant use.

## ABSTRAK

Rosyidi, A.S. (2021). *Analisis Tindak Ilokusi Pembicaraan Guru Di Ruang Kelas Bahasa Jawa Dan Bahasa Inggris Di SMP Ulul Albab*. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Dr. A. Dzo'ul Milal, M.Pd.

Kata Kunci: tindak ilokusi, fungsi tindak ilokusi, pembelajaran bahasa inggris, pembelajarann bahasa jawa.

Penelitian ini fokus terhadap jenis dan fungsi tindak ilokusi yang digunakan oleh guru bahasa inggris dan guru bahasa jawa. Penelitian ini bertujuan untuk mengetahui jenis tindak ilokusi dan jenis fungsi ilokusi yang digunakan oleh guru bahasa inggris dan guru bahasa jawa saat proses belajar mengajar didalam kelas 8.

Penelitian ini menggunakan pendekatan kualitatif descriptive. Penelitian deskriptif yang diterapkan dalam penelitian ini adalah untuk menganalisis setiap ungkapan yang digunakan oleh guru bahasa inggris dan bahasa jawa ketika menyampaikan materi pembelajaran didalam kelas. Data yang didapatkan peneliti merupakan hasil dari observasi secara online dengan Instrumen penelitian yang berupa rekaman, dan peneliti sendiri yang mengumpulkan, menganalisis, dan mempresentasikan data temuan penelitian kemudian peneliti dapat menarik kesimpulan.

Hasil penelitian ini dibagi menjadi 2 bagian. Hasil pertama menunjukkan tentang jenis tindak ilokusi yang digunakan oleh guru bahasa Inggris dan guru bahasa Jawa. Data tersebut menunjukkan ada 5 jenis tindak ilokusi yang digunakan oleh guru bahasa Inggris saat proses belajar mengajar didalam kelas, diantaranya adalah direktif, asertif, ekspresif, komisif, dan deklaratif. Sedangkan pada guru bahasa Jawa hanya terdapat 4 jenis tindak ilokusi yang digunakan saat proses belajar mengajar didalam kelas, yaitu direktif, asertif, ekspresif, dan deklaratif. Meskipun jumlah data yang ditemukan berbeda, namun jenis tindak ilokusi yang lebih dominan digunakan oleh kedua guru tersebut adalah sama, yaitu direktif. Sedangkan hasil yang kedua menunjukkan tentang jenis fungsi yang digunakan oleh guru bahasa Inggris dan guru bahasa Jawa saat menyampaikan materi didalam kelas. Guru bahasa Inggris dan guru bahasa Jawa memiliki banyak fungsi dari setiap jenis tindak ilokusi yang digunakannya. Namun, dari jenis-jenis fungsi yang digunakan oleh kedua guru tersebut menunjukkan bahwa 'asking' merupakan salah satu fungsi dari tindak direktif yang lebih dominan digunakan.

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Generally, speech acts are divided into three, which are locutionary act, illocutionary act, and perlocutionary act (Austin, 1962). According to Austin (1962, pp. 94-107) "locutionary act" is an act that informs or states something. Whereas, "illocutionary act" is told to the listener so that the listener immediately does something. While "perlocutionary act" is a reaction or a certain effect received by the listener. However, Searle (cited in Sumurung, 2016, pp. 4-5) proposes illocutionary acts into five categories which are assertive/representative, directive, commissive, expressive, and declarative. Searle also divides the function of illocutionary acts from each category of illocutionary acts that he divided. These functions include declaring, ordering, prohibiting, promising, and so on. Searle divided it because according to him there are differences between illocutionary verbs which are good guidelines but not definitive guidelines to distinguish illocutionary acts.

[illegible]

The second previous study is a thesis from Rumaria (2015) who also researched speech act in literary works. Her research is entitled "An Analysis Of Speech Acts In The Dead Poets Society". In her study, she also identified the types of speech acts. But in her study, she used a movie to find out the types of speech acts. The movie is entitled "Dead Poets Society." The data of this study are obtained from the utterances spoken by the main character of this movie when teaching in the Dead Poets Society. This study used qualitative and quantitative methods. The findings of this research showed that the main character is a good teacher in this movie. And also the main character often uses question form to

achieve their desire to live respectfully in the 19th century. Then, she developed her research using a conversational analysis method. Through conversational analysis, the writer tried to find the kinds of speech acts performed by Jane, which is reflected in Jane's speeches. But, the researcher did not determine the chapters to be analyzed. And she only used 13 chapters out of 38 chapters to obtain Jane's speeches to her master. The researcher analyzed it using the theory of Searle (1969; 2001). And the result of her study showed that Jane performed five illocutionary acts in her speeches to her master, which are "representative, commissive, expressive, declarative."

The second previous study is a thesis from Rumaria (2015) who researched speech act in literary works. Her research is entitled "An Analysis of Speech Acts in Jane Eyre by Charlotte Brontë".



give commands to the students. The main character always uses directives as to the illocutionary acts as often asks the students to do some works as assignments and homework, to present, read, come to the front. So the illocutionary acts as directives are the highest percentage results of this research.

The third previous study comes from an international journal of education by Basra and Thooyibah (2017). They conducted research that focused on the classification of speech acts and their functions also the influence received by the listener. They have categorized the types of speech acts spoken by English teachers in the EFL classroom by adhering to the theory from Searle. Their research only using an English teacher who teaches in the EFL classroom. And they have used three types of collected data which are a full-length video of a teaching and learning process in one meeting, then they have also used the interview to teacher and the document of students' score to know the effect the students get from the teacher's speech acts in the learning process foreign language. Then, the results of their research showed that there were 673 expressions found in the teacher talk during the learning process in the classroom. However, out of 673 expressions, there are only 4 types of expressions belonging to Searle's speech act theory, which are representative, directive, commissive, and expressive. And the more dominant results found were directives with a total of 70% of 673 expressions found.

The fourth previous study is a thesis conducted by Sholawat (2017). Her thesis is entitled "An Analysis Types Of Speech Act Used By English Teacher In English Teaching-Learning Process At Mts Al-Wahab Bago Kradenan In

Afterward, Husna (2019) also conducted research which focuses on speech act performed by the lecturer when giving the material in class. This study identified the classification of speech acts. The data were obtained from the utterances spoken by the lecturer when teaching and learning in the speaking academic course. The researcher focused on the illocutionary acts and illocutionary functions used by the lecturer. The results of her study showed that there are four kinds of illocutionary acts used by the lecturers during the learning process in the speaking class, they are representative, directive, commissive, expressive. The most dominant speech acts also the same as the other previous studies which are "directives" speech acts. Whereas, the most dominant illocutionary function found in this study is "competitive."

On the other hand, the analysis of several previous studies with this current research also has similarities and differences between previous studies above and this current research. The similarities are this study also analyzes speech acts and using theory from Searle. However, the difference is this current study used 2 different language teachers who will be used as subjects in this study, they are one Javanese language teacher and one English language teacher. While in their research they only used 1 subject which is an English language teacher. So, for a broader and more holistic understanding of speech acts, more research is needed involving the use of other languages, such as Javanese, where

no previous research has focused on the use of speech acts by two different language teachers, namely the English and the Javanese language teachers. Hence, the researcher will conduct research using 8th-grade students in Bilingual School, especially in East Java to expand and develop this research as well as knowledge in the field of linguistics. And also, this research will give many benefits for readers who want to deepen their knowledge of linguistics.

