Linguistics

Illocutionary Acts in Recorded Presentations of English Education Master's Program Students

Monika Dewanty[1], Barli Bram[2]

[1, 2]*Sanata Dharma University, Indonesia*

A B S T R A C T

This study aims to identify the illocutionary acts used by English Education Master's Program students and the underlying reasons for them to use the acts in their recorded presentations. There is little study on master's degree students, especially in the pandemic era. Therefore, this study attempted to identify the illocutionary acts performed by master's degree students in the recorded presentation. This study used qualitative research in order to collect and analyze the data. Searle's (1979) theory of the illocutionary act is used. The data was taken from the videos which were transcript. The transcription was used to analyze the illocutionary acts used by the students. The qualitative data showed that the students mainly used representatives (66%), directives (26%), and expressive acts (8%) in the video 1 of the recorded presentation. Similarly, in the second video, the student used representatives (68%), directives (25%), and expressive (6%). Besides, none of the videos were showing the students' commissive and declarative acts. Results showed that the students used it for explaining to the audiences about facts or theories and examples.

I. INTRODUCTION

Linguistics is a scientific study of language. The area of linguistic study is very extensive. Besides Morphology, Phonetic, Phonology, Semantics, Syntax, and Sociolinguistic, there is also pragmatic study. Pragmatic is one of linguistic study. As defined by Birner (2013), pragmatic is "the study of language used in the context" (p. 2). In addition, pragmatic is related closely with communication and the community (Mey, 2001). Therefore, the focus of the pragmatic study is the language used in the community in order for it to be acceptable.

However, pragmatic can also fail to convey messages in cross-cultural communication due to the lack of the community's pragmatic knowledge (Chong-Yuan, 2021). Hence, pragmatic knowledge plays an important role in communication. It is important for people to understand pragmatic knowledge properly. Chong-Yuan (2021) further mentions the significance of giving speech act's instruction for English for foreign language students to carry out communication.

Speech act theory helps us understand that we do so many things by speaking, but one cannot certainly understand only by looking at the expression (Khoo & Sterken, 2021). Speech act relates closely with utterances. When one is uttering something, there are three types of speech act happen namely, locutionary act, illocutionary act, and perlocutionary act (Austin, 1962).

The three speech acts happen when someone is uttering something. Hence, human activities always include these speech acts. Speech acts can also be used while doing a presentation. This research focuses on analyzing a speech act namely illocutionary act from videos of master degree students' recorded presentations.

As illocutionary act is a topic which mostly discussed by researchers, there are many studies related to illocutionary acts performed by other people focusing on events, movies, and novels.

However, little research has been conducted in a classroom context. Illocutionary acts in a classroom context especially in this pandemic era have not been really explored. The Covid-19 pandemic has been hitting all parts of the world since 2020. Hence, lots of learning activities have been done through online classes. Therefore, this research wants to explore about illocutionary acts used by master degree's students in their presentation during online class which is being recorded.

Speech Acts

Sentences can be used for many different occasions. Searle (1969) mentions that speech acts can be used for stating, questioning, exclaiming, expressing commands, wishing, or conceding. Sentences that act and function as those mentioned before is considered as a speech act. Speech act is differentiated by Austin. According to Austin (1962) from his book entitled "How to do things with words", there are three different types of speech act namely, 1) locutionary act, which deals with sentence and impression or implication, 2) illocutionary act, which deals with briefing, cautioning, undertaking different strength, and 3) perlocutionary act, which deals with achieving something with persuading statement.

Based on how speech act is being recounted, there are two types of way. Köder and Maier (2016) in their study identify speech acts as direct speech and indirect speech. They further explain about direct speech as a way of repeating on what other people have said and indirect speech as paraphrasing or simplifying what other people have said.

Speech acts can also be different from one to another person due to gender reasons. Holmes (2013) states that women speak more polite than men do since they use the standard form of language due to social-status reasons. A study conducted by Liu & Qian (2018) found that in speech acts especially in refusal strategy, women tend to be indirect and more polite in general. Therefore, gender also affects one's speech act. However, gender does not correlate with the awareness-raising raising of speech acts (Ghayebi & Farrokh, 2020). Because it has no extensive effect on the students' speaking ability.

