

THE ANALYSIS OF TEACHER'S SPEECH ACT ON THE STUDENTS' RESPONSE DURING LEARNING PROCESS AT SMAN 3 SERANG

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ABSTRACT

This qualitative study aimed to find out the speech acts produced by the teacher, the illocutionary and perlocutionary acts uttered by the teacher, the illocutionary force of the teacher's speech acts towards the students' responses in the learning process, the implementation and the violation of cooperative principle in the learning process. The subjects of this study were one English teacher and the students of XI MIPA 7 at SMAN 3 Serang. Observation, interview, and questioner were conducted to get the data for this study. The results of the study show that the total of two meetings are 268 utterances, 150 of them are identified as directives, 10 commissives, 59 assertive, and 36 expressive and 13 declaratives. It means that 55,97% of them are declarative, 3,73% are commissives, 22,01% are assertive, 13,43% are expressive and 4,85 are declaratives. The further finding of the research is that there are 35 types of illocutionary acts and 23 types of perlocutionary acts from the classification of speech acts. From the relationship between the teacher's speech acts and the students' responses, it was found that most of the teacher utterances were responded appropriately by the students. Besides, the researcher found that the implementation of Grice's cooperative principles was found in learning process. The maxim that mostly occurred was maxim of quantity, continued by maxim of relevance, maxim of quality, and maxim of manner. On the other hand, the violent happened between the teacher's and the students' speech acts. Cooperative principles in the learning process become an important role in order to make the clearness and congruency and make the learning process become effective and efficient.

Keywords: cooperative principle, learning process; students' response; teacher's speech act;

INTRODUCTION

Language is a tool of communication which will connect one person to the other. Language is used in the process of social communication in society, whether by individual with individual, individuals with groups, or groups with groups. In addition, the language is used in expressing the emotions, whether it is a positive emotion and also negative emotions, the use of language is one of the important factors in making good communication because a good communication is built when the speaker and the hearer can understand well. The communication must occur effectively and efficiently, so that the message is delivered can be clearly understood by the speech partners involved in the communication process.

In the context of learning interaction, as a tool of communication and nurture cooperation, language function can be realized by building teacher and students' interaction as comfortable as possible. With a harmonious relationship, there will be a comprehensive understanding of the science being taught. As Schleppegrell (2004:19) as cited in (Merdana, Sekek, & Adi, 2013) Teaching and learning in school can be done successfully through the appropriate use of language. Therefore, the communication between the teacher and the students regarded as the important element to perform an effective learning. The key of inviting the student to be involved in the learning process is a teacher who can invite the students in learning process. Walsh (2002:9) as cited in (Sadeghi, Ansari, & Rahmani, 2015, p. 187) argues that "the teacher, by controlled use of language and by matching pedagogic and linguistic goals, facilitates and promotes reformulation and clarification, leading to greater involvement and precision of language on the part of the learners"

The communication run well if the students are able to catch, understand and respond to the teacher's explanation. In communicating with the students, the teacher will produce some utterances in order to convey the materials through their speech. When the teacher and students produces the utterances and respond of the utterances in their communication, it is called speech act.

Speech act is a tool used to achieve the aim of speech directly and indirectly with considering the condition. To state the meaning of speech, the speaker does not only produce the words grammatically but also attempt to insert an action or influence to the other person in the speech. According to Austin (1962) speech acts are speakers' utterances which convey meaning and make listeners do specific things. When a speaker says or makes an utterance, she/he has certain aims which impacts on the hearer. Furthermore, speech acts are actions performed via utterances (Yule, 1996, p. 47). Every utterances produced by the teacher are intended to get the students' response with doing special thing. Every kinds of speech acts produced and uttered by the teacher have specific purposes and meanings that the teacher expects the students to understand. Therefore, the teacher might have consideration in producing the speech acts.

Thus the researcher researched the speech act which happens in the classroom. A speech act from the speaker (teacher) to the hearer (students) to encourage doing special thing based on the speaker utterances. The teacher in conducting teaching learning process is very productive to use the speech act effectively. The teacher as educator attempts delivering information and knowledge to the students in various ways, technique and strategy.

