

Speech Acts in Teaching Learning Activities at Tourism Vocational High Schools, Denpasar

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Abstract

The title of this research is “Speech Acts in Teaching Learning Activities at Tourism Vocational High Schools, Denpasar”. This study is aimed at finding and describing teachers' speech acts at Denpasar Tourism Vocational School. English Learning in Vocational High Schools to develop student's communication skills in conveying opinion, developing knowledge, technology, and also culture. There are four English language skills (listening, speaking, reading, and writing) and among those, it is necessary to master speaking as the skill is considered to have the utmost importance in language learning. Therefore, by learning to speak English, students obtain valuable life skills it may prove useful in their future and assist them to make contributions to their communities and country. The theories utilized in this study were the theory by Yule (1996) on the types of speech acts and the theory by Searle (1969) used to analyze the functions of speech acts. The data were analyzed qualitatively. The method used in this research was observation method. The techniques used to collect the data were divided into: note taking and video recording. To analyze the data, the teacher's utterances when teaching in class were recorded and then transcribed. Afterward, the transcripts were analyzed in detail to find out the types and functions of their speech acts and they were classified by the related theories. In this research, 2 types of speech acts were found: direct speech acts and indirect speech acts. There are also 5 functions of speech acts, namely: stating, commanding, thanking, promising, and forcing. Three meanings of speech acts were found, namely: illocutionary speech acts, illocutionary speech acts, and perlocutionary speech acts.

Keywords: teacher speech acts, English learning, tourism school

1. Introduction

The learning process usually involves interaction between teachers and students. Their communication certainly cannot be separated from a language used as a medium to convey knowledge. In creating meaningful communication, knowledge of language alone is not sufficient to support the activeness and effectiveness of the learning process. Linguistics, especially in terms of the study of pragmatics, is called the study of speech acts. The term speech act arises because when a speaker speaks, the speaker does not only utter an utterance, but the speaker also performs an action based on the said speaker's utterance (Austin, 1962:29). A speech act is an action expressed through language which is accompanied by body movements and gestures to support the conveyance of the speaker's intent. In the speech act process, it is determined that there are several aspects of speech situation, including: first, who greets (greeter, speaker) and who is addressed (speaker), second, the context of speech (background), third, the purpose of the speech, fourth, speech as a form of action, fifth, speech as a product of verbal action (Leech, 1993: 19-20).

When teachers communicate and interact, they are never separated from the use of spoken language in the form of speech acts. A speech act is a means of communicating, interacting, and channeling messages conveyed by speakers as senders and speech partners as recipients. Thus, speech acts are the basis of which relationships may be formed. The use of language with the correct speech acts by teachers will assist students to understand the teachers' explanation, to achieve targeted learning. It is necessary for teachers' utterances at Tourism Vocational Schools to be engaging and by the psychological levels of students, so that the learning process can run effectively and learning materials may be comprehended properly. To build effective and efficient learning activities in the teaching and learning process, the language skills of educators/teachers and students are needed, starting from oral speech. Learning English at Vocational Schools has the goal of developing students' communication skills in expressing

opinions, and developing science and technology, and culture. Iskandarwassid and Suhendar (2009, p.240) argued that everyone needs to have speaking skills, especially students of vocational high schools. From Ur's statement (1991: 120), it can be understood that "of the four language skills (listening, speaking, reading and writing), speaking skills need to be mastered because it is an intuitive skill that seems most important in learning a language". The roles of teachers include learning resources, facilitators, managers, demonstrators, mentors, motivators, and evaluators (Sanjaya, 2008). So in that case, teachers must be able to provide examples of creative speech acts, both when stating, ordering, advising, and asking questions. When teaching, teachers need to understand and have the skills to choose and process words to avoid misunderstandings that can make interlocutors feel offended or give unfavorable assessments of the personalities of the speakers.