Illocutionary Acts

Illocutionary acts define by Austin (1962) as "utterances which have certain (conventional) force" (p. 114). Kenneth (2021) adds that illocutionary acts are utterances that are followed by some sort of action to it. In addition, there are five different types of illocutionary acts such as, representatives, directives, commissive, expressive, and declarations (Searle, 1979).

Representatives

Representative is a speech act that shows on what side the speaker agrees with (Yule, 1996). Hutajulu (2019) adds that "It can be statements of fact, assertions, conclusions and descriptions" (p. 2). Hence, the representative's section in the illocutionary act represents about the speaker's beliefs toward something.

Directives

Yule (1996) identifies directives as illocutionary act that the speaker used in order to get the listener feedback through action. He further mentions kinds of acts that represent directives such as commands, orders, requests, and suggestions. Therefore, any utterances that include commands, orders, requests, and suggestions to the listener might consider as directives.

Commissive

Yule (1996) explains commissive as "Those kind of speech acts that speaker use to commit themselves to some future action" (p. 34). He adds that speech act that consider as commissive as an act that include promises, threat, refusal, and pledges. In sum, commissive is kind of speech act that react to one's action.

Expressive

Speech act that shows the speaker feeling toward something (Yule, 1996). It can be used to show the speakers' happy, sad, sorrow, pain, dislike, and pleasant feeling.

Declarations

Yule (1996) describes declarations as the act of state something that later might change certain condition. Hence, the speaker in declaration of speech act has a role to change the listener condition.

There are many studies related to illocutionary act performed by other people focusing in events, movies, and novels. Putri, Sartini and Fajri (2020) conducted a study of illocutionary act in a certain event which is the illocutionary acts of the judges' comments in the American Next Top Model and Asian Next Top Model. They found the differences

of American and Asian judges in using illocutionary act. From the study, they conclude that American judges were more to the point while Asian judges were more expressive.

A study conducted by Rahayu, Arifin and Setya (2018) focuses on the illocutionary act performed by Queen and Snow White in *Mirror Mirror* movie. It shows that the illocutionary acts mainly used by the main character in the *Mirror Mirror* movie is directive. Directive action performed by the Queen and Snow White are ordering, requesting, asking and commanding. Another study conducted by Ramayanti and Marlina (2018) also focuses on illocutionary acts performed by each character in the *Tangled* movie. It also shows that the main illocutionary acts performed by the character is directive.

Illocutionary acts used in the novel entitled *And the Mountains Echoed* is the focus of a study conducted by Ratnasari and Edel (2017). Ratnasari and Edel identify that the main illocutionary acts performed by the characters in the novel is representatives. It also states that the illocutionary acts performed by the main character in the novel are related by social aspect

II. METHOD

This study employed the qualitative study especially in content analysis. Nuendorf (2002) explains content analysis as "the systematic, objective, quantitative analysis of message characteristics" (p. 1). As this study used students' recorded video's presentation to identify the students' illocutionary acts and the underlying framework of it, the researcher employed an analysis through the content.

Data

The data used in this study was from the master students' utterances. Moreover, the sources of data were from the recorded videos presentation. So, the master students live presentation were recorded. The key point of this study was to find the illocutionary acts used by master degree students' of Sanata Dharma University and also the underlying framework for them to use it.

The data used in this study was the master students' recorded videos presentation. There were two videos with the duration of 35 minutes and 60 minutes. The researcher saw the videos first. After that both of the videos were transcript into texts. The texts gathered through transcription was analyzed by the researcher based on the types of illocutionary acts mention by Searle. Following the division of illocutionary acts based on each type, the researcher analyzed the collected illocutionary acts to find the underlying framework of the illocutionary acts used by master students in the recorded video's presentation.

III. RESULTS AND DISCUSSION

Based on the analysis from the first video with a duration of 35 minutes, there are three types of illocutionary acts which were found. Table 1 shows 132 utterances and 199 acts in total.

