

**PERLOCUTIONARY ACTS FOUND IN
EFL UNIVERSITY STUDENTS'
CLASS**

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Abstrak

Penelitian ini memiliki tiga tujuan, yaitu 1) untuk menggambarkan bentuk tindakan perlokusi yang digunakan oleh mahasiswa dalam kelas mahasiswa Bahasa Inggris sebagai bahasa asing (EFL), 2) untuk menggambarkan tindakan perlokusi tertinggi yang digunakan dalam kelas mahasiswa EFL, dan 3) untuk menggambarkan konteks-konteks yang memicu terjadinya tindakan perlokusi dalam kelas mahasiswa EFL. Objek penelitian ini adalah tindakan perlokusi mahasiswa EFL. Dalam penelitian ini, peneliti menggunakan penelitian kualitatif deskriptif. Teknik pengumpulan data yang digunakan dalam penelitian ini melibatkan pencatatan, perekam video, rekaman audio, dan wawancara. Hasil penelitian ini menemukan dua bentuk tindakan perlokusi, yaitu tindakan perlokusi dalam bentuk kata dan tindakan perlokusi dalam bentuk tindakan. Penelitian ini menemukan 38 tindakan perlokusi yang terdiri dari 36 kali (95%) tindakan perlokusi dalam bentuk kata dan 2 kali (5%) tindakan perlokusi dalam bentuk tindakan. Tindakan perlokusi paling tinggi digunakan dalam kelas mahasiswa EFL adalah tindakan perlokusi dalam bentuk kata. Selain itu, peneliti menemukan bahwa tindakan perlokusi terjadi karena 1 konteks waktu, 0 konteks tempat, 21 konteks peserta, 0 konteks peran peserta, dan 16 konteks tujuan dan niat.

Kata kunci : Tindakan Perlokusi , konteks , Mahasiswa EFL, TEYL

Abstract

This study have three aims which were 1) to describe forms of perlocutionary acts that used by students in EFL university students' class 2) to describe the highest perlocutionary acts that used in EFL university students' class and 3) to describe contexts that trigger the perlocutionary acts occur in EFL university students' class. The object of this study is EFL university students' perlocutionary acts. In this study, the researcher used descriptive qualitative research. The data collection technique used in this study was note-taking, video recorder, audio record and interview. The result of this study found two form of perlocutionary acts. They are perlocutionary act in form of word and perlocutionary act in form of action. In this study, the research found 38 perlocutionary acts that consist of 36 times (95%) perlocutionary act in form of word and 2 times (5%) perlocutionary act in form of action. The highest perlocutionary acts that used in EFL University students' class is perlocutionary act in form of word. Moreover, the researcher found out perlocutionary acts occurred because of 1 context of time, 0 context of place,

21 context of participant, 0 context of participant role, and 16 context of goal and intention.

Keywords: Perlocutionary acts, Context, EFL university students, TEYL

INTRODUCTION

Humans are social creatures that cannot live alone without other humans. Humans have the feeling that needs to be conveyed. Moreover, humans need other humans to be used as a place to pour out all their emotions and feelings. Therefore, it so common for humans to communicate with other humans because communication is a human activity of expressing thoughts and feelings in society to create interaction (Batubara et al., 2023).

Context is part of communication process that made people continuously talk about some topics. "context" refers to either the social situation where language is used or the specific situation related to a particular text or conversation (Djik, 2009). Therefore, Djik introduce context model, namely dynamic context model. Context model are the missing link between situational and social structure. Dynamic context model are divided into time, place, participant, participant role, goal and intention.

In doing communication, there are three acts that occur, namely a locutionary act, an illocutionary act, and a perlocutionary act. The locutionary act is an utterance that the speaker utters. Meanwhile, the illocution act is the speaker's intention behind the utterance that the speaker utters. lastly, Perlocutionary act is the effect of the locution that the speaker utters which can be in the form of an action or word done by the hearer. In line with that, according to Wahyuningsih & Nirmala (2020) a perlocutionary act occurs because the speaker's locution affects the feeling or thoughts of the interlocutors or people involved in the situation. Moreover, the hearer can perform perlocutionary acts intentionally or unintentionally (Fata, Yusuf, Ulfa, & Delavari, 2022).

The perlocutionary act or response of the hearer can vary and be unpredictable. In line with that, Saifudin (in Wahyuningsih & Nirmala, 2020) stated that perlocutionary acts cannot be regulated or confirmed because perlocutionary acts are categorized as natural language phenomena. For example, when someone says, *it's hot here!*. The reactions of an interlocutor who hears that utterance can make an interlocutor turn on the air conditioner or say, *really? ... but I don't think it is hot in here..* because the hearer disagrees or say, *I agree with you* because the hearer having the same opinion as the

speaker. That example shows the importance of the perlocutionary act because one utterance the speaker utters may elicit several responses from the hearer. Therefore, the perlocutionary act becomes the primary concern because it is related to the effect of the speaker's utterance on the hearer (Sefriana, 2019).