The phenomenon detailed earlier is one of the things that has an important role in maintaining good communication between teachers and students, namely speech acts. The tendency of speech acts in teaching needs to be examined because good teachers should use the correct language according to the rules when delivering teaching materials to students so that students can easily understand the materials that have been delivered. The purpose of this research is to describe the speech acts of teachers at State Tourism Vocational Schools and Private Tourism Vocational Schools in Denpasar City. Research on teacher's speech acts is expected to provide new knowledge in appropriate speech acts to improve the quality of the learning process. The explanations of the types and functions of teacher speech acts used in Tourism Vocational Schools are expected to be examples to be applied in everyday life. In addition, based on the types and functions of speech acts, the meaning contained in speech acts can be seen to create harmonious relationships and effective communication, so that teachers and students can improve their speech acts.

2. Theoretical Frameworks

Speech is a form of action and not just something about the world of speech acts, in other words, speech acts are the functions of language as means of enforcing, all sentences or utterances uttered by speakers contain certain communicative functions (Austin in Leech (1993: 280). Wijana and Rohmadi (2009: 21) argued that speech acts are pragmatic elements that involve speakers and interlocutors in certain situations in a purpose-oriented activity. A speech act is a speech with an action in it because in conveying something, a speaker also takes action through the utterance the speaker conveys (Austin, 1962: 12). If someone says "I promise", the speaker does not only say the utterance but also makes the promise.

2.1 Types of Speech Acts

Based on the types of sentences, speech acts can be divided into two types, namely direct speech acts and indirect speech acts, Yule (1996). In direct speech acts, there are 3 forms of sentences, namely: declarative, interrogative, and imperative. There are two types of speech acts, namely direct speech acts and indirect speech acts. The two types of speech acts are explained as follows:

a) Direct Speech Act

Direct speech acts occur when there is a relationship between the structure of the sentence used by the speaker and the function of the sentence. Yule (1996: 95) explained that in a simple structural division among the three general types of speech acts given in English, there are three basic sentences. Based on these three types of basic sentences, it can be seen that there is a relationship between the three structural forms, namely: declarative sentences with a general communication function as statements, interrogative with question sentence mode used to ask something, and imperative sentences which function as commands/requests.

b) Indirect Speech Act

An indirect speech act is a type of speech act if there is an indirect relationship between the structure and the function of speech which can be understood if a speech partner listens to the speech and pays attention to the context of the speech situation. Yule (1996: 97) explained that indirect direct speech acts are the most common type in English, such as interrogative forms. In particular, it is not only used to ask a question (because it does not only expect an answer but also expects an action). Second, the meaning of speech may be in contrast with its true meaning. Indirect speech acts are the types of speech acts used to order/instruct someone to do something indirectly.

2.2 Functions of Speech Act

Searle (1969) divides speech acts into five functions by pragmatism. In a broad sense, Searle (1969) divides speech acts based on various criteria which are also called the functions of speech acts. The speech act function is directly related to the contextual situation so it is very communicative. Based on the communicative acts of a speaker, the functions of speech act are divided into five, namely (1) assertive, (2) directive, (3) commissive, (4) expressive, and (5) declarative.

a) Assertive

An assertive function is a speech act that binds the speaker to the truth of the proposition being spoken through an utterance. The variety of actions with this form of speech act includes claiming, stating, suggesting, boasting, and complaining.

b) Directive

A directive function is a form of speech act that has the intention of influencing the interlocutor to take the actions the speaker desires. The variety of actions with this speech act includes recommending, commanding, requesting, and ordering.

c) Commissive

A commissive function is a form of speech act that binds the speaker to carry out what is said in the speaker's utterance. It means the function refers to future actions such as promising, threatening, or offering.

d) Expressive

This function gives a statement or indicates the psychological attitudes of a speaker towards a particular situation. These kinds of speech acts include apologizing, condoling, thanking, congratulating, blaming, and praising.

e) Declarative

A declarative function is the function of speech act performed by the speaker to create a new thing (status, condition), for example, surrounding, christening, appointing, sentencing, naming, dismissing, excommunicating, deciding, allowing, and forgiving.

