An Analysis of Speech Act Ability Conducted by the Students of English Department in Muhammadiyah University of Metro

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Abstract

This research is entitled The An Analysis of Speech Act Ability Conducted by the Students of English Department at Muhammadiyah University of Metro. It aims to analyze the language strategy and the usage of language politeness toward students' speech act ability in speaking interaction in Muhammadiyah University of Metro. This is a descriptive qualitative analysis. The population of data is taken from the students of the fifth semester in Muhammadiyah University of Metro. The data collecting technique used in this research is noting technique and participative observation technique. Data analysis technique uses pragmatic identity method. The result of data analysis is presented with informal forms. The results show that there are three kinds of speech act strategy in language communication; namely, 1) locutionary 2) illocutionary, and 3) perlocutionary act. The politeness language usage, however, can be divided into direct and indirect speech and it covers reason, apology, gratitude, and request.

Keywords: *Language Politeness Strategy, Sociopragmatics, Speech Act*

INTRODUCTION

Learning linguistics in the English learning process is very important because all aspects of the language to be studied in English education study program students are in linguistics' field. For example Phonology (Face, 2004), (Kreidler, 2001) which learn how to pronounce, how to read phonetic symbols as found in the dictionary, how to recognize different dialects of native speakers and to understand why foreign language learners find the difficulties in articulating their speech sound organ (Hayati, 2010). Meanwhile, morphology outlines the process of word formation, affixation, derivation and inflection that further is needed for students up to the level of the sentence (Brown & Hippisley, 2012), (Mattiello, 2013). Here comes the role of sentence construction or syntax. This study deals with how to construct grammatically correct sentences by putting the right words either appropriate parts of speech or affixation (Tallerman, 2014), (Chomsky, 2002), (Hersen, 2004), (Dean, 2006). On the other hand, Semantics learn how to understand the meaning conveyed by the spoken language through intonation, expression

of language, the power of the speaker or anything beyond language itself is called pragmatic that study the language used to communicate in particular situation (collocations, idiom, and set expressions) (Pârlog, 2015) (Melcuk, 2012), (Dirgantara, 2012).

The important things related to the success of social interaction through the language are the strategies that consider the status of the speaker and hearer within participation framework (Boblett, 2002). The successful of using these strategies create an atmosphere of civility that allows social transactions take place without embarrassing the speaker and hearer (Ismari, 1995). As in the example of speech act *"Wah, sial sekali, saya kehabisan uang. Hari ini saya tidak membawa ATM"*, ("Well, how pity I am, I run out of money. Today I do not bring my ATM card "), the speech has a meaning that the speaker indirectly asks hearer to lend some money.

In pragmatics field, there is term named as speech act (Rahardi, 2005). This basically explains when someone says something like the word *'excuse' 'promise'* , *'apologize*', *'name* ', *'pronounce*' for example in speech "*excuse me sir! May I wash my hands*? "*I promise I will come on time*". (Goodwin, 2014) argued that speech act is identified as the approaches of conceptualizing of argumentative activities. This is the key concepts in in practitioners, self-reflection, on daily activities. On the other hand, speech act is to notify the speakers in performing such as language function (thanking, complementing, fusing, and also complaining) (Acts, 2011). It is concerned not only saying, but also taking action of request for permission and promises (Nadar, 2009).

RESEARCH METHODOLOGY

The research method is a tool of procedures and techniques in conducting research (Djajasudarma, 1993). In an effort to achieve the purpose of the study, researchers used a qualitative approach in applying the descriptive method. In his study, descriptive method describes the data or object naturally, objective and factual (Arikunto, 1993). Descriptive method is used to describe the results of the data collection has been done by the author. The descriptive method is chosen by the author because it can give a description as carefully as possible about the individual, the state of

language, the symptoms or a particular group. The source of data used in this study are primary data, which is that directly related to issue, from the source. The source can be in the form of dialogue or conversations by students of English Education department that it contains the politeness in speaking to the speech act. The method of collecting data is capability method. In this analysis the authors use a unified pragmatic method, in which the hearer is the determining tool (Sudaryanto, 1993). The results of the analysis data of students speech act at English Education Program in the Muhammadiyah University of Metro were presented informally.

FINDING AND DISCUSSION

The Strategies of the speech act of English education students presented as follow:

Utterances Containing Locutionary Act Strategy

Locutionary act or also referred to as "utterance act" is a strategy used by both sides in this case between lecturers and students. And these actions are considered merely stating something like the following sentence:

Speech act 1

Student: Mr. Dowo, today we have semantics class at 8 am. Our room is on the second floor of 3.2.

Lecturer : Well then, thank you.

In the conversation above, it was found that the students have reminded his lecturer that there are semantics subject at 8 am. It is actually not necessary because faculty certainly has a schedule so that the action may be appropriate when lecturer comes to the class late.