SMA N 3 Serang is one of the state senior high schools in Serang, Banten. The English teaching-learning process in that school is conducted by six English teachers. The researcher got the information from some students who assume that in the school, they have a favorite English teacher named Evi Ratna Juwita, S.Pd. According to some students, Evi teaches with different style, she attracts the students to active in the class.

From the information above, the researcher conducted pre-observation to know the learning process which is held by Evi Ratna. One of the results is that the teacher tried to invite the students' active in the class and she used the utterances which encourage the students to include as the main role in the classroom. For example: She said "*come on, nine minutes remaining*" from the examples, the teacher does not only remind but also give the motivation to do quickly.

Sometimes, she mixed three languages in the learning process. She used Javanese language as their mother tongue, Indonesian as the first language and mostly she used English as a foreign language. She used Javanese for example “*lah kepiye iki?*” when students didn’t find what the teacher ask to look for. However, the student is demanded to speak in the classroom although the teacher dominantly used English and Indonesia. The classroom English implemented by the English teacher of SMA N 3 Serang is, of course, to make the students familiar with the use of English. In the classroom, the English teachers give various instructions to ask the students to open the textbook, do the task, to collect the homework, and so on. All the instructions are mostly in English. Those teachers’ instructions are in the form of language functions. In pragmatic study, it is related to the concept of speech acts.

Several studies related to the teacher’s speech acts in the classroom activities have been conducted by many researchers. Mostly, the teacher used directive speech act to attract the students in the classroom. As stated in several study which have be done by some researchers like Basra and Thooyibah (2017:73-81) which focused on one classroom and analyzed the speech act produced by the teacher. They revealed that the teacher used directive mostly because the teacher adopted the principle of communicative language teaching to make implication towards the improvement of the students’ productive skill and Shahpouri (2012:163-175) in his study of Directive Speech Acts Used by Iranian Nursery School Children. In addition, when teacher delivers his/her materials, she/he must consider the utterances and the way she/he delivering. The study about Speech Acts and Politeness Strategies in an EFL Classroom in Georgia was done by Kurdghelashvili (2015:306). The study explores the students’ and the teacher practices of the politeness strategies and the speech acts of apology, thanking, request, compliment/encouragement, command, agreeing / disagreeing, addressing and code switching.

Based on the previous studies, the teachers mostly used directive speech in the classroom and used politeness to interact with the students in the classroom. Therefore,

in this research, the researcher wants to investigate the teacher's speech acts toward the students which will be held at tenth grade in EFL classroom at SMAN 3 Serang, that never done before by the other researchers

LITERATURE REVIEW

Pragmatics

Pragmatics is the study of the meaning of linguistic utterances for their users and interpreters (Leech & Thomas, 2005). (Crystal 2008:379) defines pragmatics as a branch of linguistics that deals with language from three perspectives: "the interlocutors, the social relationship between them, the choices they make and the constraints they make in using a language for communicative acts".

Speech Act

Theory that is regarded as revolutionary in pragmatics and currently in the pedagogical practice as well was first introduced by John L. Austin. Austin outlined his theory of Speech Acts and the concept of performative language, in which to say something is to do something (Austin, 1962, p. 12)

Austin also puts forward three kinds of forces an utterance may have locutionary, i.e. the literal meaning, illocutionary, i.e. intended meaning. By the sentence 'it is cold here', the speaker may assert, or suggest, or request something. The third is perlocutionary, a force that 'often produces certain consequent effects upon the feelings, thoughts, or actions of the audience, or the speaker, or other persons'. Austin (1962) that sometimes, when people utter an utterance, it is not always to describe something. Instead, by uttering utterances, they actually do something (Basra & Thoyyibah, 2017, p. 75).