Based on the previous explanation about the perlocutionary act, it concludes that it is important for EFL students to study it. It can make EFL students understand whether the opposite person understands the intention of the utterance in a conversation and avoid misunderstanding with the opposite person. Therefore, the researcher decide to choose this tittle as a field to study. This study have three aims which were to describe forms of perlocutionary acts that used by students in EFL university students' class, to describe the highest perlocutionary acts that used in EFL university students' class, and to describe contexts that trigger the perlocutionary acts occur in EFL university students' class.

RESEARCH METHOD

In this study, the researcher used descriptive qualitative research because the researcher wants to analyse language phenomena in EFL university students' class. Qualitative research is used to support a researcher in generating a deep understanding of a certain phenomenon. In line with that, Vanderstoep and Johnstona (in Fitriani, Achmad, & Rasmita, 2020) define the qualitative method as a narrative description of the phenomena within the study. The subject of this research is researcher itself and the object of this study is EFL students' perlocutionary act in EFL university students' class, which is TEYL (Teaching English to Young Learners) class in sixth semester. Moreover, the data resource in this research is all words and action used by students in TEYL class. Lastly, the instrument in this research are the researcher herself, note-taking, video recorder, audio record and interview.

FINDING

1. Forms of perlocutionary acts

In this part, the researcher had obtained the data that consisted of the types of perlocutionary acts' forms. Moreover, this part explained the findings of the researcher's question about in what forms perlocutionary acts were used by students in EFL university

students' class, TEYL class. The data of students' perlocutionary acts that occurred in TEYL class were analysed and shown in the table below.

Table 1. Forms of Perlocutionary Acts occurs during TEYL class

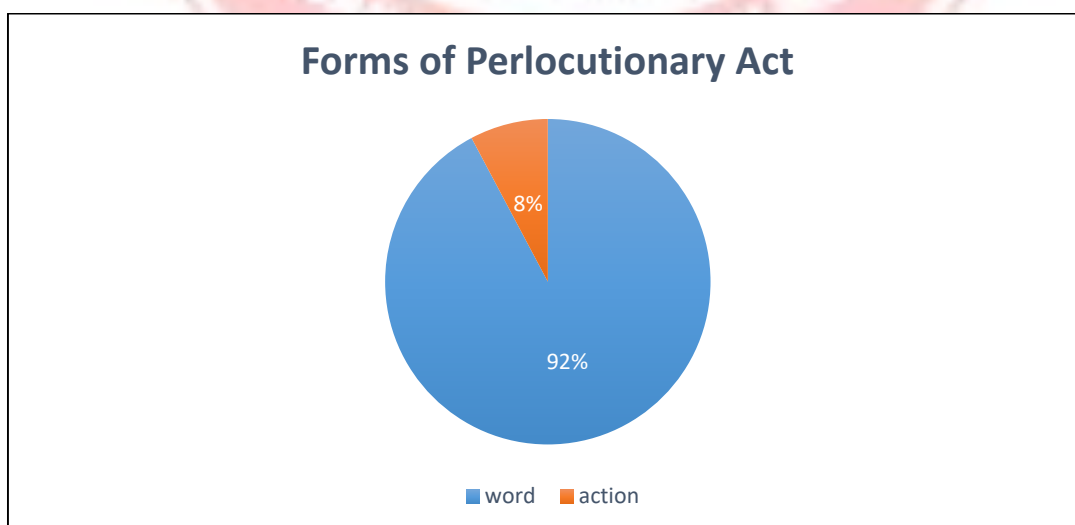
No	Forms of Perlocutionary acts	Frequency	Total
1	Word	36	38
2	Action	2	

From the table above, it show that the researcher was found two forms of perlocutionary acts occur during TEYL class. The first is perlocutionary acts in form of word with amount of 36 times, and the second is perlocutionary acts in form of action with amount of 2 times.

2. The Frequency of The Highest of Perlocutionary Acts

In this part, the researcher presented the frequency of the highest perlocutionary acts used in EFL university student class, which was TEYL class. To find the highest perlocutionary acts used in TEYL class, the researcher were calculated and the result were showed in Chart below.

