


AN ANALYSIS OF TEACHER ILLOCUTIONARY SPEECH ACTS IN TEACHING ENGLISH AT SMAN 8 PANGKEP

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: March 22, 2023 Revised: April 25, 2022 Accepted: May 19, 2023 Published: December 30, 2023</p> <p>Keywords: Speaking Speech act Illocutionary act</p>	<p>The purpose of this study is to identify the kinds of illocutionary utterances the teacher employs during instruction. This study's design is a qualitative one that use the descriptive approach. The dialogues that the teacher conducted while teaching and learning were the source of the research data. The research instrument was observation and recording, following which the researcher did a transcription and the researcher himself collected, processed and presented the data acquired in this study. The results demonstrate that the teacher engages in four different sorts of illocutionary acts: directive, representational, expressive, and commissive. The teacher employs 68 instances of this illocutionary behavior type. Directive was employed 32 times (47.05%), representational 16 times (23.52%), expressive 13 times (19.11), and commissive 3 times (4.41%) out of the 68 utterances. During the teaching and learning process, teachers often carry out directives. Because the use of directives in the teaching and learning process can be used to manage and control student behavior and activities. By using questioning, the teacher encourages more active participation from the class.</p> 
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INTRODUCTION

English is a universal language that is widely learned around the world, and it is now necessary for practically everything. Because of this, studying English is now required. Even if English is still considered a foreign language in Indonesia, there is no denying that English plays a crucial role in the growth of the world, particularly in this era of globalization. As a result, every nation seeks to teach English to its citizens. The proper approach to learning English is also necessary for students to fully comprehend the lesson.

Although teachers have several problems when teaching English, they make an effort to follow successful practices. The teacher's statement may have been truthful, but if one of the kids didn't understand it, it may have caused miscommunication between the two parties. Throughout the teaching and learning process, when the teacher conveys knowledge, both teachers and pupils will speak. They produce utterances via which they make declarations, appeals, inquiries, commands, expressions of thanks and regret, among other things. The teacher uses utterances to interact with the students and to convey the lesson topics. Instructors speak to their students while they are learning.

During the teaching and learning process, communication and interaction are essential to achieving the goals of effective teaching and learning and assisting the students in quickly understanding the knowledge. It's possible for educators and students to use illocutionary or propositionally significant language. The professors' statements also make it evident that they encourage students to participate and be active in the classroom. A speech act is an activity that a speaker does while speaking a sentence, according to Austin (1962). Three elements make up a speaking act, according to Austin (1962): Acts of locutionary, illocutionary, and perlocutionary libel are the three forms.

Speaking is an essential part of learning. It is acceptable since teacher talks, which contain speech acts, are employed to disseminate knowledge, organize activities, control classrooms, and issue commands. Teaching and learning can be facilitated by teachers with adequate knowledge of speech and pragmatic behavior. The words of teachers have the capacity to define specific aims and methods. Furthermore, some experts believe that teachers' words are a type of speech act.

Already a large part of linguistics is the study of speech activities. Because of this, speech acts are seen as playing a significant part in the teaching of English. Speech acts will affect the success of verbal engagement in the classroom, according to Merdana, Seken, and Putra (2013). It will provide more information about the regular teaching techniques the teacher employs when communicating with the students. The teachers may communicate more effectively and utilize specific terms so that the students are more engaged and the teaching and learning process is also more effective.

RESEARCH METHOD

An qualitative descriptive approach was adopted by the researcher. In a descriptive research study, the researcher would gather information to test a hypothesis and explain the specifics of the object and participants under examination. Because the research data includes verbal language, specifically speech acts produced by teachers and students at SMAN 8 Pangkep, the researcher employed a qualitative approach to describe the research's conclusions. The theoretical underpinnings are used as a guide to ensure that the research is focused on the relevant facts in the topic.