Speech Act 2

(Send message to the lecturer because there is no answer when called by phone)

Student : It's hard to call Mr. Dowo, to say minalaidzinwalfaiidzin) ya (Islamic greets for Eid Mubarak) Mr. Forgive me for what I have done and said.

In the context of the speech acts above, the student has tried many times to contact the lecturer but there is no answer. So that the message includes the word in bold "Mr. Dowo" indicating that the efforts have been made are not

getting effectively successful. This situation made the student a little annoyed then directly said *minalaidzinwalfaiidzin* to forgive both speaker and hearer, because of misunderstanding.

Speech Act 3

(the mark given is not suitable with the effort, then the student complained to his lecturer by sending short message service)

Student: "*Assalamualaikum, Mr. What are the criteria to get A? Please reply it*"

The utterance in the speech act above is expectedly not polite because the mark that is given by the lecturer are taken from many sources inlcude student's attendance and task. When students ask that question, it seems not too important to answe because the student already know about it. At the end of message, the utterance '*Please reply*' is not appropriate with the context and situation with whom she talks to. So, the lecturer thinks it is not necessary to reply the message caused by the utterance is not appropriate with the hearer.

Utterances Containing Strategy Illocutionary Act Strategy

Illocutionary act is a speech act performed by the speaker because the main goal of the speaker is wants to achieve a certain goal. Generally it may be a *stating*, *promising*, *apologizing*, *threatening*, *predicting*, *ordering*, *requesting*, and so on. From the collected data, the results are showed below:

Speech Act 4

(Students sent a short message to ask the signature)

   Student: *Assalamualaikum Sir. This is Riana from eight semester. Where are you today, sir? I would like to ask a validating signature.*

   Lecturer   : *Later I will be in college at one o'clock.*

   Student: *Yes, sir. Thanks. Later I will be in campus at 12:30.*

In the example above, the students used the sentence "*I want to ask a validating signature* ', this speech acts can be categorized as the requesting act. The thing to be achieved by students when sending the short message to the lecturer was trying to get the validated signature for research paper. So, these efforts achieved when students meet and obtain the validating signature with the lecturer at 1 o'clock.

Speech Act 5

(The students asked about the mark of the courses that have not come out yet)

Student : *"Mr. Dowo. I am your English student from eight semester would like to confirm the semantics mark that has not yet come out in entry database, name Muji Rahayu student number 10341115 and Melia Pratiwi 10341112. Where we can meet, Sir? And what time? Thanks"*

In the example above, the speech acts performed by students are stating action. The word "*confirmation*" is used to provide real information by mentioning name and student identification number. Things to be achieved from the speech are about the marks that have not been issued by the lecturer that can be directly administered only by looking at the serial number and the name of the student

Speech Act 6

(Students reconfirmed that the published mark and score of Writing III subject have not been assessed yet)

Student   : *Asslmualaikum, I am sorry mister. May I ask something? My 6th task of writing score has not appeared but I have published for two weeks. I uploaded the task on Tuesday night.*

Lecturer : *What's your name?*

Student   : *Okta Mahendra, sir.*

Lecturer : *I am now checking ur assessment but I do not find your writing.*

Student   : *In previous task Sir. The tittle is "the regret of me".*

Lecturer : *Send your post link to my email.*

Student   : *Ok. Mister*

Action taken by the students above is to give clarification statement that the requested task has been published, but the mark has not been assessed by the lecturer. The English selection used by the student has a function as an *politeness or decency*. It believed that the objectives to be achieved by the student can be accomplished with the approval to send another page link to lecturer's email address for reassessment.

Speech Act 7

(Students sent a short message to the lecturer to recheck the late- uploaded writings in the course Writing III bog)

Student: *Assalamualaikum. I'm sorry mister. I'm late to post my work. I just*

posted my work. It's because I should accompany my friend last time. please, check my work mister.

The speech act to be achieved by students in above is, students asked indirectly to the lecturer to be given another chance to get the mark in the course Writing III. The use of sentence "*I am sorry*" is to politely asks and acts of apology in order to post the late task.

Speech act 8

(Student asked for permission to not atending class)

Student : The honorable, mr. Dedy Subandowo. I am sorry I am disturbing your time. My name is OktaMahendra fifth semesters of English education. I permit that I cannot join your semantics class today at 8'clock Because I am on my way from my home to campus. I am sorry for that mister. Wassalamulaikum. wr.wb

Lecturer: Waalakumslam, okay then. I hope you can join my class in next week.

Student : Ok, mister. Thank you so much.

At speech act No. 8, the student asked for permission to not attending a class like usual because he was on the way to campus and probably it took a long time. Therefore, he decided to not attend a class of semantics that is lectured every morning at 8 o'clock. By using the phrase "*The Honorable*" this is considered that the student has realized what is going to be achieved may lead to the rejection of the lecturer. The phrase selection can be used as a tool to achieve the goals. Politeness principle has been reached by the students when the permission for not attending the course at that time has been given.