Table 1. Illocutionary Acts in Video 1

No.	Acts	Total	Frequency
1.	Representatives	132	66%
2.	Directives	52	26%
3.	Commissive	-	-
4.	Expressive	15	8%
5.	Declarative	-	-
	TOTAL	199	100%

As shown above, the graduate students who delivered a presentation in video 1 were mostly using three types of illocutionary acts. The three types of illocutionary acts which mostly used by the master students are representatives, directives, and expressive. However, there are two acts which were not used by the students, commissive and declarative.

Table 2. Illocutionary Acts in Video 2

No.	Acts	Total	Frequency
1.	Representatives	231	68%
2.	Directives	86	25%
3.	Commissive	-	-
4.	Expressive	20	6%
5.	Declarative	-	-
	TOTAL	337	100%

Meanwhile, the video 2 with a duration about 60 minutes, there is 337 illocutionary acts which can be seen. The master students were mostly used three types of illocutionary acts, representatives, directives, and expressive. The table shows there are 231 representatives or 68%, 86 directives or 25%, and 20 expressive or 6%. Similar with the video 1, the other two types, commissive and declarative, were not used by the students while

they were delivering the presentation.

Representatives Acts

Below are the excerpts of representative acts include stating, concluding, and reporting which were found in the master degree's students recorded video presentation:

Stating a fact

From the two videos which were analyzed, there are utterances which was identified for stating a fact. These are the samples of utterances which are stating a fact:
Utterances 1 (video 1): Today our group will present something about Albert Bandura.
Utterance 2 (video 2): From the second picture we can see there are two children witnessed the same event which is in this case the street sweeper.

The utterance 1 shows that the speaker or the presenter of the presentation in the video was trying to start the presentation at that day. He was trying to inform the other students or the listener that the presentation will be started and talked about Albert Bandura.

Meanwhile, the utterance 2 was used when the speaker was telling about the pictures used in the presentation. She was trying to explain the picture. Hence, she illustrated the picture so the listener could understand it easier.

Concluding

Utterance 1 (video 1): So, in this learning theory, mental state is really important factors in learning and also the other key factors are observation, imitation, and modelling.
Utterance 2 (video 2): So, Vaihinger here stressed on the process of thinking as an important to construct our knowledge about the world.

Utterance 1 from the video 1 was used after the speakers mentioned and explained about the social learning theory from Albert Bandura. The speaker mentioned the theory and after that he tried to relate it with the mental state. Hence, he concluded the discussion about that section by using that sentence. Meanwhile, in utterance 2 from video 2, the speaker was first explaining about the figure, Vaihinger. He explained about Vaihinger's theory. After that, he concluded that discussion about Vaihinger by stressing on the process of thinking to construct our knowledge. Hence, both of the utterances above were used to conclude the discussion before they mentioned the conclusion. So, they were actually explaining something and

concluding it for the audiences after that.

Report

Utterances1(video1):Theexperimentwasconducted to 72 children from the Standford University Nursery School age 30 months and 69 months.
Utterance 2 (video 2): In this case or in this stage there is no confusion, there is no mental conflict, there is no cognitive dissonance present in our mind.

In the utterance 1 from video 1, the speaker was explaining about the Bobo Doll Experiment. Then, the speaker reported about how the experiment was conducted with mentioning about the data and about what the participants of the experiment need to do. However, in the utterance 2 from the video 2, the speaker was explaining about how human construct knowledge through three processes. After she explained the two first two processes, she explained about the third process, equilibrium. She mentioned that there are stages to this process. After that she started to briefly explain about the stages. However, in the first stage, she stated and reported that usually there is no mental conflict or dissonance present happening in our mind. Therefore, both utterances were used to report something. The first one was used to report the data from an experiment that done by another researcher. Meanwhile, the second utterance was used to report the example from the stages

Directives

There are two types of directives found in the two videos which were used by the students while delivering their presentation, suggesting and asking.

Suggestion

Utterances 1 (video 1): Probably you can check after this class.
Utterance 2 (video 2): Before we dive deeper and discuss about what constructivism is, let us try to see the two interesting pictures that I provided here.