The present study is designed to understand the different kinds of illocutionary acts performed by Javanese and English language teachers in the classrooms. To fill a gap from the previous studies above, this study used two teachers they are one English language teacher and one Javanese language teacher, also 8th-grade students in Bilingual School as the participants of this study.

The bilingual school will be chosen by the researcher as a place to conduct this research. It is a private school namely SMP Ulul Albab Sidoarjo. The reason the researcher choose this school is that this school has been known as a modern private Islamic school based full-day school by providing a bilingual program. There are 4 languages set at this school which are Indonesian, Javanese, English, and Arabic. Therefore, the researcher chooses the bilingual school as a place for this research also because all students and teachers in the bilingual school always use the language set by their school to communicate with others such as English, Arabic, Javanese, and Indonesian. The reason the researcher chose English and Javanese language as the object of this study because the researcher wants to compare the differences in the types and functions of illocutionary acts and the

forms of expression they realized from international languages and regional or local languages. Since English is the most international language, Brumfit (2001: 35) states that "English is an international language which is the most extensive international communication media." The statement shows that English is the most widespread means of communication that can be used in almost all countries. So in this case the English language will be more covered to achieve the objectives of this study, because a language is increasingly recognized by our environment, the language will be able to play a role in our lives as a means of interaction. And interacting with other people who can understand our language will be easier for listeners to accept and understand. Then, another reason the researcher chose English and Javanese as objects in this study because the English language is a foreign language for Indonesian people, especially for students of SMP Ulul Albab. And what is unique is that the Javanese language is also a foreign language for students of SMP Ulul Albab, even though they are native Javanese. This is because the Javanese language is difficult to accept and understand by students, so they cannot use the Javanese language as their native language fluently. This was said directly by the Javanese language teacher at SMP Ulul Albab who stated that students rarely communicate using Javanese even though the school has set a schedule for using the Javanese language in the school because students cannot use the Javanese language properly. Therefore, this research is very interesting and unique also even feasible to be developed because it has two subjects from different and qualified language teachers to be able to



compare the use of illocutionary acts performed by English and Javanese language teachers to the students.

On the other hand, the reason of researcher choose only one class to find the difference in the use of illocutionary acts from the two different teachers talk they are one English language teacher and one Javanese language teacher. Then, another reason the researcher choose the 8th grade because it is in the middle of the junior high school grade, so maybe more speech acts were discovered by the researcher because if we compare with class 7 and 9, class 9 has begun to focus on examinations so that the class may be fulfilled with just exercises. While for, class 7 is still the initial stage of students in getting to know and entering junior high school. So that it is less effective if used as a sample of this research. Therefore, the researcher will choose a class from class 8 randomly to be the sample of this study.

Then, this study aims to study and to know the different kinds of illocutionary acts and the functions performed by those teachers. Therefore, this research is more focused on the kinds of illocutionary acts and their functions performed by English and Javanese language teachers in bilingual schools, to find out the illocutionary acts easily that are more dominantly used by the two teachers. This study adheres to the theory put forward by Searle (1999) which divides the illocutionary acts into five, which are assertive, directive, commissive, expressive, and declarative.



## 1.4 Scope and Limitation

The scope and limitation of this study are limited to the participants, and subjects, which are this study only used 2 language teachers as the subjects of this study and one class of students who sat in class 8 as the participants of this study. And the subjects chosen in this study only focus on the use of speech acts performed by English and Javanese language teachers. This will be chosen and will be done by the researcher because of the limited time, so the researcher can not use the whole class and all language teachers from 4 different languages as the subjects and participants in this study, so that researcher can achieve the objectives of her research within the limited time.

## 1.5 Definition of Key Terms

## 1. Illocutionary Function

An Illocutionary function is a method used to achieve goals by using that language.

## 2. Illocutionary Acts

Illocutionary acts are speech acts that aim to take any action in saying something, which is a speech that serves to say something and can also be used to do something with a specific purpose and function.

### 3. Bilingual School

A bilingual school is a school that has two language education program that requires both students and teachers to use two languages during the learning and communication process at school.

## 4. English Classroom

English classroom is a learning space in a bilingual classroom that requires all students and teachers to communicate with each other using the English language following the characteristics of the area or the school place.

## 5. Javanese Classroom

Javanese classroom is a learning space in a bilingual classroom that requires all students and teachers to communicate with each other using the Javanese language following the characteristics of the area or school place.

## 6. Teachers' Talk

Teachers' talk is all forms of expression expressed by the teacher in class. Teachers talk usually related to the subject matter that they teach. And the form of teachers talk usually in the form of explanations, statements, orders, requests, prohibitions, etc.

## CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter provides some required theories related to the topic of this study. This chapter aims to support the framework of this research and the background of the study presented in the previous chapter.

## 2.1 Speech Acts

The original theory of speech acts comes from J.L Austin's lectured at Harvard University in 1955. However, this theory was developed and published in 1962 entitled "*How to Do Thing with Words.*" Austin said that basically when everyone says something they also do something. When someone says using the verb 'promise' for example, 'I promise I will give you a present on your birthday' then he not only says it but he also does his actions according to his promise. Austin said that the act of speaking is an action that can be either a question or a statement.

Speech act theory is a theory from linguistics in the field of pragmatics. Generally, speech act theory can be said as an act of communication. And every particular utterance uttered by a speaker contains a certain action, for example, actions in the form of promising, ordering, apologizing. Parker (1986: 14) also defines that every speech act as an act that is a fact. In every communication, the speaker tells a certain attitude that is related to the appearance of certain speech acts. And the success of each speech act can be shown through the listener if the listener can understand the speaker's intent and purpose in communicating. the



function of each speech is to state the intent of the speaker to the listener. From the understanding above, it can be concluded that speech act theory is a speech that repeats an action to achieve a certain goal. And Austin (1962) also identified speech acts into three different levels of action outside of speech actions, including:

### 2.1.1 Locutionary Act

Locutionary act is a basic expression expressed by everyone that is formed by proper grammar and vocabulary that is easily understood by the interlocutors. Therefore, Yule (1996) also mentioned that the language used in communication between speaker and listener must be the same to achieve the goals and results of the communication that occurs. Locutionary act could express an action phrase saying something. So that the purpose of the locutionary act only to provide information to the listener (Rahardi, 2009: 17). While for Leech (1983: 199) states that the act of locutionary is the basis of speech, or produces a linguistic expression of meaning. For example: 'The weather is cold.' From that example, the speaker wants to provide information to listeners that the weather is cold. In this case, the speaker has intention so that the listener understands what it is the speaker's wishes.

### 2.1.2 Illocutionary Act

The Illocutionary act is an act of communication carried out by anyone and that has a communicative power in saying an expression. Therefore illocutionary acts can also be associated with the term of speech acts (Yule; 1996).

It also shows that for every what is expressed by the speaker who has a communicative power, the speaker also does illocutionary acts. For example, the speaker says to the other person with the word "Stop! Don't sit there! " Maybe it has a different strength behind it. The speaker said it was possible that the intention was to stop the interlocutor from sitting in the designated place because the seat was wet or maybe the seat was unfit for sitting.

### 2.1.3 Perlocutionary Act

Yule (1996) states that the act of perlocution is the final act or which can be said to be the effect of the act of perlocution. The act of perlocution is done to influence the listener. However, not all listeners who are influenced by the speaker will immediately act to do something but can also be like the listener changing his thoughts or habits. For example, the speaker says "your hair is very messy." So, spontaneously the listener immediately straightens his hair after hearing the other person say it.

