

AN ANALYSIS OF PERLOCUTIONARY ACTS ON THE ELEVENTH GRADE ENGLISH TEACHER'S TALK OF SMA N 4 MAGELANG IN THE SCHOOL YEAR 2015/2016

Erest Mandarevina, Dwi Winarsih, C. Prima Ferri K.
English Department, Faculty of Education and Teachers Training Tidar University

Everest_manda@yahoo.co.id

Abstract

Communication is a way to deliver information to the hearer. In teaching and learning process, communication has an essential role. The success of communication depends on the participants involve. In this circumstance the participants are teacher and students. Teacher's talk has a major influence to the students. The utterance that is produced by the teacher is very influential on students' understanding when the teacher delivers the material to the learners. What the teacher utters affects the students. The objectives of this research are to analyze the effects of perlocutionary acts and to find the dominant effects of perlocutionary acts that are found in teacher's talk by English teacher in delivering material. The subject of this research is English teacher's talk of SMA Negeri 4 Magelang, focus on sentence that is produced by the teacher. In conducted the research the writer recorded the teacher's talk during teaching and learning process. Furthermore, the writer transcribed the data and analyzed the data to find the effects of perlocutionary acts found in teacher's talk. Based on the result analysis, the writer found that there are 11 effects of perlocutionary acts used by the teacher. The writer concluded that the dominant effects of perlocutionary acts are hearer thinks of something, hearer does something and hearer gives answer. Those three effects are related each other. It shows the pattern of communication in teaching and learning process.

Keywords – Teacher's talk, Perlocutionary acts

Introduction

English is a compulsory subject that has to be mastered by students. In terms of education, the use of English is very important. Students need to enlarge their knowledge and develop depth understanding of English.

How teacher communicates to students is one of critical success factors in the achievement of learning. Building a good communication will help the students to understand the intended purpose given by the teacher.

Based on the observation in SMA N 4 Magelang the writer finds some problems, they come from the teacher and the students. The classroom interaction does not always run well. This is due to the lack of communication between teacher and students. Teacher does not always produce effective utterance to the student. This causes the students get difficulties in understanding the utterance produced by the teacher. The problems that come from the students are students lacks of vocabulary so they cannot fully understand what the teacher says and they do not ask question when they are confused

The Objectives of the Study

To know the effects of perlocutionary acts that are found in the teacher's talk produced by the eleventh grade English teacher in teaching-learning in process in SMA N 4 Magelang in the school year 2015/2016.

To know the effects of perlocutionary acts that are dominantly found in the teacher's talk produced by the eleventh grade English teacher in teaching-learning process in SMA N 4 Magelang in the school year 2015/2016.

Brukat (1998:15) says that communication is a social interaction through messages. The term of communication involves at least two participants. Furthermore Huff (2008) defines communication as an exchange of information (a message) between two or more people.

Arockiasamy in Fandler's Instruction Analysis Categories System (FIACS) 1970 classified communication into the following steps. They are oral communication, written communication, vertical communication, horizontal communication, grapevine communication, object communication, intra-personal communication, inter-personal communication, group communication, mass communication.

The communication cycle by Flander are sender, message, encoding, channel, receiver, decoding, and feedback.

Harmer (1991) defines these reasons as follows.

They want to say something.

They have some communicative purpose

They select from their language store.

They want to listen to „something“

They are interested in the communication purpose of what is being said.

The process a variety of language

Nunan (1991) shares that “teacher’s talk is central in the language class not only for classroom organization and for the process acquisition but also controlling student behavior.”

Furthermore, Richard and Schmit (2002) state teacher talk as variety of language sometimes used by teachers when they are in the process of teaching. Any kinds of language used by the teacher in the class could be categorized as a teacher talk.

Flander (1970) states there are 7 categories of teacher’s talk.

Indirect Talk

In this method analysis, the first four categories represent the teacher’s indirect influence.

Category 1: Accepts Feelings

Category 2: Praise or Encouragement

Category 3: Accepts or Uses Ideas of Pupil

Category 4: Asking Question

Direct Talk

This is represents the teacher’s direct influence.

Category 5: Lecturing/ Lecturer

Category 6: Giving directions

Category 7: Criticizing or Justifying Authority

Austin (in Tsui, 1994:4) states that “speech acts are acts that refer to the action performed by produced utterances.” In line with this, Yule (1996:47) states that “speech acts is action which is performed via utterances.”

Austin (1962) in Meyer (2009) write that when speaking (or writing for that matter), people performed various „acts“: locutionary acts, illocutionary acts and perlocutionary acts.

Austin (1962:108) states perlocutionary act is the achieving of certain effects by saying something. It concerns the effect an utterance may have on the hearer. Moreover, some effects of the perlocutionary acts are in the following.