Classification of Speech Acts

These classes of utterance, classified according to their illocutionary. (Searle, 1971) refined his typological system:

a. Declarative force

Declarative Force has a principle that words change the world. Declarative is the illocution used to make sure conformity between the content of the proposition to reality, such as approving, betting, blessing, christening, confirming, cursing, declaring, disapproving, dismissing, naming, resigning. It is illustrated by the sentences below.

For example: Police officer: You are free!

When a police officer says utterance to a person who is in the jail, the utterance changes the situation of her/him. From the status of a criminal man in the jail become free men.

b. Assertive force

Making words fit the world means that speech acts with assertive force is used to state what the speaker believes to be the case or not the case. Assertive has functions to establish or explain something as it is Yule (1996) said that assertive force is used to represent the world as the speaker believes it is. Below are the examples of speech acts with assertive force. The type include arguing, asserting, boasting, claiming, complaining, criticizing, denying, describing, informing, insisting, reporting, suggesting, swearing

For example:

(1) President will visit Banten to control the destruction of new fly over.

This sentence (1) above includes an assertive speech act because it contains the information of the speaker bound by the truth of the contents of the speech. Speakers are responsible that the utterance is fact and it can be proved in the field that indeed the president made a visit to Banten

c. Expressive force

The act of expressive is a speech act intended by the speaker so that His/her utterance is defined as an evaluation of what is mentioned in the speech. By performing speech acts with expressive force, speaker wants to show what

he/she feels about particular situations. Expressive force expresses psychological statement.

For example:

(1) I say thank for all participants who come in my graduate party.

The first sentence indicates that the speaker expresses that the speaker has got the kindness from his/her friend who come in his graduation party so the speaker say thank for his/her friends.

d. Directive force

Performing speech acts with directive force means that the speaker wants to get someone to do something. Giving commands and orders are some examples of speech acts with directive force. Here is one of the examples.

(1) Go away!

(2) Stay here

The examples above state the statements which want to get someone to do something.

e. Commissive force

Commissive force in speech acts shows speaker's intention. Yule (1996) stated that speakers use commissive force to express promises, threats, refusals, or pledges. Something to do with showing speaker's intention in the future as shown in:

For example: promise to buy you ice cream after school.

The sentences indicate that the speaker give an intention to buy an ice cream which convince the hearer that the speaker will buy an ice cream for the hearer.

The Cooperative Principle

H.P.Grice, like Searle attempted to face up to the problem of how meaning in ordinary human discourse differs from meaning in the precise but limited truth-conditional sense. Whereas Searle, however, proposed subsuming the truth-based paradigm in an action-based one, Grice was interested in explaining the difference between what is **said** and what is **meant**. 'What is said' is what the words mean at their

face value, and can often be explained in truth conditional terms. ‘What is meant’ is the effect that the speaker intends to produce on the addressee by virtue of the addressee’s recognition of this intention (Grice:1957) as cited by (Collinge, 2005). There can often be a considerable gap between these two types of message, one of which consists of only ‘explicit meaning’, while the other contains inexplicit meaning too. Consider an exchange between two people as follows:

A: Where’s Janet?

B: Uh—she was walking in the direction of the post office five minutes ago.

B’s reply simply reports the behaviour of Janet five minutes before the conversation. But actually it conveys, by implication, more than that: it implies that B thinks that, seeing that A wants to know where Janet is, the post office, or thereabouts, would be a good place to look for her. If we ask how that implication is conveyed, the answer must take account of such matters as ‘general knowledge’ and ‘shared contextual knowledge’. Thus, the expression *the post office* implies that B expects A to share knowledge of the location of a particular post office (presumably the nearest one to where they are standing). Moreover, the implication that Janet may be at the post office *now* rests on common knowledge that the post office is the sort of place you might be expected to walk to in a few minutes. (There would be no comparable implication if B had said: ‘...she was walking in the direction of the setting sun ...’!)