The tool for supporting ongoing research is called a research instrument. The following are some of the research tools:

1. Observation is a sequence of agendas used to gather facts, specifically by utilizing the eyes and watching impulsively. Forms for making observations during research can assist the researcher in doing so in the classroom, allowing for the orderly organization of the data they collect.
2. Supporting tools, or equipment used to support research, such as cameras and recorders for smartphones (cell phones). The voice recording is used to capture the voices of the teacher and students during the talk in the classroom, while the camera is used to take a few photographs of the teacher and students during the conversation.

Data Collection Technique

The researcher used a variety of data gathering strategies to get the data and information required for this investigation, including:

1. Observation

The researcher can employ observations to actually observe the expressions or speeches that are intended to provide as data.

2. Listen to the recording

This method can assist the researcher in paying close attention to the expressions made in the classroom by the teacher and the pupils. The researcher takes notes while listening to the teacher and students' facial expressions.

3. Transcription

After capturing the information, the researcher can write it down and translate it into written form, which makes it easier to grasp.

RESULT AND DISCUSSION

A. RESULT

Research findings from classroom observations are presented by the researcher. Because the teachings were taught in offline classes, the researcher employed a cellphone as a media in this observation.

This study intends to identify the illustrated speech acts that teachers at SMAN 8 Pangkep employ in the teaching and learning process based on how the problem has been formulated.

The researcher employed a classroom-based research strategy for this study and selected a sample of children from two different grades to observe twice with the same teacher. Data analysis for each meeting was divided into three activities: the opening, the primary activity, and the close. According to Yule's theory, the researcher observed the teacher in the classroom from January 10 through January 24, 2022, and discovered five different forms of illocutionary acts. They are declaratory, declarative, expressive, directive, and representative. The researcher discovered 68 statements that the teacher made during the teaching and learning process. The results are displayed in the data below. The researcher in this study codes the data to explain it.

The researcher used a coding system to help with data organization and classification as well as to make it simpler to choose and classify data from the data sheet. The data in this case refers to the teacher's utterances made during the teaching and learning process.

The teacher's conversation about the teaching and learning process in the offline class was analyzed by the researcher. The whole range of illocutionary behaviors was not discovered by the researcher. Only 4 out of the 5 types of illocutionary acts that the teacher utilized Searle's theory were discovered by the researcher. 68 statements of various illocutionary acts were utilized by the teacher. Directives were utilized 32 times (47,05%) out of 68 utterances. During the teaching and learning process, the teacher primarily carries out the directive. During the teaching and learning process, the teacher used representative 16 times (23,52%). The teacher uses the representation more often than expressive actions. During the teaching and learning process, the teacher used the word "expressive" 13 times (19,11%). The professor mostly employs expressive rather than compensatory acts. To be expressive is to discuss a situation that is specified in the propositional content in the psychological state that is

specified in the sincerity condition. During the course of the teaching and learning process, the teacher utilized the communicative three times (4,41%). Throughout the course of the teaching and learning process in the classroom, the teacher also uses compromise sparingly. The instructor made offers and promises in front of the class. It's because the teacher promised to finish the topic at the following class and encouraged questions regarding the subject.

B. DISCUSSION

This section discusses the research's findings. The investigation and discussion of this research only addresses the problem statement. The study intends to determine the kinds of illocutionary actions employed by the English teacher in the teaching and learning process on the tenth IPS grade of SMAN 8 Pangkep, as indicated in the previous chapter, as well as the kinds of illocutionary acts that the teacher employs.

The analysis of the instructors' conversations during the teaching and learning process in SMAN 8 Pangkep follows the researcher's application of the theory. According to Yule's theory, there are five different categories of speech acts: expressive, declarative, directive, representational, and commissive. The researcher discovered numerous different sorts of illocutionary acts employed by lecturers when making statements to students during the teaching and learning process.

The researcher makes use of Searle's theory to examine the evidence. In his classification of illocutionary acts, Searle distinguishes between expressive, directive, representational, declarative, and commissive acts (Searle 2005).

