

# Analysis of Speech Acts in Dialogue

<sup>1</sup>Dhani Arief Wicaksono, <sup>2</sup>Irmala Sukendra, <sup>3</sup>Achmad Fachrurrozy

<sup>123</sup> Universitas Islam Syekh Yusuf, Tangerang, Indonesia

<sup>1</sup>dhaniariefwicaksono@gmail.com; <sup>2</sup>diskn@gmail.com; <sup>3</sup>achmadfachrurrozy145@gmail.com

## ABSTRACT

The research is a pragmatic study on speech acts and conversational implicatures performed by the student's dialogue at the Eleventh Grade of SMK Setia Bhakti. This research is aimed at identifying and describing the kinds of speech acts focusing on the dialogues. This research descriptively employed a qualitative method with the researcher as the key instrument and the data sheets used as the secondary instruments. The researcher had the role of planning, collecting, analyzing, and reporting the research findings. The data were in the form of text dialogue according to subject material class, there are Offering and Suggestion and Invitation. The finding showed that there are 5 kinds of illocutionary acts in speech acts that emerged from the students' dialogue. They are declarative, representative, expressive, directive, and commissive. Each strength of illocutionary acts is used based on the text of the situation. In some of its findings, the result of the analysis speech act in illocutionary which result of every kind shows percentage; declarative was 53%, representative 19%, expressive 59%, directive 66%, and commissive 41%. Based on the findings, the directive is the illocutionary act emerged by the dialogue of students which has the most finding of various forms. There are commanding, suggesting, requesting, inviting, warning, and questioning.

**Keywords:** Illocutionary Acts, Speech Acts, Dialogue, Utterances, Searle Theory

## INTRODUCTION

The speech act is important because convey an intended language function. Speech acts appear when of which are communicative acts that the actions to perform or state something in utterance by saying a sentence. Every utterance spoken by people in real life consists of a speech act that has functions such as to command, to want, or to express the speaker's purpose. The purpose of the speech act is not only to convey words or sentences but also it can give an effect to the listener.

According to (Searle, 2011) in Searle's book *Speech acts An essay in the philosophy of language*, in practice, there are at least three kinds of speech acts. These three kinds of speech acts can be categorized as follows; Locutionary acts, Illocutionary acts, and Perlocutionary acts. Along with the previous theory actually, the theory speech acts had

begun from Austin. The ideas were developed and mixed into linguistic theory by John Searle.

In teaching sometimes to communicate language between students and teachers often get a problem. For it to understand the intent of the teacher and the language it must understand the existence of the speech. However, speech leads the hearers to achieve the purpose of someone's utterance called by speech acts. As proof, from the example of the utterance "Open the book!" This sentence carries a function in speech act as a directive that reflects the purpose what the man's speech. The purpose of the function is to ask the hearer to open the book. It should be noted as a speech act. The use of speech acts determines how the teaching and learning process will happen. (Ikeda,

2001) emphasizes that the language used by the teacher (speech acts) is particularly important since it will support and enhance learning. The use of appropriate speech acts will lead to successful teaching and learning processes and otherwise.

The researcher has chosen one solving the problem in the form of teaching in speech acts combine with dialogue. Dialogue helps to direct students about the idea of what can be developed and give many exercises to students. According to Ur (1996:32) states “Dialogue is a way to get learners to practice saying target-language utterances without any hesitation within a wide variety of context”. Learners can be asked to perform the dialogue in different ways, in different moods (sad, happy, angry) in a different relationship (parents and child, wife, and husband). Then, Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. And the teacher can manage the class by making a group of dialogues before practicing.

So, the researcher developed in dialogue that is practiced by the students by analyzing how much the use of the speech acts performed. Based on the explanation above, the researcher wants to conduct a research entitled “Analysis of Speech Acts in Dialogue at SMK Setia Bhakti Tangerang”

## METHOD

This research aims to analyze the use of language that is commonly made by students in a dialogue. This case had identification that many students used language that is implied and express. The researcher conduct research at SMK SETIA BHAKTI in the academic 2019/2020. It is located at Sukasari Tangerang, Kota Tangerang. The researcher implemented to eleventh-grade students. The researcher was done starting from April to September 2020.