The concept of being an expected amount of information provided in conversation is just one aspect of the moral general idea that people involved in a conversation will cooperate with each other. In most circumstances, the assumption of cooperation is so pervasive that it can be stated as a cooperative principle of conversation and elaborated in four sub-principles, called maxims. The Cooperative Principle is a principle of conversation purposed by Grice (1975) in his writing *Logic and Conversation*. The four sub-principles or maxims purposed by Grice (1975: 45-46) are:

- a. Maxim of Quantity: Relates to the quantity of information provided and say as much as but no more than is necessary. The following are the maxims that fall under it:

(1) Make your contribution as informative as is required (for the current purposes exchange).

- b. Maxim of Quality: Relates to the truthfulness of the information provided. Under it is the following maxims.

(1) Do not say what you believe to be false.

(2) Do not say that for which you lack evidence.

- c. Maxim of Relation: Be relevant.

The participants are expected to make a contribution to communication that is relevant to the topic at hand and to the situation of the exchange. For examples, if I am mixing ingredients for a cake, I do not expected to be handed a good book, or even an oven cloth (though this might be an appropriate contribution at a later stage (Grice, 1975: 47)

- d. Maxim of Manner:

Grice suggests that the maxims of manner are different from the others in the sense that whereas other maxims are related to what is said, manner is related to “how what is said to be said “ (1975:46). For example, I expected a partner to make it clear what contribution he is making, and to execute his performance with reasonable dispatch (Grice, 1975: 47). There are four maxims as follows:

- a. Be Clear.
- b. Avoid ambiguity.
- c. Be brief.
- d. Be orderly

Teaching and Learning in curriculum 2013

Indonesia has changed nine curriculums during seventy three years. (Shafa, 2014, p. 5) Stated that the history of developing curriculum in Indonesia have shown

that there are nine times to update the curriculum. It is included the development of curriculum in 2013 called Curriculum 2013. Learning Processes in curriculum 2013 are organized on a regular basis interactive, inspiring,, challenging, motivating learners to participate actively, and provide facilitate for creativity. For that every educational unit doing learning planning, implementation of learning process as well assessment of the learning process to improve efficiency and effectiveness achievement of graduate competency. Learning process in curriculum 2013 emphasizes on learning that emphasizing the students' active independently. Learners are given opportunity to build their own knowledge.

In addition, the 2013 curriculum uses a learning approach scientific. Scientific approach in teaching and learning process involves observing, questioning, associating, experimenting, and networking. Conducting of learning is implementation of lesson plan involving pre-activity, while-activity and post-activity. These three basic steps are based standard processes issued by Regulation of the Minister of Education and Culture No. 65 of 2013.

Pre-activities, in this activity, several activities which is done by the teacher: a) prepare the students psychically to follow the learning process; b) motivate student learning contextually based on the benefits and application of teaching materials in life, by providing examples and comparisons of local, national and international; c) ask related questions prior knowledge with the material to be studied; d) explain the learning objectives or basic competencies to be achieved; and e) conveying material coverage and explanation of activity description according to syllabus.

Second, while-activities, in the core activities, every teacher is required to use various learning models, various instructional media, and various learning resources appropriated to the characteristics of learners and subjects. Selection of thematic and / or thematic approach integrated and / or scientific and / or inquiry and discovery and / or learning that produces project based learning adapted to the characteristics of competence and level education.

Third, post-activities. In this post-activity, teachers are together with students individually or in groups do reflections for evaluating: a) the whole set of learning activities and results that obtained to further jointly discover immediate benefits or indirectly from the learning outcomes that have taken place; b) provide feedback on the learning process and outcomes; c) do follow-up activities in the form of assignment, both individual tasks as well as groups; and d) informing the lesson plans for the next meeting.

METHODOLOGY

This study is a content analysis. Content analysis is a research technique used to organize large amounts of textual data into standardized formats which allows arriving at suggestions/conclusions. Content analysis can be carried out quantitatively by counting the words or qualitatively by coding (Kulatunga, Amaratunga, & Haigh, 2007, p. 498). According to Krippendorf (2004) as cited in (Kulatunga, Amaratunga, & Haigh, 2007) content analysis can range from the simplest form of word count to thematic analysis, referential analysis, and prepositional analysis.

