

SPEECH ACTS ANALYSIS IN A SHORT JAVANESE CONVERSATION AT THE CLASSROOM

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Abstract

Illocutionary acts is one of speech act types which means a speaker's purpose in speaking is not merely to produce utterance that have an intended meaning. This study is aimed at finding the speech act types and illocutionary acts types used in the short Javanese conversation recorded by the researcher. This research is designed in descriptive qualitative. The procedure of analyzing the utterances is based on the criteria proposed by Searle (1997). The results show that the utterances produced by the students involved are mostly using assertive, followed by directive and commissive. There is no expressive and declaration illocutionary act performed in the conversation.

Key Words: *Conversation, utterance, speech acts, illocutionary acts.*

1. Introduction

Our life can never be separated from something which is called communication. Communication is an important part in this life inasmuch as human nature is a desire to socialize with each other. The act of communication can be made anywhere and between anyone, such as in the classroom, in the marketplace, in the workplace, in the township, at home, and others. The actors can also be between anyone such as teachers and students, parents and children, a student and his/her friend, and so on. The use of language for communicating among students at the classroom becomes one of interesting phenomena in this study since classroom is one of places which has its own characteristics in the use of languages for communicating among the actors around the current place. The language used in the classroom can also be various according to where the location is taken place and who the speakers are involved. Javanese is one of Indonesian's local language which has the uniqueness in the use of communication to each other. It is usually used by some people in a close relationship like friends to friends.

In the act of communicating with others, some people sometimes have the intended meaning of what they probably say. When the speaker and the hearer do not

have the same comprehension or understanding, this can lead to an incorrect interpretation or misunderstanding. The intended meaning of what speakers say in this case is one that is studied in pragmatics. Pragmatics is a study of meaning in context that are uttered to be interpreted (Yule, 1996: 3). There are some various phenomena of pragmatics that can be found in the act of communicating. Among the various phenomena of pragmatics, some that often occur are such as deixis, reference, presuppositions, cooperation, implicature, speech acts, and politeness (Yule, 1996).

This study uses linguistic approach which takes the aspect of pragmatics as the branch of linguistics study. Pragmatics is one of the branches of linguistics which studies how utterances represent meaning in context of communication (Karthik, 2013). As a basic unit of human communication, speech act, which contains a function in communication is studied in pragmatics. Therefore the writer chose speech act theory in this study to analyse the short natural conversation occurred in the classroom that have been recorded by the writer herself.

According to Austin (1975), there are three classification of meaning in speech act. They are called locutionary, illocutionary, and perlocutionary (Cummings, 2005:6). Locutionary act is the utterance produced by a speaker with a certain purpose, sense, and a reference (Cummings, 2005:6). It is carried out by a speaker to produce the actual words. For example, when someone says 'There is a cat in your kitchen' in order to simply tell the hearer about a particular cat and kitchen as a reference, it means that this speaker is producing locutionary act. However, in producing locutionary act people also perform illocutionary acts which have many kinds such as informing, asking, commanding, requesting, warning, declaring, and so on (Austin, 1975: 109). Illocutionary act means a speaker's purpose in speaking is not merely to produce utterance but also delivering an intended meaning in a certain context. For example, the utterance 'There is a cat in your kitchen' may perform an illocutionary act of warning someone to protect the fish or meat from the cat. That is the intended meaning of the speaker in uttering those words. Finally, perlocutionary act may also be performed in the same utterance. Perlocutionary act means the effect or what the speaker achieves by saying something like persuading, convincing, deterring, and so on (Austin, 1975: 109). For example, when someone says 'There is a cat in your kitchen' and then the speaker makes the listener go to the kitchen to push

the cat away, then this speaker has already performed a perlocutionary act through his/her utterance.

One of the research related to the Illocutionary Acts has been conducted by Fathur Rahman Machmud and Evynurul Laily Zen (2013) entitled Illocutionary Acts of the Oath Utterances Employed in English Translation of the Noble Qur'an. The research concerns the illocutionary acts and the illocutionary force performance of the oath utterances in English translation of the Noble Qur'an chapter 30. They use speech act theory proposed by Searle. The finding shows that the types of illocutionary acts mostly employed in the oath utterances were in the form of assertive (informing, convincing, warning, denying) and commissive of threatening.