## 2.2 Speech Acts Classification

Searle criticizes Austin for operating with overlapping criteria or categories that don't meet category definitions and so on. Searle also argues about Austin's taxonomy, which shows that it cannot maintain a distinction between illocutionary and action verbs. Thus, Searle (1999) categorizes illocutionary acts into five types which are assertive or representative, directive, commissive, expressive, and declarative.

### 2.2.1 Assertive / Representative

A representative is a speech act carried out to bind the speaker to the truth of what they say. This speech act is also called an assertive act because Searle (cited in Sumurung, 2016, p. 4-5 states this category has illocutionary functions such as “states/assert, reports, shows testimony.”

Mey, J.L (2001, p. 120) says that:

Assertions often, maybe even always, represent a subjective state of mind; the speaker who asserts a proposition as true does so in force of his or her belief. The belief may have different degrees of 'force'; it makes a difference whether I postulate something or merely hypothesize; however, the point of speech acts remains the same.

For example, the speaker says "The rice stall is always crowded". The phrase is representative speech because it contains the correct information in it. The speaker is responsible for what he said because it is indeed a fact and can be proven that the shop is indeed crowded with many buyers because there are many menus in the shop and it is also delicious.

### 2.2.2 Directive

The directive act is the speech act intended by the speaker so that the speech partner can take action by what is said by the speaker. According to Searle (cited in Sumurung, 2016, p. 4-5) this category also has illocutionary functions such as “asking, inviting, coercing, suggesting, urging, ordering, commanding, charging, giving the cue, pleading, challenging.” For example, the speaker says: "Get my bag!" The sentence can be said as an expression of the directive act

because the expression refers to the speech partner so that the speech partner gets the bag according to the instructions given by the speaker.

### 2.2.3 Commissive

The commissive act is a speech act that binds the speaker to carry out everything mentioned in the expression. The functions of the statements belonging to this type of commissive speech act include swearing, promising, threatening, declaring ability. An example of a commissive speech act is a speaker saying: "I can carry out this mandate properly." This can have consequences for the speaker to be able to take responsibility for the mandate by what he said.

### 2.2.4 Expressive

Expressive acts are speech acts intended by the speaker so that the speech is interpreted as an evaluation of the things mentioned in the speech. The functions of the statements belonging to this type are speeches that express gratitude, complain, congratulate, flatter, praise, blame, and criticize, thanking, praying, greeting. Therefore expressive speech acts can be called evaluative speech acts. The examples of expressive speech acts are: "Thank you for helping me in resolving this problem." This sentence including the type of expressive act due to including the utterance of 'thanking'. It shows that very much appreciate the help obtained from others.

### 2.2.5 Declarative

Declarative acts are speech acts intended by the speaker to create a new thing (status or condition). The functions of the statements belonging to this type

are impressive, decide, cancel, prohibit, grant, permit, classify, appoint, forgive.

An example of a speech that is classified as a declarative speech act such as "mother forgive your mistakes, son." The phrase is talking in the type of declarative speech act because the phrase contains to forgive the mistakes of children made to his mother. This shows that with the mother forgiving the mistakes of her children, a new atmosphere or situation will arise between the mother and her child.

From all of the kinds of illocutionary acts proposed by Searle, it could be concluded that actually, all utterances are performative or a speech act. Therefore, Searle suggests that the basic unit of linguistic communication is a speech act. It can be a word, phrase, sentence, or sound that has meaning to express user intent. So it can be said that speech acts are language units in pragmatics, such as morphemes, words, phrases, and sentences. As a language unit in linguistics. The types of speech act units can vary from certain sounds, words, phrases, sentences, and even up to discourse. In the sense, as long as the sound is meant for a specific meaning, it can be said to be a speech act. And from the explanation of the theory above, the researcher only takes speech act theory in general, to be used as a reference in developing this research. And this research was developed with more focus on the theory of speech act proposed by Searle. Besides, the researcher also takes language teachers to be able to develop this research because in general language teachers use more communication with their students. So most likely speech acts are easier and are found in language teachers.



### 2.3 Illocutionary Force Indicating Devices (IFID)

In the analysis of illocutionary acts, there is a context involved in it.

Identifying an illocutionary act requires the help of a device called Illocutionary Force Indicating Devices (IFID). Illocutionary Force Indicating Devices (IFID) is a device that can be used to show the utterance of a sentence that contains illocutionary acts. According to Yule (1996: 48) states that the illocutionary style is speech that is carried out through a communicative power of a speech. Meanwhile, Searle & Vanderveken (cited in Putra, 2018, p. 10) stated that "IFID as any elements which can be used to indicate that an utterance of a sentence containing that element has a certain illocutionary force or range of illocutionary forces."

Searle & Vanderveken and Yule provide examples that include IFID including emphasis, intonation, word order, mood, and performative verbs. However, from these examples, the most obvious IFID set is the performative verb. A performative verb is a verb that explicitly names the illocutionary acts that are being performed. The speaker does not always "do" his speech act explicitly, but sometimes describes the speech act that is performed. Yule (1996: 50-51) states that there are several prerequisites for speech acts in everyday contexts, including general conditions on the participants, for example, to understand the language used, then there are also content provisions, for example (to promise) it means that the content must be about future events. There are also conditions for preparation, for example (promise), there are two conditions for preparation. The first is that the event will not happen by itself. The second is that the event will be

## 2.4 Context

[illegible]

## **2.5 Teachers' Talk**

Teachers' talk is the most important thing input in the teaching and learning process. Allwright and Bailey (1991) state that every teacher has roles or two important assignments in the language classrooms. Xiao-Yan (2006) also states that the first teachers' task is to offer sufficient high-quality language input and the second task is to offer students more opportunities to use the target language. Talking is one of the main ways teachers convey information to students and that is also one of the main ways to control student behavior. For a teacher who talks too much, this will be useful for students, this is because all the words that come out of a teacher's mouth when explaining a material, there will be an application that emerges from a teacher so that an influence or impact appears for each listener.

## **2.6 Ulul Albab Junior High School**

Ulul Albab Junior High School is located on Jl. Bebekan Masjid No. 1-2 Taman - Sepanjang Sidoarjo, which was established in 2001 by the At-Thohiriyah Islamic Education Foundation. This school is a private school that implements the Islamic Full day School program. This school is also called a bilingual school because the school provides two foreign languages for daily conversation by all students both in class and outside the classroom. Two foreign languages provided include English and Arabic. However, not forgetting their own culture and country, this school also continues to implement the communication with others using Javanese and Indonesian languages. However, the four languages are not



## RESEARCH METHODS

This chapter has explained about process of conducting this study. This chapter consists of research design, research site, research instrument, data collection, and data analysis.

### 3.1 Research Design

This research was developed as a descriptive qualitative research because it can describe the findings obtained by the researcher based on the problem formulations in this study. Seliger and Shohamy (cited in Litosseliti, 2010, p. 31) state that the method or technique in each study can be drawn from research projects that depend on the formulation of the problem and also the focus of researchers in developing their research. Therefore, the researcher used the qualitative method to collect the data, because it can answer the research problems in this study. The qualitative method used by the researcher in collecting data is by observation. According to Baker (2006) observation is a very complex research method because it requires the researcher to take part by using several techniques to collect the data. On the other hand, Gorman and Clayton (2005, p. 40) stated that observational studies are "involving the systematic recording of observable phenomena or behavior in natural settings." So the researcher did the observation at Bilingual School by observing the implementation of learning in the classroom with a focus on the teachers' talk when they communicating or giving the material to their students.