This present study dealt with speech act used by the teacher and student in Teaching and Learning Process at SMA Negeri 3 Serang. The researcher used purposive sampling in determining the class for observing, the teacher who was observed, and the students who were interviewed. The researcher observed teaching and learning process for two meetings. The students fill the questionnaire and interviewing the students and teacher to strengthen the results. The schedule of the research is 3rd April- 31st May 2018.

After getting the data, the research analyzed the data using three broad tasks for qualitative data analysis was described by Miles and Huberman (1994, pp. 10-11) as cited in (Thomas, 2011, p. 239): data reduction, data display, and conclusion drawing or verification. The data were coded using theory of Austin, Searle and Grice.

FINDING AND DISCUSSION

1. The kinds of speech acts are produced by the Teacher

From two meeting, the researcher can conclude that the teacher mostly used directive speech acts. It can be seen from the table 10.

Table 1 The Number of Utterances Produced by the Teacher

Illocutionary Act	1 st meeting		2 nd meeting	
	Number	%	Number	%
Commissive	5	3.40%	5	4,13 %
Declarative	4	2.72%	9	7,44%
Directive	83	56.46%	67	55,37%
Expressive	22	14.97%	14	11,57%
Assertive	33	22.45%	26	21,49%
TOTAL	147	100%	121	100%

The two meetings was dominated by Directive Speech acts, 56,46% for first meeting and 55,37% for second meeting. For the fewest types are declarative in the first meeting and commissive in the second meeting. From the data, the researcher believed that the teacher tried to attract the students' response and the students' involving in the classroom. Besides, there are the differences in the fewest utterances on the both meeting. The first meeting, the fewest one is declarative and in the second meeting is commissive utterances.

There was previous research had been conducted in teacher and students' speech acts context. The study conducted by Basra and Thoyyibah (2017:73-81) which focused on one classroom and analyzed the speech act produced by the teacher. They revealed that the teacher used directive mostly because the teacher adopted the principle of communicative language teaching to make implication towards the improvement of the students' productive skill. Based on the previous research, this study can strengthen the previous research which showed that directive is mostly used by the teacher in the classroom. Walsh (2006: 7) cited in Kartika (2016:87) states that,

typically, classroom discourse is dominated by question and answer routines, with teachers asking most of the questions as one of the principal ways in which they control the discourse

Merdana, Seken, and Putra (2013: 3) stated that In the classroom, much of the time was spent on the transfer of information from the teacher to the students. When asking a question actually the teacher tended to have particular answer in mind. Interpersonal aspect of classroom discourse (Johnson, 1997) in Merdana, Seken, and Putra (2013: 4) is divided into three modes: control, organization, and motivation. In this research, the teacher also used Indonesian language to instruct and ask the students (by using Directives acts). The students received and gave good response toward the teacher's instruction, the teacher used Indonesian language in order to understand because mostly they used Indonesian as a primer language. For Instructional purposes, Indonesian language use functions as a supporting tool for both teachers and students to serve their purposes of teaching and learning respectively in the classroom.

Furthermore, the writer checked her findings for the accuracy of the finding by employing certain procedure. One of them is used investigator triangulation (expert judgment). The writer asked one of English lecturer to check the result. It means that the writer's findings are strengthened by the result of the investigator triangulation.