3. Research methods

This type of study is phenomenology with a qualitative approach. This study focused on teachers' speech acts while teaching English in the classroom. The primary data was taken from the speech of English teachers communicating in the classroom. Two English teachers became the primary data, namely Mrs. Santi and Mrs. Linanda who were observed for this study. The objects of this study were Denpasar State Tourism Vocational School number 4 and Kertha Wisata Private Vocational School in Denpasar City. Qualitative methods were used to analyze the data. Data collection was done as an observation method: First, listening and recording the teachers' explanations while teaching in the classroom. Second, observing teachers' conversations and recording interesting speech by video recording to ensure the authenticity of the data. Furthermore, the technique for analyzing the data was to classify it into speech act components and then analyze types of speech act based on the theory by Yule (1996) and functions of speech acts theory proposed by Searle (1969) and for the meaning theory by Levinson (1983).

4. Results and Discussion

Based on the data analysis, the results of the discussion in this study can be concluded. The research investigates the types of speech acts used by teachers in communication during English teaching. The functions and meanings of speech acts in English language teaching in Tourism Vocational Schools were discussed using the theory of Searle (1969). He classifies 5 functions of speech acts, namely: assertive, directive, commissive, expressive, and declarative. The meaning of speech acts based on the theory of Levinson (1982) is classified into 3 meanings, namely locutionary act, illocutionary act, and perlocutionary act.

4.1 Types of Direct Speech Act

a) Types of Direct Speech Act Declarative Form

Data TTG 4.3 dialogue 1

Teacher	: Your attention to the audience so your score is 78-80. For the second level, you understand your news and it means an excellent score of around 79-83, you didn't read the text and you understand your text.
Student	: Alright miss

In the conversation above, which took place before the start of the presentation, the teacher explained to the students the grades for the presentation and gave information about the grade level during the presentation. The

teacher's speech consists of statements and offers the teacher that those who can do the presentation without reading the text will receive a high score.

The data can be classified into direct speech acts and declarative sentences because the teacher only gives information to the students about the grade level for the presentation. Form a speech "statement" from the teacher to the student to inform which presentation day this can get high points based on the qualification. The form of the statement aims to stimulate students to prepare well for the presentation and not to read the text at the moment of the presentation.

Data TTG 5.0 dialogue 22

Teacher : Ok I think enough for this time, and then I wait for you next Monday. Because time is up.
 Student : Thank you Ms

The dialog above happened at the end of learning about narrative text and some students shared their experiences about their vacation. The time was up and the teacher closed the session. The teacher's speech has its meaning, so the meeting was over for the day and would be continued at the next meeting. The students respond to the teacher's speech by saying "Thank you, Ms.", which is a positive response from the students.

The above data can be classified as the type of direct speech and declarative sentences because there is a speech statement from teachers to students to close the meeting. After all, the time is already over. From the teacher's statement, the aim is to close the meeting as well as to give information to the students who have not yet shared their vacation experiences that they would get their chance at the next meeting.

4.1.2 Types of Direct Speech Act Interrogative Form

Data TTG 5.0 dialogue 4

Teacher : Are you ready to learn about English today?
 Student : No
 Teacher : Why not?
 Student : We are not ready yet miss

The speech took place at the time before learning started and no student wanted to practice speaking so the teacher asked the students about their preparation. All the students responded to the teacher's speech with negative sentences because all the students were not ready to talk about their past vacation experiences.

The data above can be classified as a direct speech act form of speech "ask" because there is speech asking from teacher to students about the readiness to get marks on the recount text of speaking skills. The "ask" form can be seen in the speech of the teacher who asked the students about their readiness to learn English. The teacher can continue with the student's presentation and practice speaking. The teacher's speech can make the students more willing and brave to come forward and share their experiences during the holiday.

4.1. 3 Types of Direct Speech Act Imperative Form

Data TTG 4.4 dialogue 3

Teacher : Before we start the lesson, I would like you to do positive affirmations. Ok, listen to me!
 for all of you, follow what I say, close your eyes and take a deep breath 3 times!
 (All students follow instructions from the teacher)

The teacher's speech in the dialog occurred before the learning began and the teacher wanted all the students to do positive affirmations. The teacher also instructed the students to listen to what the teacher said and to take a deep breath. Then the students responded positively to the teacher's speech and all the students followed the teacher's instructions.