The utterance from the video 1 was used by the speaker to suggest the audiences to check the video. So, before the speaker was suggesting that, she was explaining about creating condition to change people's basic codes. After that, she provided the audiences with an example from a movie. Hence, she asked the audiences whether they have known or watched the movie. However, only few from the audiences have known the movie. Therefore, she suggested the audiences to check it

later after the class. Meanwhile, in the utterance 2 video 2, the speaker was trying to explain about constructivism. Nevertheless, the speaker tried to make the audiences interested with the topic by providing pictures. Hence, she suggested the audiences to look after the pictures that she has provided. To conclude, the utterances above were used by the speakers or the presenters to suggest the listener about something that they can do after watch the presentation and suggest the listener to see the pictures in the screen.

Asking

Utterance 1 (video 1): Which stories of Bandura's life interest you the most?

Utterance 2 (video 2): Would you like to share what your opinion about the picture?

In the utterance 1 from video 1, the speaker was asking the students a question before they started to explain and discuss that day's topic. Since, the audiences were asked to read articles first before entering the class, the speaker then asked about the stories of Bandura which have been told in the articles. Besides, in utterance 2 from video 2, the speaker was also provided pictures before starting to discuss that day's topic. However, in video 2, the speaker was asking the audience about their opinion toward the pictures which have been provided. Both utterances above were used by the speaker to gain active participation from the audience.

Expressive

The expressive acts used by the master degree's students found in the recorded videos presentation are thanking and praising.

Thanking

Utterances 1 (video 1): Thank you.

Utterance 2 (video 2): Thank you so much for the opportunity.

Both utterances above were used by the speakers to thank the audiences for their active participation in the discussion. In the utterance from the video 1, the speaker thanked the audience for telling her favorite story from Bandura's life stories. Similarly, the utterance from the video 2 was used by the presenter on that video to thank the lecturer for the opportunity to deliver the discussion that day.

Praising

Utterance 1(video 1): Very unique.

Utterance 2 (video 2): As usual, a very good answer.

The utterances were used by the speaker to praise the audiences who gave their opinion when they were discussing. The utterance which was taken from video 1 was used by the presenter to praise the woman who did a roleplay to imitate. The presenter thought that the woman in the picture was unique because she was roleplaying as Aqua-man. Similarly, the utterance from the second video was used by the speaker to praise someone. However, the one that she was praising was the audience. She praised one of the audiences for giving an answer to her question.

The result of this research is supporting other similar studies about illocutionary acts that have been done in different contexts (Putri et al., 2020; Rahayu et al., 2018; Ratnasari & Edel, 2017). The studies occur in different contexts, such as in the movies, tv shows, and novels. A study conducted on a novel shows that all of illocutionary acts are used by the main characters because of their social aspects (Ratnasari & Edel, 2017). Meanwhile, in a movie, the four illocutionary acts beside declaration are used because the main character are mostly expressed their emotion or thought directly (Rahayu et al., 2018). Besides, a study conducted by Putri et al. (2020) shows that assertive and declarative were mostly used in the American's Next Top Model's tv show. Hence, this research which is conducted on the students' video presentation shows that in an online classroom setting while the students were delivering a presentation, they were mostly used representatives, directives, and expressive.

IV. CONCLUSIONS

After the videos were analyzed it shows that in the video's presentation by master degree's students, there were a total of 199 utterances which implied illocutionary acts in video 1 and 337 utterances which implied illocutionary acts in video 2. The illocutionary acts which were used by the students in the video's presentation are representatives, directives, and expressive. The frequency of these three types of illocutionary acts were sequentially from the top to the lowest. Representative was the type that frequently used by the master degree's students while they were delivering a presentation because this type of act is covering their needs in conveying information to their friends. In addition, directives were the type of illocutionary act that frequently used by the students after representative. The students were mostly used this type while they

were suggesting their friends to do something after the discussion or asking them about their opinion.

Besides, expressives were the least type used by the students while they were delivering their presentation or discussing the topic with their friends because the presenters were doing it rarely. The expressive acts which mostly used by the students were either thanking or praising. Hence, this type of illocutionary acts only emerged few times. Meanwhile, there are no commissive and declarative acts which were found in the video presentation by master degree's students. Both of them were not used by the master degree's students while they were delivering the presentation because the students were mostly delivering information and discussing with their friends. Therefore, there existed no acts of guaranteeing, pledging, promising, and declaring.

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