### 3.2 Research Site

This research did by the researcher at Ulul Albab Junior High School Sidoarjo. This school is a private school founded by an Islamic-based foundation. The reason the researcher choose Ulul Albab Junior High School is that this school is a private school that has good quality and provides 4 languages for daily communication at school with friends and teachers. So according to the researcher, the school not only formed an Islamic young generation but also be able to make its students proficient in mastering the 4 languages provided by the school, which are 2 foreign languages (English and Arabic) then the other 2 were local languages which are (Indonesian and Javanese).

### 3.3 Data Collection

In this section, the researcher explains the data, subjects, and instruments used by the researcher in this study. And the researcher also describes the techniques used by the researcher during the process of collecting data.

### 3.3.1 Research Data

The data is a material that is always needed and used by the researchers.

Lofland (cited in Moleong, 2004, p. 157) stated that “the main data source in qualitative research it is a word and an action, then the rest is additive data such as documents and others.” So, the research data that used by the researcher to answer the problem formulations in this study that are all of the expressions or utterances performed by English and Javanese language teachers when giving language material to be taught to their students.



### 3.3.2 Subjects of The Study

The subjects of this study that were used by the researcher to develop this research are two teachers who are participants in fulfilling this research, they are English language teacher and Javanese language teacher. The researcher observed every activity in the class that is more specifically concerned in every utterance that is performed by the teacher to their students to find the expressions or utterances that are classified as speech acts and their functions. There are 4 language teachers provided by bilingual schools, which are: English Language teacher, Indonesian Language teacher, Javanese Language teacher, and Arabic Language teacher. However, the researcher only chose two teachers, they are a teacher who taught the English language and a teacher who taught the Javanese language in grade 8 to avoid the large data. The researcher did not use an English language teacher and an Indonesian language teacher because Indonesian is a local language for the Indonesian people, especially for students of SMP Ulul Albab and they can use the Indonesian language. Meanwhile, Javanese is the local language for students of SMP Ulul Albab, but they realize that Javanese is like a foreign language for them. This is because the Javanese language is difficult to accept by Javanese natives, so they cannot use the Javanese language perfectly. Therefore, the researcher chose an English language teacher and a Javanese language teacher because the English and Javanese languages used by the two teachers are foreign languages for the students of SMP Ulul Albab. On the other hand, if the researcher chooses more than two different teachers, it will cause

biases in analyzing the data. It is because every language teacher has a different speech and speaking style during the learning process in the classroom.

### 3.3.3 Instrument

In developing this qualitative research by answering all existing research problems, the researcher uses the human as the instrument of this study. So, this research instrument is a researcher of this study. In this study, the researcher acts as a planner, implementer in the data collection, analyzing data, interpreting data, and in the end the researcher who is the reporter from the results of this research. The function of the researcher as an instrument in this study is to determine the focus of this research, choose the right informants as data sources in this study, collect the data, assess the data quality, analyze the data, interpret the data, and make conclusions on the findings. On the other hand, the researcher also used an audio recorder instrument to record all the utterances expressed by the teachers when communicating with their students in the online class via zoom meeting. The purpose of the researcher is also to use an audio recorder when making observations is useful so that the researcher can playback the recording so that the researcher does not miss any existing data.

### 3.3.4 Data Collection Techniques

In this study, the researcher used observation methods to collect data. In this process, the researcher observed the illocutionary acts performed by the teachers when communicating with students in the class. So that, the researcher knows the types of illocutionary acts they performed in the classroom during the

learning process. To collect the qualitative data in the form of English and Javanese language teachers' expressions, the researcher did the observations for two meetings, which in twice observations showed that on the first meeting the researcher observed the English language teacher when teaching and learning process in class 8. And on the second meeting, the researcher observed the Javanese language teacher when teaching and learning process in class 8. Before the researcher made observations at SMP Ulul Albab, the researcher came to the school and met the headmaster to ask permission to make observations at school. The researcher asked for permission by providing a research permit from the campus. Then the headmaster immediately permitted the researcher, and he brought the researcher with the English and Javanese language teachers so that the researcher immediately got the schedule for English and Javanese classes to make observations. After that, the researcher made observations online through the zoom link that was shared by the English and the Javanese language teachers according to the schedule given by the teachers. The researcher observed online because at that time the English and Javanese language classes were carried out online so that the researcher also followed the existing procedures at the school.

In the observation process, the researcher also uses the note-taking technique as proposed by Sudaryanto (1993). The application of observation methods and note-taking techniques are useful for formulating speech act analysis (Sudaryanto, 1993: 133). So, the researcher also takes notes of what happened in class about the use of speech acts by the teachers during the learning process. The researcher uses note-taking techniques to get the information from the teachers.

Besides, the researcher also recorded the teaching and learning process in the classrooms to collecting the data. Silverman (1993: 10) argues that audio recording is an important element in qualitative research. Meleong (2008) also argued that recording has several advantages and disadvantages. One of the advantages is that the recording can be heard repeatedly so that any questionable data can be checked right away. Whereas the disadvantages of this method that are consumes more time and arrangements the observation situation will be disturbed (Meleong, 2008: 180).

In analyzing the data, the researcher used qualitative analysis data. Rijali (2018, p. 86) states that qualitative data methods are mainly used by considering data that need to be described and interpreted in a verbal form. The process of qualitative data analysis was carried out by the researcher in the following steps :

After the researcher recording the teaching and learning process, the researcher also transcribed the recording into the written form, so that the researcher can analyze the types and functions of illocutionary acts performed by English and Javanese language teachers easily.

[illegible]

1. The researcher selected and simplified the data so that no data is not suitable for analysis. So there is only data that can be categorized into types of illocutionary acts. Then, the researcher reduces unnecessary data, for example, is the teacher's speech act when communicating with other teachers who suddenly enter the classroom during the learning process. The example of unimportant utterances by the teacher are as follow :

Teacher 2: 'okay, 45 minutes later'

2. After selecting the data in the form of teachers' utterances that were used as the data in this study, the researcher coded on each utterance which belonged to the types and functions of illocutionary acts.

### 3. Data Display

The next step is data displays. After the researcher reducing the unnecessary data and coding the utterances which belonged to the types and functions of illocutionary acts, the researcher displays the data collected in an organized and information that leads to the conclusion. The researcher displays the data as follow :

1. The researcher also classified the data that have been coded by the researcher into the table form. The data were about illocutionary acts and the function of illocutionary based on Searle's theory performed by the teachers (English language teacher and Javanese language teacher) in the teaching and learning process in class 8 SMP Ulul Albab Sidoarjo. This data is displayed by the researcher in the form of informative tables as follows:

### Table 3.1 Data Display

No	Activity	Utterance	Context	Classification Of Illocutionary Acts	Functions	Mean
1.	Main activity (discusses the material in the classroom)	"Who wants to answer my question, and I will give you something?"	The context of this speech occurs in the middle of learning where the teacher asks questions to the students	Commissive	Promising	This utterance means making the students active in the class by answering the teacher's question





These subsections are presented to answer the problem objectives of this study can be reached.

In this subchapter, the researcher presents the research findings and collected from observation in the classrooms. Based on the results in this study, this study aims to show the types of illocutionary acts performed by an English language teacher and Javanese students in the teaching and learning process in grade 8 of SMP Negeri 10 Sukoharjo.