This research used a descriptive qualitative method. According to (Holloway 2010: 3) that the qualitative research is a form of social inquiry that focuses on the way people interpret and make a sense of their experiences and the world in which they live, the purpose of this method is to understand the social reality of

individuals, groups, and cultures. Therefore, the priorities three research objectives: to describe, explain, and validate findings are explanation descriptive research method (Krathwohl, 1993).

The source data are taken from the transcript text. The research data are collected from the utterances produced by the students in the text. Then, the researcher was analyzed which was dealing with the kinds of speech acts. To identifying speech acts the researcher uses Searle’s speech act approach.

The researcher used qualitative research in this study in which the method is conveyed in a descriptive analysis way to describe and to interpret the result of qualitative data. The formula being used is as follow:

Elucidation:

P = Percentage

F = Frequency occurred

N = Number of cases (total frequent or total individual)

## FINDINGS AND DISCUSSION

The researcher explains the data findings of the data analysis. The data were findings on the text students that command to make a dialogue. Then, the result was collected into the form of their utterances in text. The researcher presented the findings of speech act kinds according to John Searle’s theory, the especially classified function of illocutionary act. Table 1. Classification of Illocutionary Acts

No	Classification of Illocutionary Acts	Kind of Force
1	Representative	a. Stating b. Convincing c. Describing

2	Directive	a. Commanding b. Inviting c. Requesting d. Questioning e. Suggesting f. Warning
3	Commissive	a. Promising b. Offering c. Threatening
4	Expressive	a. Greeting b. Thanking c. Apologizing d. Complimenting e. Stating Pleasure f. Accepting g. Considering h. Stating Confusion i. Stating Surprise
5	Declarative	a. Stating Event

Based on the discussion all of that above the researcher mentions five of the kinds that indicate to analyze which are representative, declarative, expressive, directive, and commissive. From every kind used Searle's theory of speech act subdivided into each group. Only a declarative act is not split into subdivided. Besides, the result student's dialogue that takes from subject material in eleventh grade they are offering and suggestion, an invitation. And most of the

students' dialogues have meanings that are in accordance with the theory.

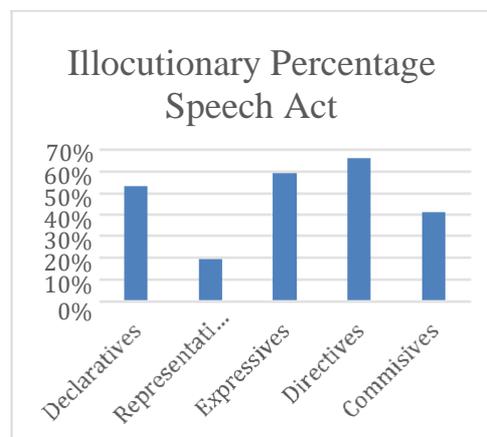


Figure 1. Illocutionary Percentage Speech Act

### CONCLUSION

The kids' discourse revealed five different types of illocutionary behaviors. Declarative, representational, expressive, directive, and commissive are some of the terms used to describe them. Students' dialogue reflects each illocutionary act with varying degrees of power. Declarative is defined as one of the following: the types The representation is then expressed in the form of a statement, educating, agreeing, arguing, explaining, describing, persuading, forecasting, reporting, and expressing an opinion The word "expressive" is used in the sentence. Thanking, apologizing, complimenting, expressing pleasure, accepting, pondering, and expressing astonishment are all examples of

greetings. The instruction is: demanding, requesting, urging, and inviting, questioning, and warning. Then, the last of kinds of speech act is commission which is expressed in the form there are promising and offering. Each strength of illocutionary acts is used based on the text of the situation. In some of its findings, the result of the analysis speech act in illocutionary which result of every kind shows percentage;

declarative was 53%, representative 19%, expressive 59%, directive 66%, and commissive 41%.

Based on the findings, the directive is the illocutionary act emerged by the dialogue of students which has the most finding of various form. There are commanding, suggesting, requesting, inviting, warning, and questioning.

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