Based on the description in the background above, the statement of the problem can be descriptively formulated as follows: (1) What are the kinds of speech acts realized in the short javanese conversation among students at the classroom?; and (2) What are the types of illocutionary functions mostly used by the students in the conversation?

Therefore, based on the problems above, the objectives of the study are as follows: (1) To find out the kinds of speech acts realized in the short javanese conversation among students at the classroom; and (2) To find out the types of illocutionary functions mostly used by the students in the conversation.

In addition to the objectives of the study, there are several benefits that can be obtained from this study in terms of theoretical and practical knowledge. Theoretically, the writer can contribute some ideas related to the speech acts analysis realized in a short Javanese conversation. Practically, as a student majoring in Linguistics, and a new practitioner of the Linguistics field, this paper is hopefully useful as a reference to her future study. The result of this paper is expected to be useful for the students or practitioners who are interested in analyzing a kind of short conversation in local language using linguistic approaches especially pragmatics.

2. Previous Studies

The study of what speakers intend to communicate when they use a certain structure in context is called the study of pragmatics (Hatch, 1992: 260). Speech act, the basic unit of human communication, is studied in pragmatics. As mentioned

earlier, the classification of speech acts including locutionary, illocutionary, and perlocutionary.

The writer uses some previous studies to position this current study within the research community to see how much it contributes both theoretically and practically to the development of linguistics. The previous study was conducted by Ashequl Qadir and Ellen Riloff (2011) entitled “Classifying Sentences as Speech Acts in Message Board Posts”. The study was published in proceedings of the 2011 Conference on Empirical Methods in Natural Language Processing (EMNLP-2011). It examined the combination of expository sentences which provide information and conversational sentences including communicative acts between the writer and the readers that occur in the message board forums. The objective of the study is to classify sentences which can identify if a sentence contains a speech act, and to identify sentences containing four different speech act classes, such as Comissives, Directives, Expressives, and Representatives. The next previous study is conducted by Hadher Hussein Abbood Ad-Darraj, and friends (2012). The title is “Offering as a Comissive and Directive Speech Act: Consequence for Cross-Cultural Communication”. The study emphasizes the speech act theory and focusses on offering as one of the speech acts that can be included under two categories calles directive and commissive. Furthermore, the study discusses the different thought on the art of offering. It also discusses the speech act of offering based on philosophical, social, and cultural views.

Another research related to my study is entitled “Illocutionary Act on Alex’s Dialogue in Movie *Madagascar 3: Europe’s Most Wanted*” created by Fransisca (2013). The sudy aims at finding the types of illocutionary act, the most dominant type, and the explanation of the most dominant type performed. The analysis of the data are based on Yule’s theory which classify illocutionary acts into five types: representative, directive, commissive, expressive, and declaration. The result shows that representative is the most dominant type of illocutionary acts performed in the dialogue because there are many kinds of representative used in the dialogue such as asserting, arguing, informing, denying, and, describing.

In addition to the previous studies mentioned, there are still other studies in relevance to my study. The previous study entitled “Illocutionary Acts of the Oath

Utterances Employed in English Translation of the Noble Qur'an” conducted by Rahman Machmud and Evynurul Laily Zen (2013) has been explained briefly in the introductory paragraph of this study. While the other one is entitled “*Analisis Tindak Tutur Bahasa Jawa di Pasar Sampang Kecamatan Sampang Kabupaten Cilacap*” conducted by Setiaji (2014). The study aimed at describing locution, illocution, and perlocution of the utterances performed by the sellers and the customers of Sampang market, Cilacap. The results found that the illocutionary acts mostly used in the conversation were: reporting, insisting, suggesting, and announcing. The perlocutionary acts realized in the conversation were: persuading, annoying act, and attracting for attention. The functions of illocutionary acts used were: assertive, commissive, directive, and expressive. All the previous studies have coherent relevance to each other to support the writer's research. This study utilizes the same theory with the previous studies but it has different object to be analyzed. Therefore, it is much hoped that the result of the research will be better than the previous research.

