

## THE EFFECT OF TEACHER PERLOCUTIONARY ACTS TO STUDENTS REACTION IN CLASS DURING LEARNING PROCESS AT 7th GRADE OF SMPN 2 KESU'

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### ABSTRACT

*The main objective of the research is to find the types of perlocutionary acts use by teacher in class and the effects of teacher perlocutionary acts to students during learning process at SMPN 2 Kesu'. In analyzing the data of this research, the researcher employed qualitative method. The writer used the Miles and Huberman model analysis. The population is the 7th grade students at SMPN 2 Kesu' and an English teacher. The writer records the data that had been obtained. The data summarized with use data reduction in order to facilitate the next step of the writer to continue the research. After the data is reduced, the data presentation presented with narrative text and then draws conclusions. The result from this study show there are four types of Searle's speech act during learning process types of teacher perlocutionary acts in class: directive speech acts in class is command, advice, asking a question, motivation, persuasive, prohibiting, reminding, request. Representative speech acts in class are assertion, description, statement, informing. Expressive speech acts are appreciating, greeting, criticizing, and thanking. Commissive speech act is promising. The reaction of the students as the effect of Austin theory is hearer feel annoyed, hearer is caused by speaker, hearer feel alarmed, hearer feel inspired, hearer do something, and hearer realize something. Conclusion based on the research findings and discussion, the writer finally extends the conclusion about types of perlocutionary acts and the effect for the students during learning English in class at 7th grade of SMPN 2 Kesu' is writer found four types of perlocutionary acts and six perlocutionary effects.*

**Keywords:** *effect, perlocutionary acts, reaction*

### INTRODUCTION

Communication is a part of language which is very important in everyday life. Communication is activity of expressing ideas and feelings or giving people information. Communication allows us to know what other people convey to us and vice versa. When the two communicators understand what they meant each other it is called language. Communication is used in various fields of life, like economic, social and educational.

Communication in education is needed to make learning targets can be

achieved. In the classroom, communication between teachers and students is very important for the teaching and learning process. The teacher will provide a lot of knowledge in the classroom and students will receive it. Sometimes students will also share their opinions in class. Communication can occur both written and oral in the classroom. Delivering oral communication in language science is called utterance. Utterance in the context of pragmatic usage is grouped into several sections. Utterance that is conveyed so that people do something is called a speech act. Speech act has many functions in the classroom. The words that we say to others have a big impact. Maybe not everyone will feel it, but someone will definitely have an effect.

Communication in class have big role in learning process. That depends on teacher utterance and how the teacher manage the class. In class sometimes teacher and students have conflict because the communication between them. The student did mistakes and the teachers punish them with words and make them irritated. If utterance of teacher more making student anger and have another bad feeling during learning that will have effect on student learn. When student feel irritated to teacher and don't want to active in class that will make them lazy and make their learning outcome not good. Vice versa if student feel inspired or another good feeling in class that will make them enthusiasm to study, they can achieve every learning material. At the end that can make their learning outcome good.

From the phenomenon writer want to conduct research at the 7th grade. 7th grade is class where students have move from elementary school to junior high school. When the students move to junior high school they will feel new environment. They will meet new friends from another elementary school, new teachers, new school, new class, new uniform, etc. From that condition, the writer interest to take the data at the transition process.

From the various aspects above, the writer wants to know how the effect of perlocutionary acts of teacher in the classroom to student. In this study, the writer wanted to know how the impact of teachers' perlocutionary on student think and do. In this case, the author will conduct research at 7th grade of SMPN 2 Kesu'.

## METHOD

In this study writer use qualitative research design. The population is the 7th grade students at SMPN 2 Kesu' and an English teacher. Technique in collecting data use purposive sampling, the sample from population that take is has been determined that class 7th and an English teacher at SMPN 2 Kesu' to collect data from several class on 7th grade at SMPN 2 Kesu'. In this study, writer use participant observation. Participant observation according to Hadi is researchers are involved with the daily activities of the observed person or used as a research source of data. The writer have enter the class and observed the teacher who speaks in the class and use perlocutionary act and the effect of the students respond when they hear it. In this study writer being passive participation in class. To maximize the data obtained in the classroom, the writer have recorded the

voice of the teacher when they perform a perlocutionary act in the classroom. After getting data, the data have transcribed. In this study, writer do depth interview with several students at SMPN 2 Kesu' by giving a list of questions and then when they speak their voice is recorded. The interview used is semi structured interview. After obtaining data from the field, the writer used the Miles and Huberman model analysis. The writer recorded the data that had been obtained. The data will be summarized use data reduction in order to facilitate the next step of writer to continue the research. After the data is reduced, the data presentation be presented with narrative text and then draw conclusions. Step in data analysis by Miles and Huberman are data collection, data reduction, data display and conclusion drawing.

## FINDING DAN DISCUSSION

### Findings

The result of this research show in the table below that are Types of Perlocutionary Acts and the Effect at 7th grade during learning English.

Perlocutionary acts and that effect	Sources	Question
Extract 1: Directive	U5, S3	
a. Command	U5	
Ok repeat after me. Look at your book that have been you write, the second dialogue		
Student response : Students follow what the teacher said		
• Student pay attention to what the teacher said and follow what she said like repeat after me.	S3	Q11
b. Advice	U12, S5	
The dialogue after you arrived at home, please read it.	U12	
Student reaction: student answer yes Mom		
• Student realize that the teacher is advising if she was angry because usually, students at her class are very noisy.	S5	Q8
c. Asking question	U16,S1, S4	
Have you finish to write the dialogue	U16	

on the board?