2. The illocutionary and perlocutionary acts uttered by the teacher

a. Illocutionary acts of the teacher's utterances

Yule (1996) stated that the term "illocutionary acts" is often closely associated with the term speech act. When people have communicative force in saying an utterance, it means that they are performing an illocutionary act. There are 22 types of illocutionary acts found in the first meeting and 33 types of illoutionary in the second meeting. The acts of 'requesting', 'commanding', 'opining', 'asking', 'thanking', 'recommending or suggesting', 'promising', "informing", 'inviting', 'praising', 'greeting', 'asserting', 'regretting', 'offering', 'declaring', 'answering', 'checking', 'clarifying', 'congratulating', 'checking', 'permitting', approving are all of those kind of illocutionary acts uttered in the first meeting. While in the second meeting, there are

same illocutionary used in the first meeting but there are additional acts uttered. It is ‘announcing’, ‘reprimanding’, ‘opining’, ‘clarifying’, ‘stating’, ‘recalling’, ‘naming’, ‘arguing’, ‘obligating’, ‘committing’, ‘deploring’, ‘threatening’, ‘satisfying’, ‘criticizing’, and ‘advising’ are all of those kind of illocutionary acts.

b. Perlocutionary acts of the teacher’s utterances

Perlocutionary act is an utterance with a function without intending it to have an effect (Yule G. , 1996, p. 48) . Yule (1996) who pointed out that perlocutionary acts bring the-so-called perlocutionary effect. One of the examples illustrating this situation is when a speaker is feeling sad of being left out, he says “I am useless” to a friend. By hearing the utterance, the hearer is affected and feels sorry. Feeling sorry is the effect of the perlocutionary acts of the utterance “I am useless” It can be seen from the finding. From the two meetings of the observation, Those kinds of perlocutionary acts are ‘get h to do something’, ‘get h to answer’, ‘make h to explain’, ‘get h to think about’, ‘attract attention’, ‘make h to give responses’, ‘get h to remember’ ‘get h to forgive’, ‘get h to repeat’, ‘convincing’, ‘Get H to hurry up’, ‘Get H to understand’, ‘make h agree’, ‘get h to say something’, ‘impressing’, ‘Get H to be sure “, ‘get h to believe’, ‘get h to feel respectable’, ‘make h relieve’, ‘Get S to promise’, ‘get H to continue’, “get H to explain’, ‘get H to feel motivated”. The total numbers of perlocutionary acts are 23.

From the classification above, the number of illocutionary acts are 33 and the number of perlocutionary acts are 23 from the conclusion of the two meetings.. However, although the number of illocutions and perlocutions found are almost the same, the difference is that the perlocutions may vary derived from illocutions. In other words, an illocution may have several perlocutions. For instance, the illocution of ‘asking’ above have 7 different perlocutions. These are ‘get H to answer’, ‘get H to do something’, ‘get H to say something’, ‘convincing’, ‘attract attention’, ‘get H to response’, and ‘get H to think about’. According to Austin (1962: 101), in saying something, a speaker will normally produce certain consequential effects upon the

feelings, thoughts, or actions of the audience, or even of the speaker and other persons. It is done by certain design, intention, or purpose of the speaker in producing them.

3. The Illocutionary Force of the Teacher' Speech Acts towards the Students' Responses

The researcher analyzed the illocutionary forces of directives. From the total number 150 of directives, 135 of them are responded appropriately and 15 of them are responded inappropriately.

Searle (1969:22) asserts that directives are frequent speech acts in classroom interaction that are used as a command, order, advice, request, warning, etc. The speaker states question to the hearer, demanding information from the hearer. Furthermore, Ervin Trip's concept (1976) on directives function was used. The types and functions of directives proposed are need statement, bald imperative, embedded imperative, permission directives, questions directives, and hint directives.

Qadir and Riloff (2011) cited in Basra and Thooyibah (2017:73-81) listed clues of directive speech act word. Utterances containing the force or intention to ask, order, command, request, beg, plead, pray, entreat, invite, permit, advise, dare, defy, and challenge, are categorized into directives. Mostly, the teacher used directives with the intention is to ask the students about something, and to command and request the students to do something.

Directives speech acts in the classroom were used to manage and control the students' behavior during teaching learning process. Teachers' directives demand the students' compliance. The teachers' directive is also a good model for the students to learn pragmatics in the classroom. In asking certain information, the students are able to use directives in appropriate way. The teachers' attitude toward the students is higher and he is in authority. In such classes, the teacher has right to ask the students questions or to give them instructions. In addition, as a vertical distance or vertical status difference between the teacher and students, the students are obliged to follow or to carry out what the teacher wants.