3. Theoretical Framework

This study uses Searle's (1997) theory, which made a popular classification of illocutionary act (Cummings, 2005: 8). They were as follow:

1. Assertive

The speaker is saying something officially and purposely to another person and it can be evaluated to be true or false, e.g. affirming, asserting, informing, concluding, denying, reporting, and so on. For example: “*You know what, the large supermarkets are offering big price cuts till the end of this June.* (informing)

2. Directives

The speaker tries to make the hearer doing something, e.g. asking, commanding, requesting, insisting, and challenging. For example: “*Can you pass me the salt?*” (request). Most of directive sentences are in the form of questions, so they are easy to identify by the existence of question marks. However, some directive speech acts are sometimes not posed as a question but as a sentence of request. For example, a boss may write this to his secretary “*I need you to organize the meeting with the Paragon CEO for tomorrow.*”

3. Commissive

A Commissive speech act means speaker commits a certain action in the future. The common commissive speech acts which often occur in the conversation are promises, threats, and guarantee. For example: *"I'll be right back, I promise."*

4. Expressive

An expressive speech act means the speaker expresses an attitude about his/her psychological state to the hearer, e.g. Apologize, congratulate, thanking, and welcoming.

5. Declaration

According to Yule (1996), declaration speech acts means changing the world via utterances (Yule: 1996). By only making the utterance, the speaker changes the status or condition of an object or situation that happen at that time, e.g. *I resign, I baptize, you're fired, and War is hereby declared.* This kind of illocutionary act can be found in a wedding ceremony, for example: *"I hereby declare you husband and wife."*

In addition to the five classification of speech acts, Searle also gives attention on his classification of speech acts especially on how a hearer get affected by a certain utterance to have force in it, which he calls 'uptake' of an utterance (Wardhaugh, 2006:288). There are four categories namely: *the propositional content rule, the preparatory rules, sincerity rule, and essential rule.* The propositional content rule requires a future action of the speaker identified by the words uttered. The preparatory rules require the act that must be done or would not be done by the speaker and the hearer. The sincerity rule requires the speaker to be sincere in uttering words. And the last one, the essential rule, means the words uttered are a kind of a must to perform the action.

4. Methodology

This study is conducted in descriptive qualitative to find out the speech act types and the illocutionary functions used in the short Javanese conversation among students in the classroom. The writer chose a short Javanese conversation as the object to be analyzed because in a natural conversation, there are absolutely

variety of pragmatic phenomena that can be found. Besides, the writer is the native speaker of Javanese language. Furthermore, the writer is interested in studying linguistic approach. Therefore, this can support the writer in finishing the paper easily.

Technique of recording is used in this study to collect the data by recording a conversation that occurred among the students in the classroom. The students in this case, are college students from Unisbank Semarang who have a good relationship, or in other words, are close friends. After finishing recording secretly, the writer made the transcription of the recording. The conversation was recorded on April, 4' 2016 and it took about 2 minutes 20 seconds.

In analysing the data, the procedures were as follow: 1) Reading the whole transcription. (2) Give the number for each utterance. (3) Give the mark in each utterance with the category of speech acts (locution, illocution, or perlocution). (4) Classifying the utterances based on the types of illocutionary function proposed by Searle (1997). (5) Analysing the data descriptively to explain the illocutionary functions.

The technique of presenting the data are, first, using a graph to present the percentage of each classification of illocutionary acts and its function. Second, the data will be explained descriptively based on the theory of speech act.

5. Finding and Discussion

The data of this study consist of 25 utterances which are taken from the transcription that has been categorized into utterance containing speech act types and illocutionary function. The result shows that the three kinds of speech acts; locutionary, illocutionary, and perlocutionary were performed in the conversation. The following are the example of the use of speech acts performed in the Javanese conversation.

5.1 Types of Speech Acts

1. Locution

Context: In the college classroom, when the break time, two friends were talking about another friend who had bad smell in her armpit.

(1) *Mau kiakungomong "Nad, kokambunekelek ya. Ngonokuwilhoo".* "I told you,

I smell a kind of smelly armpit.”

The utterance above is a locutionary act because the speaker is merely informing the hearer about something that the hearer probably understand. The utterance can be understood by seeing the literal meaning and it has no intended meaning.

2. Illocution

(2) *Oooh, keleknelaskuwimambune Alya to?* “Ooh, the smell of armpit belongs to Alya?”

The utterance above is an illocutionary act because the speaker says the words in order to get the hearer to do something, that is answering her question. So, there is an intended meaning occurred in the utterance.

3. Perlocution

(9) *He'eyoo. Cek'owesDp ne, tenan.* “Just check the display picture of her BBM.”