Hearer knows something

Hearer thinks of something

Hearer does something

Hearer is convinced

Hearer feels irritated

Hearer feels frightened

Hearer is amused

Hearer is inspired

Hearer is impressed

Hearer is attracted

Hearer relieves tension

Hearer gives answer

Attardo (1997) raises *The Perlocutionary Cooperative Principle*: Cooperate whatever goals the speaker may have in initiating a conversational exchange, including any non-linguistic, practical goal. The principle indicates the important element of perlocutionary act that the purpose of the speaker corresponds with the effect.

Methodology

The type of the Research is a qualitative research. The subject of the research is the teacher of the eleventh grade English teacher in SMA N 4 Magelang. In this research the unit of analysis is teacher's talk focuses on utterance containing perlocutionary acts that is produced by teacher.

The writer took 2 meetings in English class section of the eleventh grade, that is XI IPS 3 class. The material that is taught by the teacher is Hortatory Exposition Text. The allocation time of the teaching and learning process is 90 minutes for each meeting. The technique of collecting the data were observation, notetaking and recording. In this research the writer analyzed the data into several steps. Briefly, the analyzing data includes data collection, data reduction, presentation and conclusion

Finding(s) and Discussion

In this chapter, the writer analyzed the effect of perlocutionary acts of the teacher's talk produced by the eleventh grade English teacher of SMA N 4 Magelang in the school year 2015/2016. The data was taken during the English teaching and learning process. The writer took the data for two meetings. In analyzing the data, the writer used Austin's theory of perlocutionary acts.

Based on the data analysis, the writer found there are 11 effects of perlocutionary acts. The effects of perlocutionary acts of the teacher's talk are hearer knows something, hearer thinks of something, hearer does something, hearer is convinced, hearer feels frightened, hearer is amused, hearer is inspired, hearer is attracted, hearer is irritated, hearer relieves tension and hearer gives answer.

Table 1. The frequency of Perlocutionary Acts

No	Effects	Data 1	Data 2	Total	Percentage
1	Hearer knows something	15	4	19	6.09%
2	Hearer thinks of something	44	4	48	14.10%
3	Hearer does something	33	22	55	17.62%
4	Hearer is convinced	-	1	1	0.64%
5	Hearer feels irritated	-	1	1	0.64%
6	Hearer feels frightened	3	2	5	1.60%
7	Hearer is amused	3	1	4	1.28%
8	Hearer is inspired	8	8	16	5.13%
9	Hearer is impressed	-	-	-	-
10	Hearer is attracted	3	-	3	0.96%
11	Hearer relieves tension	2	2	4	1.28%
12	Hearer gives answer	105	51	156	50%

There are three effects that have big part than other effects. They are hearer thinks of something, hearer gives answer and hearer does something. Those effect are related each other. Commonly the effects are found when teacher delivers question. It makes the students think something and answer the teacher's question. The purpose of questioning is to motivate the students to speak or to check whether the students understand the material or not, even the teacher directly points the students to answer the question, it means that the teacher asks the students to do something.

Conclusion(s)

Based on the result of the data analysis, the writer concludes as follows.

There are 11 effects that are found in the teacher's talk. The frequency of each effect are hearer knows something 6.09%, hearer thinks of something 14.10%, hearer does something 17.62%, hearer is convinced 0.64%, hearer feels frightened 1.60%, hearer feels irritated 0.64%, hearer is amused 1.28%, hearer is inspired 5.13%, hearer is attracted 0.96%, hearer relieves tension 1.28% and hearer gives answer 50%. The effects of perlocutionary acts that are dominantly found in the teacher's talk produced by the eleventh grade English teacher in teaching and learning process in SMA N 4 Magelang in the school year 2015/2016 are hearer gives answer, hearer does something, hearer thinks of something.

References

- Arockiasamy, S. Educational Technology, B. Ed Notes, <http://stxaviersbedcollege.org/technology.pdf>.
Downloaded on (17th December 2015)
- Austin, J.L 1962. *How to Do Things with Words*. Oxford: Oxford University Press Birner, Betty J.
Introduction to Pragmatics. Malden, MA: WileyBlackwell, 2013.
- Burkat, Grace S to all. (1998) *Teaching Asswastantsin Foreign Languages*. Whashington DC: Center for Applied Linguistics
- Flanders, N. 1970. *Analyzing Teacher Behavior*. New York: Addison-Wesley Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics*. Edinburgh: Edinburgh University Press Ltd.
- Grundy, P. 2000. *Doing Pragmatics, 2nd ed*. Great Brittany, Edward Arnold
- Harmer, Jeremi. *The Practice of English Language Teaching: New Edition.* 1991 London Longman Publishing

- Meyer, C.F. 2009. *Introducing English Linguistics*. Cambridge. Cambridge University Press.
- Nunan, D. 1991. Communicative Tasks and the Language Curriculum. *TESOL Quarterly* 25: 279-295.
- Richards, J. C and Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Person Education Limited.
- Searle, J. 1979. *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge: Cambridge University Press.
- Yule, G. 1996. *Pragmatics*. Oxford: Oxford University Press
- W. A. Kelly Huff. 2008. *Public Speaking: A concise Overview for the Twenty First Century*. Peter Lang.