Student reaction : student answer not yet Mom

S1

- Student usually to answer the question and remove the whiteboard

Q11

S4

- Sometimes I answer what the teacher says and pay attention to what she explained

U49,S5,S6

d. Motivation

U49

Open your google who gets the answer first will be given a score of 100.

Students reaction: students enthusiastically seek the answer

S5

- I feel spirit if the teacher says things that motivate in learning.

Q6

S6

- Yes, because teacher say the things that encourages.

S5

Q10

- I feel motivated if the teacher says things I never known and I am spirit if the teacher encourages us in the class.

U20

e. Persuasive

U20

If you not paid quickly I will take back your student worksheet

Student Reaction: Come to front pay their worksheet

U10,S4,S5

U10

f. Prohibiting

I'll tell you in front if you laugh all the time

S4

Q8

Student reaction: Stop laugh for a while

S5

- I was silent and realize that the teacher was advising us.

- I realize that the teacher is advising if she angry because usually, students in my class are very noisy.

U21

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g. Reminding

So every schedule of English brings the students worksheet. U21  
U26,S1

Student reaction: students answer yes  
Mom

h. Request

Okay who wants to come at front, two people. Hurry up

Student reaction : two students forward to practice dialogue S1 Q11

- Usually to answer the question and remove the whiteboard

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Extract 2: Representative

a. Assertion U30

You want to take notes whatever, you play whatever. Later here I decide here, I not just sitting, I will judge you how your activities in class.

Student reaction: students are silent

- I feeling sorry if the teacher is offended by our attitude in the class. S2

- I realize if the teacher has talked hard to pay attention to the lesson. S3 Q12

a. Description

Simple present tense with to be, the pattern is U41

Student reaction: Students pay attention to the front

- Yes, because I am in class to learn so I listen carefully S1 Q12

b. Statements

Nicolaus and Wiliam never attend the meeting U3, S4

Student reaction: Students U3

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answer he always comes Mom		
• Sometimes I answer what the teacher says and pay attention to what she explain.	S4	Q11
c. Informing	U49	
Ok thanks time is up		
Student reaction: student said hurray come home	U49	
<hr/>		
Extract 3: Expressive	U11	
• a. Appreciating		
okay somebody was perfect, some have not		
Student reaction: Students who have advanced dialogue smiles and some students answered yes Mom		
• If the teacher said like dare to come at the front of class, so I have a little desire to go forward though still shy.	S2	Q10
• I think of the good thing to say by the teacher	S6 U50	
b. Greeting	U50	
See you next week		
Student reaction: students closed their books	U32	
c. Criticizing		
There's a fuss about subjects, and you what's your fuss?. Talk another, talk about misbehavior of your friend just finished the sermon keep your mouth, keep your tongue closed, but it's done.	U32	
Student reaction: students who fussed to be silent	S2 S6	Q4
• I feel annoyed		
• I criticize what the teacher	U6	

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said but in a slow voice	U6
d. Thanking	
Ok thank you. Sit down please	
Student reaction: students sit back	

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Extract 4: Commisive	U13
a. Promise	
I will take score of assessment next week for second dialogue in pairs, The dialogue please practice it at home so next week you can moves forward for value retrival).	U13
Student reaction: students answer okay Mom (oke Bu')	

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## Discussion

The utterance “there is something in your shoulder!” may cause the listener to panic and to look on his shoulder. Thus, this perlocution is to cause those emotion and action of the hearer. According to Yule Perlocutionary act is an utterance that has the function to have an effect. Perlocutionary act is the consequent effects on hearer which the speaker intends and should follow from his utterance. According to Levinson Types of Illocutionary act can be perlocutionary act if they have potential perlocutionary effect on hearer.

Ivana, et.al (2020) in their research entitled “an analysis of speech act used by teacher of SMPN 2 Bangli in EFL classroom Interaction”. Found that there are five types of Searle’s speech act during teaching and learning process. They were representative, directive, expressive, commisive and declarative. In this research writer found a little bit different from her research there are four types of Searle’s speech act during learning process. The four types of speech act is grouped into perlocutionary act because all of utterance with each part have effect on student reaction.

Erest, et.al. (2016) in their research entitled “an perlocutionary acts on eleventh grade English teacher’s talk of SMA N 4 Magelang in the school year 2015/2016”. Founded that There are 11 effects that are found in the teacher’s talk. The frequency of each effect are hearer knows something, hearer thinks of something, hearer does something, hearer is convinced, hearer feels frightened, hearer feels irritated, hearer is amused, hearer is inspired, hearer is attracted, hearer relieves tension and hearer gives answer. In this research writer found a little bit different from her research, The writer found at 7th grade students get six effect from perlocutionary act. Reaction of students as perlocutionary effect are hearer feel annoyed, hearer is caused by speaker, hearer feel alarmed, hearer feel

inspired, hearer do something, and hearer realize something.

This section is also a major part of the research articles and is also usually the longest part of an article. Discussion of the research presented in this section are the result. The process of data analysis such as statistical calculations or other processes for the achievement of its research. Please present the discussion narratively.

## CONCLUSIONS

During the research at SMPN 2 Kesu', writer found the types of perlocutionary acts use by teacher in class directive, representative, expressive and commisive. The effects of teacher perlocutionary acts to students are hearer feel annoyed, hearer is caused by speaker, hearer feel alarmed, hearer feel inspired, hearer do something, and hearer realize something. The writer would like to propose some suggestion that hopefully would useful for the English teachers, communication is part of learning process every words that we speak have effect on the hearer so be careful with your words. For students, keep motivation in class during learning. For other Researcher, this research is not perfect yet, it is suggested for the other researcher related this study to use better method to collect the data.

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