THE KINDS AND DIFFICULTIES OF SPEECH ACTS BY THE FOURTH SEMESTER OF ENGLISH DEPARTMENT STUDENTS AT LETTER FACULTY OF INDONESIA MOSLEM UNIVERSITY

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Abstrak

Penelitian ini bertujuan untuk mengelaborasi tindak tutur yang digunakan dan kesulitan yang terjadi saat melakukan tindak tutur oleh mahasiswa jurusan Bahasa Inggris semester IV Fakultas Sastra Universitas Muslim Indonesia. Penulis menggunakan penelitian kualitatif sebagai metode penelitian. Penulis mengumpulkan data dengan tes verbal untuk menganalisis penelitian ini. Hasil penelitian ini menunjukkan bahwa tindak tutur yang digunakan oleh mahasiswa Jurusan Sastra Inggris semester empat Fakultas Sastra Universitas Muslim Indonesia sebagian besar adalah Lokusi karena merupakan jenis tindak tutur yang paling umum digunakan dalam komunikasi. Adapun mengenai kesulitan yang terjadi dalam melakukan tindak tutur oleh mahasiswa yaitu bagaimana siswa perlu mengubah makna literal kalimat menjadi makna yang dimaksudkan karena terkadang membingungkan pembicara dan pendengar untuk memahami satu sama lain.

Kata kunci*: studi deskriptif, tindak tutur, mahasiswa sastra.*

Abstract

The study aimed to elaborate the speech acts used and the difficulties occurred when performing speech acts by the fourth semester of English department students at Letters Faculty of Indonesia Moslem University. The writer used a qualitative research as the research method. The writer collected data by verbal test to analyze this study. The results of this study indicated that the speech acts used by the fourth semester of English Department students at Letters Faculty of Indonesia Moslem University mostly was Locutionary as it was the most common type of speech acts used in communication. In addition, regarding the difficulties occurred in performing speech acts by the students, was how the students needed to change the literal meaning of the sentence to the intended meaning because it sometimes confused the speaker and the listener to understand each other.

Keywords*: descriptive study speech acts, students of letters.*

INTRODUCTION

Each individual has a different way of communicating with others and speaking which serves to maintain their personality traits. The form can be a diction and it can also take the form of an expression. In this context, language is a mirror of the speaker. The main function of language is to be a tool for communicating, asking for things, making appointments, reporting news, greeting, apologizing, banning, giving advice, seeking information, and inviting someone to an event called speech act. a product of a sentence under certain conditions and is the smallest unit of linguistic communication that determines the meaning of the sentence. Speaking is one of the four language skills (reading, writing, listening, and speaking). This means that by speaking, students can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and points of view. Learning to speak is considered difficult among the four language skills. Hudriati, A., Rusdiah., Sulastri. (2021) asserts that learning to speak is obviously more difficult. This means that more effort is required from the students and various interesting activities are also required from the teacher. Speech acts in the utterance of a sentence which determines the meaning of the sentence. However, the meaning of a sentence is not determined by the mere fact of the words as they apply in the spoken sentence, but always in principle by the possibility of expressing the Indonesia Moslem University is the university where the writer studies, so the writer really knows the environment there. Letters Faculty of Indonesia Moslem University meets the research criteria because it is a well-known university in Eastern Indonesia. Based on the above statement, the writer is very interested in identifying the English department student speech act and carrying out the research titled "A Descriptive Study of English Speech Acts by the Fourth Semester of English Department Students at Letters Faculty of Indonesia Moslem University".

The concept of speech acts According to Syarifuddin, S., Hasyim, I. (2017) the speech act is the basic unit of linguistic communication. This means that the speech act is the production of what is called the performance of the speech act. Speech acts are individual symptoms of a psychological nature and their durability is determined by the linguistic ability of speakers to cope with certain situations. Speech actions and speech events are two symptoms that occur in a process, namely the communication process. Speech events are essentially a series of speech acts organized to achieve a goal. Because linguistic events are social events because they involve speaking parts in a particular situation and place. Participants are the parties involved in the discussion, they can be speakers and listeners, greetings and messengers, or senders and receivers (Syamsu, A., Yunus, M., Sulaiman, R., 2019). Two people who speak and switch roles as speakers or listeners; but in sermons in mosques, the speaker as speaker and the congregation as listeners cannot change roles. The social status of the participants strongly determines the variety of languages used. For example, a child uses a variety of languages used. For example, a child uses variety or a teacher on him who talks to his peers. Ends, refers to the subject or purpose of the discussion. In the case of a class speech, the beautiful teacher tries to explain the material so that the students can understand it. However, some of them only come to class to look at the teacher's beautiful face.