Data TTG 4.4 Dialogue 3 is a kind of direct speech act called the "command" form because, within the teacher's speech, her imperative sentence ordered the student to do a positive affirmation. The command form can be seen because the teacher ordered the student to listen to the teacher's speech, close his eyes, and take a breath before doing the positive affirmation. So the form of the teacher's speech is an imperative sentence. This goal awakens the student's mind before learning English and commands him to be happy and have more spirit.

4.1.4 Types of Indirect Speech Act

Data TTG 4.1 dialogue 5

Teacher : Can you open your mask? To make it clear.
 Student : (Student named Widya direct takes off the mask and moves on to presentation)

The speech took place in a group making a presentation, and the volume of the speech was very low. The teacher's speech can be seen as an interrogative form because the teacher wanted the students' voices to be clearer. The form of speech used by the teacher while asking can be seen in the teacher's speech while asking a student named Widya. However, the speech has its meaning, which is very different from its speech form.

Data TTG 4.1 can be grouped by type of indirect speech acts from teacher to student because the sentence mode has a different meaning from the real meaning. The teacher's utterance above is an interrogative sentence, but the sentence mode was different. However, the meaning of the teacher's utterance is to instruct the student, namely Widya, to open the mask so that the presentation becomes clearer. This can happen because the student's voice is not clear enough when she is wearing a mask. The utterance is a suggestion to the student to open the mask.

4.2 Function and Meaning Teacher's Speech Act in English Learning at Tourism Vocational High School

a) Assertive Stating Form

Data TTG 5.0 dialogue 22

Teacher : Ok I think enough for this time, and then I wait for you next Monday. Enough for this time, because time is up.
 Student : Thank you Ms

Data TTG 5.0 is a kind of direct speech act, namely "stating" form from teacher to student. The teacher's speech "Ok, I think enough for this time, and then I will wait for you next Monday, enough for this time, because the time is already over" is classified by assertive function about the finished learning time. The assertive function form of "stating" can be seen in the teacher's speech information against said learning hours. The function of "stating" is in the response well by students with the answer "thank you ms". The function of the speech form of "stating" between teacher and students was good.

The speech form of "stating" used by the teacher can be classified as the meaning of locutionary act because the teacher wants to give information about the time learning has ended. Locutionary act meaning can be seen in the teacher's speech, which is a declarative sentence that gives information to students and refers to speech that is already clear. The mode of speech is declarative sentences and the aim is to finish learning and give information about the student meeting which will continue next Monday.

b) Directive Commanding Form

Data TTG 4.2 dialogue 1

Teacher : The other one please listens!
 Student : What is the motive that killed the victims?
 Teacher : Please try to answer question number 1!

Data TTG 4.2 Dialogue 1 was a kind of direct speech act, namely a "command" form from teacher to student to listen and pay attention to their friend's presentation. The teacher's speech can be seen in "The other please listen! The function of this speech act was commanding because the teacher wanted to calm down the atmosphere of the class. The function of the assertive form with the commanding aim is that all students noticed questions from the group presentation and the class becomes more communicative and calmer.

The above data belongs to a perlocutionary act from the teacher to the students to order all the students to be quiet and not to be noisy when the time for asking questions started. The meaning of the perlocutionary act is seen in the teacher's speech who ordered the students because the questioning part had already started. Then a student answered the question but was still sitting. Teacher's speech with a perlocutionary act meaning that has its own effect or power influence to push students to do some actions or stand while answering the questions. The perlocutionary meaning runs well with stimulating students to do some actions.

c) Expressive Thanking Form

Data TTG 4.1 dialog 6

Teacher : Ok very good, thank you very much, is that all?
 Student : Yes miss, thank you

Data TTG 4.1 was a kind of direct speech act, namely interrogative form from teacher to students can be grouped into the expressive function "thank you". The teacher's speech is visible "ok very good, thank you very much is that all?" function because the teacher wanted to disclose the presentation. The student was successful in the presentation and the teacher asked whether the presentation was finished or not. Expressive "thank you" to give appreciation to students about the results presentation they had finished and a good presentation about the analytical text.