Based on an observation in January 2023, the researcher discovered four different sorts of illocutionary acts made by the teacher throughout the teaching and learning process for the tenth IPS grade of SMAN 8 Pangkep. They were communicative, authoritative, representative, and sympathetic.

The teacher's conversation about the teaching and learning process in the offline class was analyzed by the researcher. The whole range of illocutionary behaviors was not discovered by the researcher. Only 4 out of the 5 types of illocutionary acts that the teacher utilized Searle's theory were discovered by the researcher. During the teaching and learning process, the teacher primarily carries out the directive. This is due to the fact that directives can be used to govern and regulate the students' actions and the teaching and learning process. The

kids were able to engage in more active learning because of the teacher's use of questioning. It is also advantageous to assess the student's comprehension of the subject. When the session was taught via an online class, the teacher also used directives to assign tasks and assignments to the students. It seeks to make it easier for pupils to recall the subject and to always study at home.

The teacher used the representation more often than expressive actions. Students were primarily informed and explained the message. It's because the teacher has to explain the content in order for the pupils to comprehend the lesson, and because the students also learn information that they did not previously know. By providing clarification, the teacher's job of imparting knowledge to the students is made easier.

The lecturer mostly employs expressive rather than complicit acts. Expressive refers to expressing the psychological state described in the sincerity condition about a situation described in the propositional content. Since the teacher always shows appreciation to the students after they complete an assignment and uses a welcoming statement to the students every time an activity begins and ends, it is no surprise that the teacher expresses welcome and gratitude to the students frequently during the teaching and learning process. According to Leech (1983: 56), these activities might have illocutionary force in the shape of apologies, condolences, compliments, congratulations, thanks, and similar expressions. It expresses the speaker's emotions.

Jokowi's speech featured a lot of forceful and commiserative illocutionary behaviors. When viewed in the context of the situation, the purpose of engaging in illocutionary acts was to promote the goals of the country, ensure that the audience was eager to work with the Indonesian government, make his speech interesting, display optimism, highlight Indonesia's potential, and demonstrate his seriousness about making Indonesia a better country. Inko Prasetyo (2015).

The teacher hardly ever employs the commissive during the teaching and learning process in the classroom. The instructor made offers and promises in front of the class. It's because the teacher promised to finish the topic at the following class and encouraged questions regarding the subject. Cutting (2002: 17) adds that illocutionary factors that fall under the category of commissives include promising, threatening, declining, and pledging, giving, vowing, and volunteering.

Moreover, the instructor employed representational, directing, expressive, and commissive illocutionary acts. The teacher did not employ declarative language during the teaching and learning process. Declarative acts have the power to alter the course of history. The speaker must play a specific institutional position in order to use this act. If the instructor suddenly assumes a particular institutional role, it is impossible for the teaching and learning process to proceed. Also, if the declaratory act is made by a person with authority or influence, it will be effective.

CONCLUSION

The goal of this study is to examine the different kinds of Searle's illocutionary acts that teachers do to facilitate learning and teaching in the classroom. To determine the forms of illocutionary acts used by the teacher during the teaching and learning process on the tenth IPS grade at SMAN 8 Pangkep in accordance with the research's objectives.

During data analysis, the researcher discovered four categories of illocutionary acts utilized by the instructor in the tenth and eleventh grade at SMAN 8 PANGKEP. In total, the teacher made 68 utterances during the teaching and learning process. Directive, representative, expressive, and commiserative were all present. The teacher predominately employed the directive during the teaching and learning process. Asking became the most common form of teacher-produced directives, implemented in 32 of 68 instances. The pupils were able to participate more actively in the class because the teacher utilized directive actions of asking. The teacher didn't employ declarations when teaching or learning. The speaker has unique institutional functions when using these illocutionary acts. It is difficult for the teacher to suddenly have a particular institution during the teaching and learning process.

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