Types of Speech Acts Many experts offer a different categorization of speech acts. Hadijah., Basri, D, M., Halijah, S. (2018) proposes three different levels of action beyond the act of expression. They consist of speech, illocutionary and perlocutionary acts, the clarification of illocutionary acts is based on various criteria. Based on some of the expert's perceptions above, the writer uses the types of speech acts according to Austin (1962: 108) that speech acts consist of three, as we speech act, the illocutionary act, and the perlocutionary act. (a) Locutionary According to Rohmadi (2004), the locutionary can be said as the act of saying something. The location of the

follow-up is the easiest action to define because in its identification it does not take into account the context of the discourse. An example of a speech act expression is when someone says "my body is very tired". The speakers of this discourse do not refer to the intentions of the discourse partner. This speech means that the speaker is in a state of great fatigue, without the intention of asking to be noticed by means of a massage from the partner. The speakers only revealed the situation experienced at the time. Another example is the phrase "Sandy playing the guitar". This phrase is uttered only to inform someone of something with no tendency to do something primarily to influence said opponent. (b) Illocutionary According to Sulaiman, R., Muhajir. (2019) the illocutionary act is the act of doing something by affirming something. Illocution is a speech act that contains meaning and function or discourse. The question posed with regard to illocutionary acts is "what is the use of the expression" and is no longer at the level of "what is the meaning of the discourse?" According to Sulaiman, R., Akidah, I. (2021), he explains that to facilitate identification, there are several verbs that distinguish illocutionary acts, including refer, announce, request, suggest, thank, propose, recognize, congratulate, promise, exhort, etc. Rohmadi (2004) reveals that illocutionary acts are speech acts that have the function of saying or informing something and are used to do something. An example of an illocutionary act is "hot air".

This speech contains the intention that the speaker will ask to open the door or window immediately, or ask the partner to turn on the fan. It is therefore clear that the speech contains certain intentions aimed at the interlocutor. Another example is the sentence "Suseno is sick". If this sentence is said to the partner who turns on the television at a very high volume, it means that the utterance is not only intended to inform, but also to reduce the volume or even turn off the television. (c) Perlocutionary The perlocutionary act is a speech act that simply creates a speech that has a function without referring to the speech that has an effect (Yule, 2006). Perlocutionary acts are linguistic acts related to the presence of observations of others in relation to non-linguistic attitudes and behaviors of others (Muhajir, Sulaiman, R., Ismail, U., 2018). Speech acts to speak can also produce an effect or expression on the partner causing feelings of worry, fear, anxiety, sadness and disappointment. The perlocutionary act is a linguistic act seen at the level of its consequences, such as persuading, convincing, frightening, enlightening, inspiring or otherwise influencing the listener. In speech theory, a perlocutionary act is an action or mood caused by saying something. As an example, consider the following statement: "By the way", I have a Coldplay CD, would you like to borrow it? "Its illocutionary function is an offering, while its perlocutionary effect is intended for the listener, either to show a friendly attitude or to encourage an interest in a particular type of music.

Aspects of Speech Acts Speech Act consists of some aspects. Syamsu, A., Muhajir (2022) divides the speech situation aspects into five parts, namely: (a) Speaker and speech partner speakers are people who talk, while the interlocutor is called the person who is the target or the friend of the speaker. The role of speakers and interlocutors is played alternately, speakers of the next stage of speech become interlocutors and vice versa so that interactions take place in communication. Aspects relating to speakers and partners include aspects of age, social background, gender, level of education and level of familiarity (b) Context of Speech Act In essence, context in pragmatics is the set of background knowledge understood between speakers and their spoken partners. This context as a background of understanding possessed by speakers and speech opponents can give interpretations of what the speaker means when they make certain expressions (c) Purposes of Speech Act the purpose of speech is what the speaker wants to achieve by speaking or has a specific intention to utter a phrase when interacting with the other. This

component creates the background of the speech. Because all expressions have a purpose. On the other hand, goals are something expressed by an individual who not only presents information but also performs an action (d) Speech Acts as Form of Action Speech acts as a form of action or activity means that this speech act is also an action. Speech acting as action is not the same as punching and kicking. It's just that body parts have different roles. Speech acts are common in everyday interactions and are important for communication while being present in many different contexts. Examples of these include: "You're fired!" it expresses both the subject's employment status and the action by which that subject's employment relationship was terminated (e) Speech as a Verbal Product Verbal product refers to the use of sounds and language to convey massage. It serves as a vehicle to express wishes, ideas and concepts to process communication between two or more people in teaching and learning. Speech is the result of an action. is a verb. Verbal action is the act of expressing words or language method.