The data about the above utterance has been included in the locutionary act of speech. The teacher's utterance is locutionary because the meaning of the teacher's utterance only expresses appreciation for the student's presentations. It also has a meaning that was well responded to by the speaker considering that there is no demand of appreciation demand against said to do something action of spoken utterances.

d) Commissive Promising Form

Data TTG 5.4 dialog 1

Teacher	: Well student, what I promised yesterday now this is the last meeting of English class this semester. To prepare for the examinations I would give you some questions related to the material we have been discussing.
Student	: Alright

Data TTG 5.4 can be classified as a type of direct speech act form declarative that has the function of commissive the form of "promise" from the teacher to the student. The teacher's utterance is seen in "Well student what I promised yesterday now this is the last meeting of English class in this semester". The teacher uses this utterance to remind the students again that today is the last meeting of this semester. Commissive functions form promising aims to review the last material that has been studied and give exercises to answer questions about all the material that has been discussed at the end of the semester.

Teacher's speech 5.4 Dialogue 1 included the meaning of the locutionary act. The teacher's speech to students contains meaning to remind students that today is the day of the last English subject of this semester. Then the teacher continued the speech by promising to give a practice question for the preparation test at the end of this semester. The teacher's speech contains meaning because the teacher expresses what he wants to give information at a time to give stimulation to remember all the material learned before.

e) Declarative Force Form

Data TTG 5.0 dialog 8

Teacher	: Ok try on, I would like to call you, the first one please Sindi. Don't say no! you have to speak up and clearly.
Students	: The student named Sindi came to the front and told her experience

Data TTG 5.0 dialogue 8 included a kind of direct speech act imperative form that has the function category of "forcing" from the teacher to the student before practicing English speaking. The utterance "force" can be seen in the teacher's utterance "The first one please Sindi, don't say no!", which is addressed to the named student Sindi to continue demonstrating English speaking skills. The student, namely Sindi, directly responds to the teacher's speech with direct proceeds to convey the story of the holiday. The teacher's speech aims to help students speak English boldly and be ready to plunge into the industry for training. The connection between speech form force and function declarative is forcing students to proceed to talk about an experience to achieve the goal of learning to recount text well.

Speech data 5.0 dialog 8 is the teacher's speech that has meaning perlocutionary verbally followed nonverbally. Teachers' utterances have meaning perlocutionary seen from the teacher ordering students to practice speaking English. In addition, students respond to the teacher's speech with direct proceeds in front of the class and show the experience. The effect of teachers' encouragement aims to give students more confidence to speak English.

5. Conclusion

Based on the results of this study that has been done on teacher's speech at Tourism Vocational High School in Denpasar can be found two types of speech acts, that is direct speech act and indirect speech act. For the types of direct, there are 3 form sentences namely: declarative sentence, interrogative sentence, and imperative sentence. The type of declarative sentence is used by teachers to convey or give information about learning material. Meanwhile, the type of direct speech act interrogative form is used in the learning process to ask the students to answer questions at once to practice their English speaking skills. This is the most dominant use by the teacher because while teaching in class he wants all students to participate actively. Finally, for imperative forms found at the moment, learning is used by teachers to request students to answer and also some action. Type of indirect speech act in general is used not

only to ask a question or statement but also to expect some action. In English learning, teachers also use indirect speech acts to order students to do something in a way that creates a conducive atmosphere in the classroom. Based on the function of speech acts, there are 5 functions such as stating, commanding, thanking, promising, and coercing. Classification function also has meaning in each teacher's speech, that is, locutionary act meaning used to convey learning material, and illocutionary act meaning used to maintain politeness in class. Perlocutionary act meaning is used to establish good cooperation between teacher and student to achieve targeted learning.

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