**Types of Illocutionary Acts Performed by the English Language Teachers in the Classrooms**

## 4.1 Findings

#### 4.1.1 The Kinds of Illocutionary Acts Performed by the English and Javanese Language Teachers in the Classrooms

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#### 4.1.1.1 English Language Teacher

**Table 4.1 Data Findings of the Kinds of Illocutionary Acts Performed by English Language Teacher in the Learning Process**

English Language Teacher in the Learning Process	
Activity	Kinds of Illocutionary Acts
Opening	Directive
	Assertive / Representative
	Expressive
	Declarative
Main Activity	Directive
	Assertive / Representative
	Expressive
	Declarative
	Commissive
Closing	Directive
	Assertive / Representative
	Expressive



(1) English Language Teacher: *I can't see your face!*

Based on the utterance above, this utterance can be categorized into assertive/representative act, because this utterance shows that the teacher told the truth with what she saw and she stated that she really couldn't see Hafid's face because Hafid's camera still off. The context of this speech happened before the teacher opened the meeting and after the teacher ordered Hafid to turned on his camera.

In the opening activity, the researcher also found 1 utterance of an expressive act. This expressive act can be seen in the following utterance :

Based on the utterance above, this utterance can be categorized into an expressive act, because this utterance shows that the teacher opened the learning by saying ‘assalamualaikum wr.wb’ as Islamic greetings. The context of this speech happened when the teacher opened the learning.

In the opening activity, the researcher also found 1 utterance of the declarative act. This act can be seen in the following utterance :

[illegible]

## 2) Main Activity / Discussions

**a) Directive**

(1) English Language Teacher: *Okay 8 graders.. what did we do in the previous meeting?*



Based on the utterance above, this utterance can be categorized into a directive act because this utterance shows that the teacher asked the students about the discussion of the last meeting before the teacher starts the discussion and the teacher expected that the students answer her question. The context of this utterance happened when the teacher would start the beginning of the discussion.

**b) Assertive / Representative**

In the main activity, the researcher found 13 utterances of assertive acts in a different context. One of the teacher's utterances which are included in the assertive act is as below:

- (1) English Language Teacher: *So many lessons I can not remember one by one.*

The utterance above can be categorized into an assertive act. This utterance shows that the teacher has intended to state to students that the teacher did not remember the material that has been discussed at the previous meeting because the teacher has many lessons to teach. The context of this utterance happened at the beginning of the discussion after the teacher asked students about what the material discussed in the last meeting.

**c) Expressive**

In the main activity, the researcher found 11 utterances of expressive acts in a different context. One of the teacher's utterances which are included in the expressive act is as below:

- (1) English Language Teacher: *okay, thank you for helping me...*

This utterance is called an expressive act because this utterance means that the teacher felt grateful to her students. After all, the students helped the teacher





**c) Expressive**

(1) English Language Teacher: *Wassalamualaikum wr.wb..*

From the interpretation above, it can be seen that the researcher found 114 utterances that can be categorized into 5 kinds of illocutionary acts performed by English language teacher when learning process in the classroom, which are directive, assertive, expressive, declarative, and commissive. It can be found from the opening activity until the closing activity. From 114 utterances that the researcher found, it can be seen that directive acts were used 72 times, assertive and expressive acts were used 15 times, declarative acts were used 11 times, and the commissive act was used only one time by the English language teacher. So, the most dominant illocutionary act that is performed by English language teacher when the learning process in the classroom is a directive act with a total of 72 utterances.







greeting. And the context of this utterance happened when the teacher opened/started the meeting.

## 2) Main Activity / Discussions

In the main activity/discussions, the teacher communicates with the students by using various types of illocutionary acts that can attract students to be more active in the learning process. In the discussions activity, the Javanese language teacher presented four types of illocutionary acts which are assertive/representative, declarative, expressive, and directive. In the findings data, in the form of Javanese language teacher's utterances at the discussions activity, which appeared, among others:

**a) Directive**

In the main activity, the researcher found 20 utterances of directive acts in the different contexts. One of the teacher's utterances which are included in the directive act is as below:

(1) Javanese Language Teacher: *para siswa kula aturi teng google classroomipun piyambak-piyambak ngge!* (okay students, please open your google classroom account)

Based on the utterance above, it can be classified into a directive act, because it means that the teacher ordered the students to open their google classroom to check the material from the teacher. And the context of this utterance happened when the teacher gave the first command to the students at the beginning of the discussion.

**b) Assertive / Representative**

In the main activity, the researcher found 8 utterances of assertive acts in the different contexts. One of the teacher's utterances which are included in the assertive act is as below:

(1) Javannese Language Teacher: *Para siswa sedaya teng mriku mangke bade kula sampeaken video ngengeni iklan inggih meniko kang merembab teks iklan utawa reklame lan struktur tes iklan utowo reklame..* (okay students, in the google classroom later, I will show you a video about the advertisement which include ads text and its structure)

The teacher's utterance above was found by the researcher in the middle of the discussion. And it was included in the assertive act because it means the teacher stated that he would show the video to all of the students in this learning about the advertisement. The context of this utterance happened after the teacher ordered the students to check their stream of google classroom.

**c) Expressive**

In the main activity, the researcher also found 6 utterances of expressive acts in the different contexts. One of the teacher's utterances which are included in the expressive act is as below:

(1) Javanese Language Teacher: *Alhamdulillah...* (All praises to God)

Based on the utterance above, it can be classified into an expressive act, because it means that the teacher felt very grateful. After all, finally, his obstacles can be fixed. The context of this utterance happened after the teacher's voice can be heard by the students.

**d) Declarative**

In the main activity, the researcher also found 8 utterances of declarative acts in the different contexts. One of the teacher's utterances which are included in the declarative act is as below:

(1) Javanese Language Teacher: *Sakderenge kita lajengaken, kita sareng-sareng bade mengabsen setunggil-setunggil para siswa sedaya menawi enten ingkang izin utawi sakit mboten saget mengikuti pembelajaran basa jawa dinten niki supados kita semerap.* (Before we continue this study, I will attend your attendance so that we know who was not present at this meeting)

The teacher's utterance above was found by the researcher in the main discussion. This utterance classified into the declarative act because it means that the teacher creates a new situation in which the teacher invited the students to discuss the material together before, but the teacher changes the situation by calling the students one by one before the discussion, to know who is present in the class. The context of this utterance happened after the teacher opened the discussion.

### 3) Closing Activity

In the closing activity, the teacher closed the discussion by using various types of illocutionary acts. In this activity, the Javanese language teacher presented three types of illocutionary acts which are assertive/representative, expressive, and directive. In the findings data, in the form of Javanese language teacher's utterances at the closing activity, which appeared, among others:

**a) Directive**

In the closing activity, the researcher found 6 utterances of directive acts in the different contexts. One of the teacher's utterances which are included in the directive act is as below:

(1) Javanese Language Teacher: *limo pertanyaan kala wau para siswa sedaya tulis saklajengepun difoto saklajengepun panjenengan para siswa sedaya upload teng google classroom niki ngge..* (write the five questions, then you must take a picture and after that upload it to your google classroom account)

The utterance above is also called a directive act because the teacher has ordered the students to make 5 questions that related to the material that has been discussed, the teacher also ordered the students to take a picture of their task then upload it to google classroom. And the context of this utterance also happened in the last discussion.

**b) Assertive / Representative**

In the closing activity, the researcher found 1 utterance of an assertive act. This assertive act can be seen in the following utterance :

(1) Javanese Language Teacher: *kula kinten niku kae mawon ingkang materi saget kula sampeaken.. para siswa sedaya kula lanjutaken teng google classroom ngge niki wau tasik materi.. sak lajengepun sak sampune materi para siswa kita lajeng teng tugas.* (I think that's all the material that I can convey, and now check your google classroom account to do the assignment)

Based on the utterance above, it can be classified into the assertive act, because it means the teacher has stated to all students that it was only discussing the material and the teacher would be continued in google classroom. The context of this utterance happened in the last discussion.