When the speaker says the above utterance, and the act of saying something makes the hearer do what the speaker says, that is checking someone’s BBM display picture, we can say that she is performing a perlocutionary act. The effect from that utterance which make the hearer do something is the concept of perlocutionary act.

5.2 Illocutionary Acts Type

Furthermore, there are some illocutionary functions used in the conversation. The result shows that only assertive, directive, and commissive that were found in the conversation. While there were not expressive and declaration illocutionary acts in the conversation.

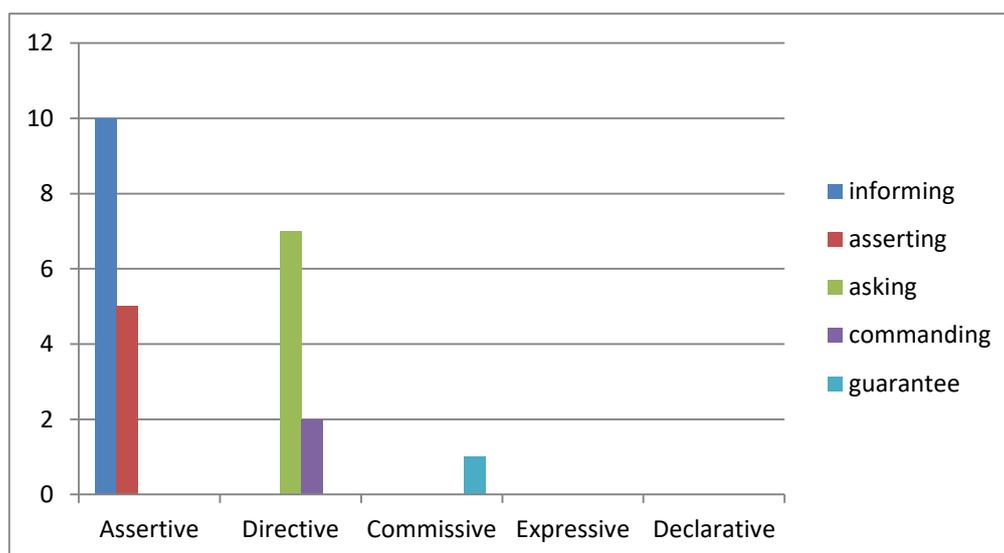
The following table summarizes illocutionary acts types.

Table 1

Types of Illocutionary Act	Frequency	Percentage
Assertive	15	60%
Directive	9	36%
Commissive	1	4%

Expressive	0	0%
Declarative	0	0%

The frequency of illocutionary act types containing illocutionary functions categorization in the table above can be detailed further in a graph as follow:



Based on the bar chart and the previous tabel presented, it can be seen that the illocutionary acts used are: 60% of assertives which consists of 10 informing and 5 asserting, 36% of directive consists of 7 askings and 2 commandings, 4% ofcommissive of 1 guarantee, and there is no expressive and declaration found in the conversation. It means that assertive dominate the conversation. For example: (6) “*Eh ,ndekwingi to langsung digawe Dpndeng*”, (“you know what, she made it as the BBM display picture!”). the speaker gives an information to the hearer by stating something to make the hearer believes in what the speaker says.

Followed by directive illocutionary act, it also has a quite high percentage (36%) mostly in asking. For example: (14) “*Hehkwe iso menemukan wifi rak?*”(“Hey, can you find the wifi connection here?”). The speaker is asking a question to the hearer in order to get the information. The next is, commanding in the utterance “(20)*Njaluk tulung kak kiki.*” (“Ask Kiki for help!”). In that utterance, the speaker ask the hearer to do something by commanding her. Finally, followed by commissive illocutionary act which has 4% percentage, it is in a guarantee utterance “(10) *Mesti kuwe terpukau.*”(“I bet you will be surprised.”). the speaker commits something about the

future action, that is the hearer's reaction.

In addition, Searle, as cited in Wardhaugh, (2006, p.288), also classified some kinds of utterance to contain force in performing it, which he calls 'uptake' of an utterance. (Wardhaugh, 2006:288). Those are: *the propositional content rule, the preparatory rules, sincerity rule, and, the essential rule.*

1. Informing

e.g. (6) "*Eh ,ndekwingi to langsung digawe Dpndeng*", ("you know what, she made it as the BBM display picture!")