METHOD

In this study, the writer used a qualitative descriptive approach. Descriptive research is a study in which the writer collected data to test research questions to describe the facts of objects and topics that were being examined accurately. The writer used a qualitative approach as the research data is in the form of verbal language, i.e., speech acts produced by Letters Faculty of Indonesia Moslem University students and qualitatively explained the research findings that was conducted. The foundation of the theory was used as a guide so that the direction of the research was consistent with the facts in the field. The data collection technique in this study is that the writer directly conducts field research to study objects with the following techniques. Observations helped the writer to directly observe the expressions or speeches that are considered representative to be used as data. Listening and Recording Technique, This, technique helped the writer to listening carefully about the expressions that produced by the students in the classroom. While listening, the writer records the expressions by the students. Note-Taking, after recording, the writer wrote the recording ad turned them into transcript the data that was originally an oral form becomes written data, so that was easy to understand. The data analysis in this study includes several identification procedures, the steps used to analyze the data.

The writer identified the gathered data which used to complete the research. The writer reduced the gained data by summarizing and choosing specific things.To display the data, the writer used graphics, figures, or charts. The display should be able to describe the content entire the data. After displaying the data, the writer classified them based on the group of the data. The writer verified her research by making conclusion of data findings. Therefore, it was concluded that the analysis of data had some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

FINDINGS

Researcher chose the title "A Descriptive Study of English Speech Acts By The Fourth Semester Of English Department Students At Letters Faculty Of Indonesia Moslem University" to know What kinds of speech acts are produced by the fourth semester of English Department students at Letters Faculty of Indonesia Moslem University and what difficulties occurred in using speech acts by the fourth semester of English Department students at Letters Faculty of Indonesia Moslem University. The definition of speech act is how to do things with words. After conducting

speaking test with twenty eight students, the result of what kinds and difficulties Of English Speech Acts By The Fourth Semester of English Department Students At Letters Faculty Of Indonesia Moslem University were found.

The research findings are taken from the speaking test that was carried out by the writer by involving the 4th semester students of the English Department of Letters Faculty of UMI. The writer collected data by recording the conversations of the samples and transcribing the recorded form into a note. In addition, related to the data, the writer analyzed and classified the types of speech acts found in the conversations based on the problem statements listed in the first chapter as well as the difficulties faced by the samplesin explaining the use of speech acts when they were speaking. There are 27 data that has been found by the writer related to speech acts in the form of Locutionary, Illocutionary, and Perlocutionary. The locutionary act is the literal meaning of a sentence. In other words, the speech act is the act of saying something. Austin said that the interpretation of the speech act is about meaning. A speech act is an act of producing a meaningful linguistic expression. There are 15 locutionary acts that have been found by the researcher.

DISCUSSION

Kinds of Speech Acts Are Produced by The Fourth Semester of English Department Students at Letters Faculty of Indonesia Moslem University

The study was carried out on students in the fourth semester of the Department of English Studies. The result of this research was final and limited only to those participants at that location and time. In other words, the result can be different when done in different places, times and participants, even if it has the same problems. Based on the analyzed data, the writer analyzed the behavior of the speech act when speaking. Meanwhile, the result of the data analysis describes that the most dominant type of speech action behavior, 15 utterances of the students, is the locutionary act. It is shown in this diagram below:
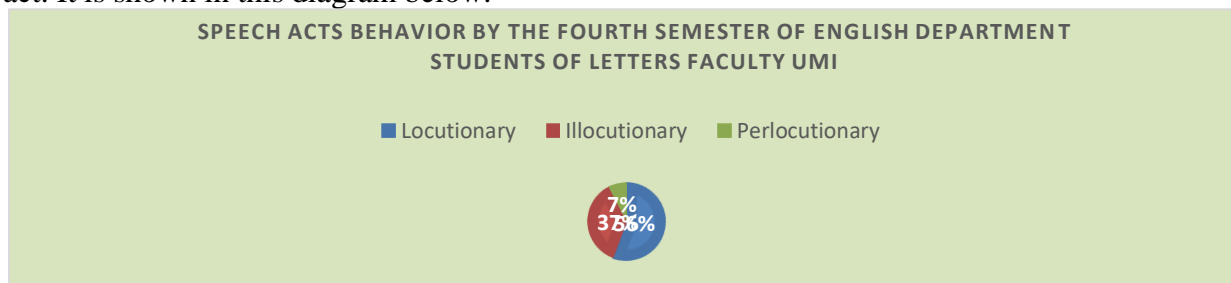

Figure 2: Percentage of data result

a. Locutionary

Locutionary act is an act of language to say something, which is an action to convey a certain meaning and language action to say something through the utterance refer to the third person as the sentence "I have a lot of favorite movie" and "I can list and I can tell you all of the title of that movie but I will tell you about my important movie that I have been doing research before, like little woman" which shows that the speaker conveyed her intention by directly giving an opinion without any other action, that the speaker said that he had a lot of favorite movies, it means that she really has a lot of movies that she likes, just as when he said that she just conducted research on a film called 'A Little Woman' and she wants to tell the film to his interlocutor. That is why locutionary is the act of saying something.