**c) Expressive**

In the closing activity, the researcher found 4 utterances of expressive acts in the different contexts. One of the teacher's utterances which are included in the expressive act is as below:

(1) Javanese Language Teacher: *ngge matur nuwun para siswa sedaya.* (okay thank you so much students)

The utterance above is called an expressive act, because it means that the teacher felt grateful. After all, finally, the discussion finished and the teacher also thanking the students for the meeting that day. The context of this utterance happened in the last discussion.

From the interpretations above, it can be seen that the researcher found 62 utterances that can be categorized into 4 kinds of illocutionary acts performed by Javanese language teacher when learning process in the classroom, which are directive, assertive, expressive, declarative. It can be found from the opening activity until the closing activity. From 62 utterances that the researcher found, it can be seen that directive acts were used 31 times, assertive acts were used 9 times, expressive acts were used 14 times, and declarative acts were used 8 times. So, the most dominant illocutionary acts that performed by Javanese language teacher when learning process in the classroom is directive acts with the total 31 utterances.

#### 4.1.2 The Functions of Illocutionary Acts Performed by the English and Javanese Language Teachers in the Classrooms

In every utterance performed by the English language teacher and Javanese language teacher from the opening activity until the closing activity, it

#### 4.1.2.1 English Language Teacher

**Table 4.3 Data Findings of the Function of Illocutionary Acts Performed by English Language Teacher in the Learning Process**

Activity	Kinds of Illocutionary Acts	Functions
Opening	Directive	Ordering, Pleading
	Assertive	States
	Expressive	Greeting
	Declarative	Decide
Main Activity	Directive	Asking, Pleading, Inviting, Ordering, Suggesting, Giving the cue, Urging, Charging
	Assertive	States, Reports
	Expressive	Thanking, Complain, Blame, Criticize, Praise, Express gratitude
	Commissive	Swearing
	Declarative	Decide, Appoint, Permit, Classify, Grant
Closing	Directive	Asking, Suggesting
	Assertive	States
	Expressive	Thanking, Praying, Greeting







## B. Assertive

In every assertive acts in the opening activity carried out by the English language teacher during the online learning process, the researcher only found one kind of function of the assertive acts that she expressed, including:

### a) States

(1) English Language Teacher: *I can't see your face!*

The utterance above is called as ‘states’ function in the assertive act because it shows that the teacher states the truth about the condition when she saw Hafid’s face. Then, the teacher hoped that Hafid would be turned on his camera.

### C. Expressive

In every expressive acts in the opening activity carried out by the English language teacher during the online learning process, the researcher only found one kind of function of the expressive acts that she expressed, including:

**a) Greeting**

(1) English Language Teacher: *Oke assalamu'alaikum wr.wb..*

The utterance above is seen as a ‘greeting’ function because it shows that Islamic greeting said by the teacher to open her activity. And the teacher also hoped the students to answer her greeting.

### D. Declarative

In every declarative acts in the opening activity carried out by the English language teacher during the online learning process, the researcher only found one kind of function of the declarative acts that she expressed, including:



## b) Pleading

- (1) English Language Teacher: *Someone answer me, please!!*

The utterance above has a function as ‘pleading’ because it intends for the speaker to get attention and responses from students.

**c) Inviting**

- (1) English Language Teacher: *What about you Adinda Permata, Nesya, Dila, Dinda, Farel, don't too remember?*

The utterance above as ‘inviting’ function in this act category, because by inviting the students, the teacher will get an answer faster from the students who are called and invited by the teacher.

### d) Ordering

- (1) English Language Teacher: ***Ramzi your video, please!!! Video.. Ramzi show me that you are ready to study!.***

The utterance above is the ‘ordering’ function because it means that the speaker wanna Ramzi did her instruction when following her class.

e) **Suggesting**

- (1) English Language Teacher: *for others please prepare to answer my question.*

The utterance above is classified as ‘suggesting’ in the directive act because it means that the teacher wants the students to be prepared themselves and answer early. Therefore the teacher suggested to the students at the beginning of the discussion.

### f) Giving The Cue

- (1) English Language Teacher: *okay then, let's go to the next question.*

The function of this utterance is ‘giving the cue’ because it aims to the other students know that the teacher will move to the next question.



The utterance above is seen as the ‘reports’ function because it aims to explain/report and remind the students about the material that has been discussed in the previous meeting.

### C. Expressive

In every expressive acts in the main activity carried out by the English language teacher during the online learning process, the researcher found 6 kinds of functions of the expressive acts that she expressed, including:

**a) Thanking**

- (1) English Language Teacher: **okay, thank you for helping me..**

This utterance as ‘thanking’ function in this act category, because it means that the teacher appreciated the students because they were answered her question correctly.

**b) Complain**

- (1) English Language Teacher: *Pardon?*

The function of this utterance is 'complain' because it aims to complain to the student for the student who answer the question to repeat the correct answer.

**c) Blame**

- (1) English Language Teacher: *teen is not the characteristic teen is a look*

The function of this utterance is ‘blame’ because it aims to inform the student that the answer is false. Then the teacher blames the answer so that the student justifies the answer-back.

**d) Criticize**

- (1) English Language Teacher: *hey what did you say Radit? Oh my god very beautiful word from your mouth*











#### 4.1.2.2 Javanese Language Teacher

[illegible]

according to Searle's theory. The functions of illocutionary acts performed by Javanese language teacher as in the table below :

**Table 4.4 Data Findings of the Function of Illocutionary Acts Performed by Javanese Language Teacher in the Learning Process**

Activity	Kinds of Illocutionary Acts	Functions
Opening	Directive	Asking, Pleading, Ordering, Inviting
	Expressive	Thanking, Greeting, Express gratitude
Main Activity	Directive	Inviting, Ordering, Asking
	Assertive	States, Reports
	Expressive	Thanking, Complain, Express gratitude
	Declarative	Decide, Permit, Classify
Closing	Directive	Asking, Suggesting, Ordering
	Assertive	States
	Expressive	Thanking, Express gratitude, Greeting

Based on the table above, the researcher interprets the teacher's utterances which included the functions of illocutionary acts from the opening activity until the closing activity performed by the Javanese language teacher in the learning process. The interpretations can be seen as follow :

## 1. Opening Activity

In the opening activity, the researcher has found 9 utterances that can be classified into 2 types of illocutionary acts, which are directive, and expressive. And each of these utterances has a function in it. Then, the function of these utterances in the opening activity can be seen as follow :



**our lesson today, let's pray to God and hopefully what we discussed today can be useful for all of us, Ameen..)**

It is seen as an ‘inviting’ function because it aims to invite all students to pray ‘bismillah’ together when starting the learning.

## B. Expressive

In every expressive acts in the opening activity carried out by the Javanese language teacher during the online learning process, the researcher found 3 kinds of functions of the expressive acts that he expressed, including:

**a) Thanking**

(1) Javanese Language Teacher: *ngge fitri, regina, ratu, nisa matur nuwun sampun nyalakan kameranya* (okay fitri, regina, ratu, nisa, thank you for doing it)

The utterance above is seen as the ‘thanking’ function because it aims to appreciate students who have done the teacher’s instruction.

### b) Greeting

(1) Javanese Language Teacher: *ngge Assalamualaikum wr.wb sugeng kepanggian male klean kula ing pembelajaran basa jawa* (Peace be upon you, and Allah's mercy and blessings.. see you again in this Javanese lesson today)

It contains to 'greeting' function because it aims to open the meeting by saying the Islamic greeting to students.