Speech Act 9

(Student gives a short message to the lecturer relates to the paper submission that is requested by the lecturer to be submitted to the office)

Student : "*Assalamualaikum, Mr. Dowo this is Mega Putri from fifth semester. I already go to office to submit the task but then I met Mrs. Lilis, so i just put the paper on your table beside your papers. My paper entitled 'presentation of A class' Thanks in advance sorry for disturbing, sir*".

Based on the speech act analysis above, speech is a speech act that states news or information related to the results of the mark requested by lecturer

and gives a very clear speech related to where the students put the results of the task. By greeting *Assalamualaikum* at the beginning of the sentence, it already shows the respect of student to the lecturer. This situation must be done by *Muslims*. At the end of sentences, the students wrote thanking and apologizing as the signs of modesty of writing short messages. So it can be concluded that the level of civility students in the context of the above message is sort of polite.

Speech Act 10

(Students who will discuss a proposal seminar project want to make an appointment when they can meet for further discussion)

Student   : *Asslm. Morning Sir, it's Egi. I've done most of my data to the analysis; I hope you do not mind to tell me when will I meet you so you may check em out? Or let me know if you are free at 10 this morning. Thank you, Regards*

Lecturer: *Waalaikumsalam, Egi. You can see me at 10 in Prodi. Thank you.*

Speech no. 10 above, the main objective to be achieved by the speaker is to get confirmation when she can meet to discuss the chapter four of the data analysis. The speech act is started by greeting and stating the utterance "*Morning Sir*". This case has shown the attitude of politeness between the students to the lecturer. It can be seen by using the greeting word like "*Sir*". In language use, however, it still needs for clarification regarding the using of abbreviation "*them* into *em*" which is actually less suitable in writing of a formal siatuation. The abbreviation is more commonly used in daily communication between friends or one particular community groups. So, it seems less appropriate if the student treats the lecturer as the same as her friends in this context.

Utterances Containing Perlocutionary Act Strategy

Perlocutionary act is a speech acts which is very important in the study and understanding of speech acts. This action has the purpose to influence the hearer such *as persuade, seduce, or invite*. The data of perlocutinary act have been done by compiling from the students of PBI UM Metro and have been shaped to *persuade* and *invite* category. As in the speech acts 11 and 12 below:

Speech Act 11

(Replacement and additional class schedule due to the lack of number of studying in the classroom. Conversation was done in the campus cafeteria)

Student : Mr. Dowo, we agreed to change the schedule of your lectures on Thursday morning, do you agree mister?

Lecturer : Thursday morning is okay, what time?

Student : At 8 am mister. But we can replace it if too early become 9 or 10 Mister. But if 10 am seems late mister. How about 9am?

Lecturer : Yes, 8 am is too early. I prefer 9 am.

Student : Okay mister

Lecturer : Please find an empty room for our class then.

Students : Ready, Mister

Speech Act 12

(Students were asked to collect the paper of Discourse Analysis subject as their marked final examination)

Student : Assalamualaikum, Mr. Dowo. I am Ani the conversion student from the 7th semester who is taking your subject of discourse analysis. Previously I apologize for not being able to collect duties directly because I'm now mentoring students' camp for elementary school for three days. Can I just entrust the task sir?

Lecturer : Waalaikum salam, Ani. You can entrust it.

Student : Thank you, mister Dowo. Because I can leave the children and for you to know that my home is far away in Tulang Bawang so if I go back and forth to campus I have nobody to take care of my kids. In addition, my husband has a training out of town for one week.

Lecturer : Please entrust it to your chairman, though later handed over to my table.

Student : Well mister, I'll give it to Nyoman. Thank you very much.

On the data 11, student has the objective to persuade the lecturer not to replace the class in the morning by using the phrase "But if it is too early we can replace at 9 or 10 Mister". And their goals are achieved by students when the lecturer agreed to change the schedule form 8 am to 10 am.

Speech acts 12 is the perlocutionary act which is followed by an expression of

apology, *gratitude*, and the *reason*. By using the phrase "*I apologize*" the speaker shows her regret because she cannot fulfill what is expected by the lecturer. This action done by the speakers above is to give a reason for things to be achieved about the situation or particular issue that speakers cannot meet the demand of the lecturer. By describing the situation experienced at this time by the speaker, she wanted to get relief so she did not leave their students who were conducting the camp and home because her husband was involving at the training out of the city.

The Form of Using Politeness Strategy toward Students Speech Act

In this discussion the use of a form of politeness strategies toward English education student is divided into direct and indirect speech act.