4. The Implementation of Cooperative Principle by Grice conducted between Teacher and Students in Classroom Activity

Based on the data analysis of the implementation of Grice’s cooperative principle in teaching and learning process, it can be shown as follow.

Table 2. The Implementation of Grice’s Cooperative Principle (First Recording)

Dialogues	The Implementation of Cooperative Principle			
	Quality	Quantity	Relevance	Manner
Dialogues	51	47	40	46

Based on the table 2 above, it can be explained that there are 60 dialogues with 51 dialogues of quantity maxim, 47 dialogues of quality maxim, 40 dialogues of relation maxim, and 46 dialogues of manner maxim. Thus, it can be concluded that both of teacher and students’ had already understood and applied the cooperative principle in classroom interaction.

Table 3. The Implementation of Grice’s Cooperative Principle (Second Recording)

Dialogues	The Implementation of Cooperative Principle			
	Quality	Quantity	Relevance	Manner
Dialogues	72	68	76	73

Based on the table 3 above, it can be seen that there are 93 dialogues with 72 dialogues of quality maxim, 68 dialogues quantity maxim, 76 dialogues of relation maxim, and 73 dialogues of manner maxim. Therefore, it also concluded that both of teacher and students’ had already understood and applied the cooperative principle in class group discussion.

Based on the result of research for both of table 1 and 2, it can be concluded that classroom activities done had applied the cooperative principle included of all maxims. If it is seen in quantity maxim, the group discussion done by the students have showed that they make their contribution as informative as is required, no more or less. Then, in quality maxim, it can be also showed that both of speakers and addressees have said the utterances that they believe to be true with available evidence.

5. The violation of cooperative principles implied in teacher and students' speech act

According to the data that taken in SMAN 3 KOTA SERANG, by means X MIA 7 class, the researcher defines some exchanges between students and teacher. They are some exchanges that indicate students' responses are violated. In addition, those exchanges are classified into four maxims. They are maxim of quantity, maxim of quality, maxim of manner, and maxim of relevance.

Based on the interview to the students and the teacher, the violation happened because the teacher wanted to give support to the students so that the teacher uttered the dialogue out of the topic. The students violated the maxim because they did not understand what the teacher intended so that the students tried to clarify to the teacher. This situation made a gap between the students and teacher in implementing the cooperative principles.

CONCLUSION AND SUGGESTION

There are four types of illocutionary acts used by the English teachers at SMAN 3 Serang. They are directives, representatives, expressives, and declarative. The directives are the most frequent illocutionary acts, while the declaratives are the fewest. There are 33 types of illocutionary functions performed by the English teachers at SMAN 3 Serang. the number of perlocutionary acts are 23 from the conclusion of the two meetings. The researcher analyzed the illocutionary forces of directives. From the total number 150 of directives, 135 of them are responded appropriately and 15 of them are responded inappropriately. Directives speech acts in the classroom were used to

manage and control the students' behavior during teaching learning process. Teachers' directives demand the students' compliance. The teachers' directive is also a good model for the students to learn pragmatics in the classroom. In common, the result of research concludes that learning process at SMAN 3 Serang have operated the cooperative principles even though some students have violated the maxims. This occurred due to the students' misconception and misunderstanding about the maxims, and they seem to have a joke while learning.

For making the students more active in speaking up their opinion, the teacher should give them more appreciation and good feedback to them. So, there is not only the upper students confidently speak up their mind, but also the lower students and the others feels invited in speaking up their mind to. It is also necessary for the students to comprehend the teacher's utterances not only from the syntactic form but from the intentions of the sentences as well. So that they could comprehend and respond the utterance directly and appropriately to avoid the illocutionary and perlocutionary failures. The teacher needs to strengthen the use of cooperative principle to her students by communication process inside and outside of the classroom as an effort to minimize violating the maxims. This absolutely gives the students contribution for communicating formally and informally.

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