### c) Express Gratitude

(1) Javanese Language Teacher: *ngge alhamdulillah..* (all praises to God Allah)

It contains to 'express gratitude' function because it aims to inform the students that the teacher felt gratitude after got their conditions.

## 2. Main Activity / Discussion

In the main activity, the researcher has found 42 utterances that can be classified into 4 types of illocutionary acts, which are directive, assertive, expressive, and declarative. And each of these utterances has a function in it. Then, the function of these utterances in the main activity can be seen as follow :

### A. Directive

In every directive acts in the main activity carried out by the Javanese language teacher during the online learning process, the researcher found 3 kinds of functions of the directive acts that he expressed, including:

**a) Inviting**

(1) Javanese Language Teacher: *Nah monggo sakniki kita sareng-sareng mlebet teng google classroom* (okay students let's move to our google classroom account)

This utterance contains to 'inviting' function because it aims to invite all students to move to google classroom to check the lesson.

## b) Ordering

(1) Javanese Language Teacher: *para siswa kula aturi teng google classroomipun piyambak-piyambak ngge* (okay students, please open your google classroom account)

This utterance contains to ‘ordering’ function because it aims to order all students to move to google classroom immediately.

**c) Asking**

(1) Javanese Language Teacher: *Fitri.. kpireng suara kula nopo mboten?*  
(Fitri .. can you hear my voice or not?)

This utterance aims to get the response from Fitri to ensure that the teacher's voice can hear by Fitri.





### a) Express Gratitude

(1) Javanese Language Teacher: *Ngge alhamdulillah..* (all praises to God Allah)

The utterance above aims to inform the students that the teacher felt grateful because his student respond and said if she was in a good condition.

**b) Complain**

(1) Javanese Language Teacher: *Loh kok wonten sing matiin kameranya male ngge..* (why are there still students who don't activate the camera?)

This utterance aims to complain to the students who turned off their camera so that the students turn on their camera immediately.

### c) **Thanking**

(1) Javanese Language Teacher: *ngge fitri matur nuwun sampun tanglet male..*  
(okay fitri thank you for your asking)

The utterance above is aimed to appreciate Fitri because she has asked the teacher twice.

### D. Declarative

In every declarative acts in the main activity carried out by the Javanese language teacher during the online learning process, the researcher found 3 kinds of functions of the declarative acts that he expressed, including:

**a) Decide**

(1) Javanese Language Teacher: *ngge langsung mawon ngge para siswa sedaya biar cepet pembelajarannya* (okay students, let's start the learning immediately so that the learning can finish quickly)

The utterance above aims to change the situation of learning by continuing the discussion so that the learning would be finished early.



**students, maybe what I said earlier is still not understood, you can read and study it in the textbook on the page 63 to 66)**

The utterance above is aimed to suggest the students reopen and reread their book so that the students can more understand the lesson.

### b) Ordering

(1) Javanese Language Teacher: *limo pertanyaan kala wau para siswa sedaya tulis saklajengepun difoto saklajengepun panjenengan para siswa sedaya upload teng google classroom niki ngge..* (write the five questions, then you must take a picture and after that upload it to your google classroom account)

The utterance above is aimed to order the students did the tasks by paid attention to the teacher's instruction.

### c) Asking

(1) Javanese Language Teacher: *paham ngge para siswa?* (do you understand students?)

The utterance above is aims to get the responses from the students about their understanding of the lesson.

### B. Assertive

In every assertive acts in the closing activity carried out by the Javanese language teacher during the online learning process, the researcher only found one kind of function of the assertive acts that he expressed, including:

### a) States

(1) Javanese Language Teacher: *kula kinten niku kae mawon ingkang materi saget kula sampeaken.. para siswa sedaya kula lanjutaken teng google classroom ngge niki wau tasik materi.. sak lajengepun sak sampune materi para siswa kita lajeng teng tugas..* (I think that's all the material that I can convey, and now check your google classroom account to do the assignment)

The utterance above is aimed to state that the teacher wants to continue the tasks available in the google classroom.

### C. Expressive

In every expressive acts in the closing activity carried out by the Javanese language teacher during the online learning process, the researcher found 3 kinds of functions of the expressive acts that he expressed, including:

a) **Thanking**

(1) Javanese Language Teacher: *maturnuwun sanget ngge para siswa sedaya sampun merhateaken nyemak nopo ingkang kula sampeaken dinten niki materi basa jawa bab sekawan iklan utowo reklame nintingi ukara agnya lan ukara sambowo.. mekaten para siswa sedaya ingkang saget kuwula sampeaken dumateng para siswa sedaya..* **(Thank you so much for all the students who have paid attention to what I have presented today about the Javanese language material in the chapter 4 about the advertisements or the words agnya and the sentence sambowo .. that's all what I can convey to you all)**

The utterance above is aimed to appreciate all students because they have responses and paid attention to the teacher for a learning process.

### b) Express Gratitude

(1) Javanese Language Teacher: *ngge alhamdulillahirobbil alamin..* (all praises to God Allah)

The utterance above is aimed to inform the students that the learning would be finished. Therefore, the teacher said 'hamdalah' because he felt gratitude that finally, the learning has finished.

**c) Greeting**

(1) Javanese Language Teacher : *kula akhiri wallahumuwaaffiq ila aqwamit thoriq waallahu a'lam bisshowab summa salam wassalamualaikum wr.wb.* (the last I say wallahumuwaaffiq ila aqwamit thoriq waallahu a'lam bisshowab summa salam wassalamualaikum wr.wb)

The utterance above is aimed to close the meeting by saying ‘wassalamualaikum wr.wb’ as an Islamic greeting.

From the interpretations above, it can be seen that the researcher found 14 functions of illocutionary acts performed by Javanese language teacher in a classroom. It shows that the directive act has 5 functions which are asking, pleading, inviting, ordering, suggesting. While for Assertive act has 2 functions including states and reports. Then expressive act has 4 functions which consist of greeting, thanking, complain, express gratitude. And the last is the declarative act which has 3 functions, including decide, permit, and classify. So from 14 functions that have been displayed by the researcher into the table and interpretations above, it shows that the more dominant function is 'asking' from the directive act with a total of 14 times performed by the teacher in delivering learning material.

### 4.1.3 The Comparison between the Kinds and Functions of Illocutionary Acts Performed by English and Javanese Language Teachers in the Learning Process

From the data findings above, it shows that there is a comparison between the types and functions performed by English teacher and Javanese teacher during the teaching and learning process in the classroom. And the comparison can be seen in the table below:







The table above shows that English language teacher and Javanese language teacher have differences and similarities between the kinds of illocutionary acts and the functions used when delivering the material to students. The first difference is that the English language teacher used 5 kinds of illocutionary acts during the learning process in the classroom, including directive, assertive, expressive, commissive, and declarative. While the Javanese language teacher only used 4 kinds of illocutionary acts, including directive, assertive, expressive, and declarative. Then, the second difference is that the English language teacher has 24 functions, including ordering, pleading, inviting, asking, suggesting, giving the cue, urging, charging, states, reports, greeting, thanking, complain, blame, criticize, praise, express gratitude, praying, swearing, decide, grant, appoint, permit, and classify. While the Javanese language teacher only has 14 functions including asking, pleading, ordering, inviting, suggesting, states, reports, thanking, greeting, express gratitude, complain, decide, permit, and classify.