The uses of locutionary act are also found in the next sentence as the conversation went on, in the dialogue between locutor and interlocutor, they have a conversation like "I think this movie is really great". "I want buy something" and so on. It can be seen that locutionary act is the most used act in the conversation of the fourth semester students of English Department of Letters Faculty UMI. As we know, locutionary acts are speech acts to state something. we can see in the excerpts from the conversation that has been transcribed above. The sentences expressed by the speakers are sentences that clearly aim to state something directly without any tendency to do something.

b. Illocutionary

Illocutionary act is an appearance of language action in saying something, which is opposed to a language action by saying something. Austin distinguished illocutionary language actions into five types: assertive, directive, commissive, expressive, and declarative. The data of conversation mentioned some acts of illocutionary acts, as the statement "I highly recommend to you to watch this movie." Can be categorized as illocutionary because the speaker were doing a recommendation of watching a movie. The sentence "we talk about friendship" was occurred when the interlocutor explained something and unconsciously, she had gone off topic, therefore the speaker rebuked her by saying that they were talking about sports, nothing else. This act can be also categorized as an illocutionary act based on what the speaker did to remind the interlocutor that they had gone out of topic. The illocutionary act is referred to as The Act of Doing Something. Illocutionary acts are very difficult to identify because they must first consider who the speaker and the interlocutor are, when and where the speech act occurs, and so on. Thus, illocutionary acts are a central part of understanding speech acts. As we can see in the quotations taken by the writer above from the transcribed conversation, which are sentences that have the aim of getting the listener to take action.

c. Perlocutionary

The perlocutionary act is a speech act that simply creates a speech that has a function without referring to the speech that has an effect (Yule, 2006). Perlocutionary acts are linguistic acts related to the presence of observations of others in relation to non-linguistic attitudes and behaviors of others (Syarifuddin, S., & Hasyim, I., 2020). Speech acts to speak can also produce an effect or expression on the partner causing feelings of worry, fear, anxiety, sadness and disappointment. The sentence like "but you can change" and "actually, I have a lot of question for you about it" shows how the speaker use perlocution in their conversation. Perlocutionary Acts an utterance uttered by someone often has perlocutionary force, or effect on those who hear it. This effect or influence can be intentionally or unintentionally created by the speaker. Speech acts whose utterances are intended to influence the interlocutor are called perlocutionary acts. As contained in the two quotes above, when spoken by the speaker, the interlocutor will feel affected by the speech they hear.

The Difficulties in Using Speech Acts by The Fourth Semester of English Department Students at Letters Faculty of Indonesia Moslem University

The problem with the speech act is how the speaker and listener know which particular speech act is effective. In other words, speakers produce the form that carries out the speech act they intended and the way in which listeners understand what particular type of speech act is in

effect. Speakers and listeners must move from the literal meaning of an utterance to its implied or intended meaning. This term can also be referred to as the action force of speech acts. Speaker and listener must pass from the direct power of an utterance to its indirect power, that is, what the expression can do in a given context. In every speech situation there is a speaker, a listener and a speech act performed by the speaker. The speaker and the listener share a common knowledge of these facts along with a common knowledge of the rules for performing the various types of speech acts. These facts and knowledge allow us to explain certain syntactic forms without forcing us to assume that the facts themselves have a description or syntactic representation in the deep structure of the sentences they help to explain.

CONCLUSION

Based on the result of data analysis, the writer would like to conclude this research as follows:

1. The most dominant type of speech act found in the fourth semester of the students of the English Department Students at Indonesia Muslim University is the locutionaryact, that are 56% since the speech act is the most general type of speech act used in communication.
2. The cause of speech act difficulty is that the speaker needs to change the way they speak from the literal meaning to the intended meaning and confuses the speaker and the listener, and about how to solve the speech act problem in speaking behavior, the students learn more speech acts, expand their vocabulary, practice conversation to improve their speaking ability, they can also learn by listening to music or watching movies.

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