Direct Speech Act

Speech Act 13

Student : *Assalamualaikum, Mr. Dowo Are you coming to campus or not? I would like to have a validation signature from you sir.*

Lecturer : *Waalaikumsalam, meet me at 3.*

Student : *Yes, sir. Thanks. I will come to campus later at 3*

The utterance *I would like to have a validation signature* is a direct speech act. This action is illocutionary strategy which means request something.

Speech acts 14

Student : *Assalamualaikum, Mr what is the criteria to get A?*

The Short messages written by students is asking what is criteria to get A is the direct speech acts that may be inferred from the syntactic form that is interrogative sentence that serves to provide information.

Speech Act 15

Student : *Good afternoon sir. This is me Made Juniarta, I want to discuss how can I change my study program?*

Lecturer : *Good afternoon, Made. You can personally ask to Mr.Dedi Turmudi as head of PBI on Monday-Thursday from 9 am to 2 pm.*

Speech acts no.15 can be categorized into speech act in which students directly deliver about changing study program. The sentence " *This is me Made Juniarta, I want to discuss how can I change my study program?.*" is a sentence that directly states the intent, such suitable utterances with the purpose meaning.

Indirect Speech Acts

Indirect speech acts are performed by the speech of the speaker to the hearer by not mentioning of intent or purpose in the utterance.

Speech Act 16

Student : *Assalamualaikum, mr sorry to bother your time. Its me Indri class A at fifth semester. I want to apologize because I have not been able to understand most of the material from you. I have no complaints on the final score that you have given to me but please give the chance one more time to improve my score. Thanks. Wa'alaikumslam*

Lecturer : *Waalaikumslam, Indri, too little too late.*

Speech Act 17

Student : Assalamualaikum, Mr. Dowo. This is Melinda from B class. Need your confirmation about my mark why it has not appear mister? Yesterday I waited for you but you did not exist. Then how mister?

Speech Act 18

Student : *Aslmkm sir. This is Muji Rahayu from 8 semester. I would like to ask why my semantic mark has not come out yet?*

Speech Act 19

Student : *Assalamualaikum, mr. I am Retno Ayu as your guidence student. I've got approval from Mr. Marzuki and he allowes me to conduct the research but my problem is dealing with the official research statement letter.*

Lecturer : *Waalaikukmslam, the technical problems dealing with your official research statement letter please consult with faculty. If you still face problems, you can meet me.*

Speech Act 20

Student : *Aslmkm, mr, this is Alif from class B. I cannot participate in final exam, because the winner has not been allowed to move, there is still another training here. Insyalloh I will be in campus on Tuesday. It Means when I can have additional final exam?*

Speech Act 21

Student : *Assalamualaikum, Mr. This is Tria from PBI class A. I want to ask, Mr. Tomorrow you will be at campus or not?*

In speech 16, student gave a statement that the material has been submitted online cannot be fully understood. So, the final mark is not succesfully obtained in line with expectations. The purpose achieved by speech 16 is that the student was requesting re-examination in order to get a good result but it did not directly delivered in the speech.

The pursuit to achieve from the speech act 17 is to request the mark can be issued by the lecturer. But the purpose of utterance is quite different from the sentence. It is also disclosed in the speech no 18, the purpose of the speech is not directly asked how the mark of the Semantics course can be published immediately.

The speech act no.19 performed by students in the form of a statement about the research official letter problem, but it did not elaborate on the problems faced. This makes the objectives of utterances No. 19 has not been reached.

The speech act no.20 has the objective that the student cannot follow the final exams, but the sentences given by the speakers did not fit with what he wants to achieve. In the utterances above, the speaker gave a reason why he cannot follow the final examinations.

The goal in speech act no. 21 is to be able to meet with the lecturer. The sentence has a function to inquire whether the lecturer is in campus or not. Speech made by student did not mention the purpose and goals to be achieved. In this case, speech act no.21 has different purposes.

CONCLUSION AND SUGGESTION

Based on the explanation above it can be concluded that research related to Pragmatic cannot be separated from sociolinguistics subject where context and hearer become a very important thing to consider when performing speech act.The results of the data analysis that has been conducted on English Education students of Muhammadiyah University of Metro in 2014 showed that there are strategy levels and the use form of speech acts ability in speaking especially to the lecturer. The strategy is divided into 1) *speech acts containing lucutionary*; where the speech act is intended to express something and is considered less important. 2) *speech acts containing ilucutionary act*; namely the action has the objective to be

achieved by the speakers. 3) *speech acts containing perlucutionary act*; speech act is very important because in addition to deliver the objectives to be achieved by the speakers, speech acts is also intended to persuade or influence someone.

The forms of politeness strategies in speech act used by English education department students of Muhammadiyah University of Metro in fifth semester can be divided into *direct* and *indirect* speech. In pursuit the speech both directly and indirectly, the students use the *excuse* (reason), *apology*, *expressing thanks* (gratitude), and the *demand* (request).

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