The meaning of the utterance can be characterized in four conditions, namely: *the propositional content rule, the preparatory rules, sincerity rule, and, the essential rule.* The first condition, the *propositional content rule* represents the words indicating the course of action in giving the information to the hearer. The second condition, *the preparatory rules*, requires the speaker to believe that the information given is important. The third condition, the *sincerity rule*, requires the speaker to be sincere in giving information to the hearer as something important. Finally, the fourth condition, the *essential rule* represents the utterance indicating the speaker's seriousness in giving her statement.

2. Asking

e.g. (14) "*Hehkwe iso menemukan wifi rak?*" ("Hey, can you find the wifi connection here?")

The meaning of the utterance can be characterized in four conditions. The first condition, the *propositional content rule* represents a future course of action of the hearer to tell something which has been asked by the speaker. The second condition, *the preparatory rules*, requires the speaker to believe that the hearer could answer the question asked by the speaker. The third condition, the *sincerity rule*, requires the speaker to be sincere in asking the question to the hearer as something important. Finally, the fourth condition, the *essential rule* represents the utterance indicating the speaker's seriousness in getting the answer from the hearer.

3. Guarantee

e.g. "*(10) Mesti kuwe terpukau.*" (I bet you will be surprised.)

The meaning of the utterance can be characterized in four conditions. The first condition, the *propositional content rule* represents a future course of action of the hearer to believe something which has been told by the speaker. The second condition, the *preparatory rules*, requires the speaker to believe that she could guarantee her statement as something truth. The third condition, the *sincerity rule*, requires the speaker to be sincere in betting something. Finally, the fourth condition, the *essential rule* represents the utterance indicating the speaker's seriousness in betting something.

6. Conclusion

Based on the finding analysis and discussion previously presented, there are two points to be concluding related to the problem of this study. First, it was found that there are three kinds of speech acts types performed in the short Javanese conversation that happens in the classroom among students. Those are locution, illocution, and perlocution. Secondly, there are three kinds of illocutionary acts used in the conversation. They are assertive (60%), directive (36%), and commissive (4%). The assertive is mostly in informing, while the directive is mostly in asking. Finally, the commissive is in guarantee utterance. There are no expressive and declaration illocutionary acts in the conversation. So, it can be concluded that the students in that situation would rather use statement in communicating to friends than any other kinds of speech act.

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APPENDIX

Transcription of Conversation

1. D: (1) Heh, bener berarti. Mau ki aku ngomong “Nad, kok ambune kelek ya”. Ngonong kuwi lhoo.
2. N: (2) Oooh, kelek neng kelas kuwi mambune Alya to? (3) Aku mambune ki soale tissue basahe Bella, ndeng.
3. D: (4) Lha kan aku ki ngene. Kan jek nulis, ki langsung, “Nad, ambune kelek” ngono. Hahahahahahah, geli aku .
4. N (5) Hahaha geli ndes.
(6) Eh ,ndekwingi to langsung digawe Dpendeng, sangar ndeng.
5. D (7) He’eh, kan di tok’ke Bella to wingi. Trus langsung digawe Dp.
6. N (8) Ndakyo to?
7. D: (9) He’eyoo. Cek’owesDp ne, tenan.... --- (10) Mesti kuwe terpukau. ----
N (11) Diambungi to. Kan diambungi, bar takok....
D (12) ...Bar dikelek’i,. Akakakakakak...
8. N: (13) Ditakoki mambukelek rak? Mambu kelek rak? ----Mubal ndeng.
9. D (talking to people around the classroom) (14) Hehkwe iso menemukan wifi rak?
B (15) Aku bisa ik. Nyambung kok.

10. D: (16) Wifi ne kan ono wifi id,lha trus kira kiso nyantol no lho neng laptop.
11. B: (17) Nggak tau ik, siapaya yang dulu bisaya?
12. N: (18) Felix iso rak?
13. B (19)Kak Alya, kak Alya.
14. D (20)Kak Kiki. Kak Kiki. Njaluk tulung kak kiki.
15. B: (21) Kemarin laptopnya Felix juga gitu
16. N: (22) Ono rak neng basecamp?
17. D: (23) Jek kelas koyok e og.
18. D: (24) Lho kalian meh kemana?
B (25) Beli pulsa.
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