On the other hand, they also have similarities which are in the kinds of illocutionary acts and illocutionary functions. The first equation is the directive act becomes an illocutionary act which is more dominant and is often used by an English language teacher and a Javanese language teacher because directives have the highest value both for English and Javanese language teachers. Which is the English language teacher is directive found 72 times. Whereas in the Javanese language teacher, the directive was found 31 times. Then the second equation is the 'asking' function which is also more dominant in the English and Javanese

## 4.2 Discussion

In analyzing the kinds and functions of illocutionary acts, the researcher used Searle's theory. Searle divided the kinds of illocutionary acts into five, which are directive, assertive or representative, expressive, commissive, and declarative. And also Searle (cited in Sumurung, 2016, p. 4-5) divided the functions of each kind of illocutionary act. He stated that the directive act has functions such as asking, inviting, coercing, suggesting, urging, ordering, commanding, charging, giving the cue, pleading, challenging. The assertive act also has functions such as states/assert, reports, shows testimony. Then, the commissive act also has many functions such as swearing, promising, threatening, declaring ability. Whereas, the expressive act has functions such as express gratitude, complain, congratulate, flatter, praise, blame, and criticize, thanking, praying, greeting. And the last he

also stated that declarative act has many functions such as impressive, decide, cancel, prohibit, grant, permit, classify, appoint, forgive. In analyzing the findings data based on the theory put forward by Searle above, the researcher found several kinds and functions of illocutionary acts performed by English and Javanese language teachers in the teaching and learning process in the classroom.

The findings above show that each teacher performed different kinds of illocutionary acts and functions. It can be shown that the English language teacher using many utterances which has many functions out of 5 types of illocutionary acts based on Searle's theory, including directive 72 times, assertive 15 times, expressive 15 times, commissive only once, and declarative 11 times. Meanwhile, Javanese language teacher also using many utterances and has many functions out of 4 types of illocutionary acts based on Searle's theory, including directive 31 times, assertive 9 times, expressive 14 times, and declarative 8 times. From the difference in these results, it shows that commissive is not always used by every teacher in communicating with students during the learning process in the classroom. It shows that commissive act is not found in Javanese language teachers, because commissive is to bind the speaker to everything he tells to the listener. And the Javanese language teacher does not need to commit to the actions he should take to his students. Meanwhile, the English language teacher needs to tie herself to do something following what she tells to students so that students can answer her questions. So that the English language teacher also performed a commissive act with the function of 'promising' to students who want to answer the question.

Then, all types of illocutionary acts performed by the English and Javanese language teachers show that directive acts are mostly used in the learning process in the classrooms. And it turns out that the results of this study support previous research, namely Rohmah (2011), Rumaria (2015), Basra and Thoyyibah (2017), Sholawat (2017), Husna (2019), where the 3 previous studies had a context in real life and the data were taken in the class context. While the other 2 previous studies used literary works of films and novels, which in films also tell the real-life context in the classroom, and on the other hand the novels used by previous studies tell the context with the setting of everyday life. So it can be concluded that the directive act is part of the biggest illocutionary act in the context of real-life in the classroom and also literary works in the form of films and novels that have a context in life with daily settings as well as in the context in the classroom. This may be influenced by research in the same context, namely in one Indonesian society so that the culture and strategies used by both teachers and other characters in films and novels that tell in real life have the same way. Because usually, the Indonesian people increase their awareness of other people around them who will become their listeners later. So that the speaker uses more directive acts in communicating to get feedback from the listener, so that with the reciprocity using the directive it will create good communication between the speaker and the listener.

On the other hand, it can also be influenced by the position of the speaker who often uses the directive acts in communicating with the interlocutor, where the speaker has a higher position than the listener. It can be shown to the teacher

who communicates with the students, where the teacher shows a higher position than the students so that the teacher uses more the directive acts to students such as ordering, asking, giving advice, coercing, inviting, and so on. It can be said that if the teacher or other person who has a higher position and always communicates using the directive acts, it will get feedback from the listener in the form of expressions and actions, so that directive act is proven to create goals good communication between the speaker and the interlocutor.

From all types of illocutionary acts performed by English and Javanese language teachers, there is one function of the directive act which is more dominant used by English and Javanese language teachers is the 'asking' function. The purpose of this function is to be able to create an active classroom atmosphere with discussion. So that English and Javanese language teacher also have more of the 'asking' function which is applied to their students in the class so that each student takes an active role in question and answer in the class so that students always accept and understand the material presented by each teacher well.

So from the discussion above it can be seen that directive acts are the illocutionary act that is more dominant performed by English and Javanese language teachers when communicating with students in the teaching and learning process in the classroom. By using more directive acts in the classroom, it shows that the language teacher wants to create a communicative class, which means that there is always reciprocity in communicating between the teacher and students during the teaching and learning process in the classroom. So that, the class atmosphere can always be active with various discussions that are created. Also,



## CHAPTER V

## CONCLUSION AND SUGGESTIONS

This chapter is the final section of this research. It provides a brief explanation about the result of this study and suggestions for the teachers and the future researcher.

## 5.1 Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the illocutionary act is always used by the teacher when teaching in the classroom. However, the kind of illocutionary act performed by each teacher is always different. This study shows that the English language teacher used as many as utterances which included 5 kinds of illocutionary acts during the teaching and learning process in the classroom, they are directive, assertive, expressive, commissive, and declarative. Meanwhile, the Javanese language teacher shows that there were only 4 kinds of illocutionary acts during the teaching and learning process in the classroom, which is directive, assertive, expressive, and declarative. However, the kind of illocutionary act that is more dominant used by English and Javanese language teachers is the same, namely directive act. But, the number of directive acts used by the English language teacher was more than the Javanese language teacher, which the English language teacher showed that she has 72 times. Meanwhile, Javanese language teacher were only found 31 times.



Then, it can also be concluded that every illocutionary act always has a specific function for the speaker. However, each kind of illocutionary act performed by each teacher also has different functions depending on the goals of the speakers. The data findings show that the 5 kinds of illocutionary acts performed by English language teacher have many functions, including directive act has 8 functions which are asking, pleading, inviting, ordering, suggesting, giving the cue, urging, and charging. While for Assertive act has 2 functions including states and reports. The expressive act also has 8 functions which consist of greeting, thanking, complain, blame, criticize, praise, express gratitude, and praying. Whereas, the commissive act only has 1 function, namely swearing. And the last is the declarative act which has 5 functions, including decide, appoint, permit, classify, and grant. Meanwhile, the Javanese language teacher shows that the 4 kinds of illocutionary acts that the teacher performed, it also has many functions, which are the directive act has 5 functions they are asking, pleading, inviting, ordering, suggesting. While for Assertive act has 2 functions including states and reports. Then expressive act has 4 functions which consist of greeting, thanking, complain, express gratitude. And the last is the declarative act which has 3 functions, including decide, permit, and classify. However, the function that is more dominant for English language teacher and Javanese language teacher are the same which is one of the functions of the directive act, namely 'asking'. It is because every teacher wants all students to always participate actively in learning activities in the classroom so that each teacher always asks questions in every activity in the classroom so that each student always responds to the teacher.

## 5.2 Suggestions

In this section, the researcher would like to provide some suggestions for teachers and other researchers based on the findings and discussion of this research.

The researcher suggests that teachers be more creative and innovative in choosing teaching strategies to convey their material. And the teachers should be able to use better learning media to attract students' interest in learning.

Then, the next suggestions for future researchers, especially for those who have the same problem and are interested in doing research, are suggested that this research can be a reference. And the researcher also suggests that further researchers can also use other subjects such as Arabic and Indonesian language teachers who teach in bilingual schools, to enrich linguistic research in the pragmatic field.

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