Chart 1. The Chart of The Highest Perlocutionary Acts

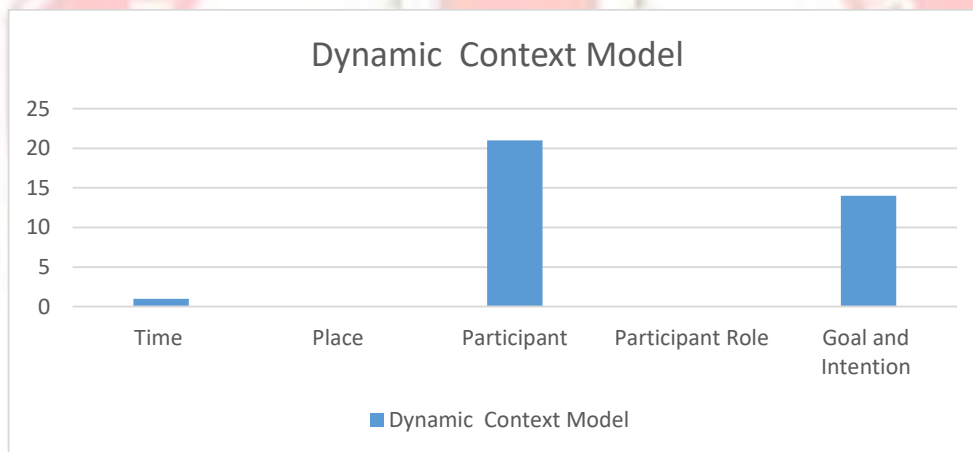


Based on the chart above, it can be seen that the highest perlocutionary act forms used by the EFL students is the perlocutionary act in form of word with amount of 36 times (95%).

3. Types of Context That Trigger Perlocutionary Acts

In this part, the researcher presented the type of context that triggered perlocutionary acts that occurred in EFL university students' class, which was TEYL class. Dijk (2009) in the book entitled "Society and Discourse: How Social Context Influence Text and Talk" introduced a context model, namely the dynamic context model. The dynamic context model was divided into time, place, participant, participant role, goal, and intention. The data of the context that triggered perlocutionary acts that occurred in EFL university students' class had been analysed and shown in the Chart below.

Chart 2. Types of Context That Trigger Perlocutionary Acts



From chart above, it shows that from the six contexts, only three of them were the causes of perlocutionary acts occurred in EFL university students' class, which was TEYL class. They are contexts of time, participant and intention. From 37 perlocutionary acts that occurred in TEYL class, the researcher found 1 context of time that trigger 1 perlocutionary acts occurred. After that, the researcher found zero context of place that trigger perlocutionary act occurred. Not only that, the researcher found 21 context of participant that trigger 21 perlocutionary acts occurred. Similar with context of place, the researcher found zero context of participant role that trigger perlocutionary act occurred. The last, the researcher found 16 context of goal and intention that trigger 16 perlocutionary acts occurred.

DISCUSSION

The discussion part presented a deep explanation about the findings in this research. In this discussion, the forms of perlocutionary acts used by students in TEYL class and context that trigger perlocutionary acts occurred will be described as follow.

1. Forms of Perlocutionary acts

a) Perlocutionary acts in form of word

Perlocutionary in forms of word is response of hearer in form of saying something after the speaker saying or doing something. This is example of a perlocutionary act but in the form of words or sentences based on Austin (1962) in the book “how to do things with words”:

A1: what did he do?

B1: he shoot the donkey.

From the dialogue above, A1 asks to B1 about “what he do?”. After that B response A with saying that he shoot the donkey. The responses of B is classified as a perlocutionary act in the form of word. Perlocutionary acts in form of word used by students in TEYL class are as follows:

Reka : happy. (line 5)

Risky : happy sir. (line 7)

b) Perlocutionary acts in form of action

Perlocutionary acts in forms of action is response of hearer in form of action or doing something after the speaker saying or doing something. This is an example of a Perlocution act in the form of action, based on Austin (1962) in the book “how to do things with words”:

A: shoot her !

B: (I shoot her)

From the dialogue above, A order B to shoot another person or “her” in that dialogue. After that B do what A order to by shooting that person. The action of the B is categorized as a perlocutionary act in the form of action or doing something. Perlocutionary acts in form of word used by students in TEYL class are as follows:

(Andi stand up) (line 73)

(Andi press the fan's switch) (line 153)

2. Types of Context That Trigger Perlocutionary Acts

a) Time

The first context that trigger perlocutionary act occurs is time. According to Djik (2009) communicative events may take place between fixed time points, or have maximum duration. In this research, the researcher found one perlocutionary act that occurred because of the context of time. This is explained in detail below.

Ivan : 8 minutes. (Line 32)

In interview, Ivan said that because the question is about duration of children pay attention in listening. It meant that the perlocutionary act occurred was triggered by the time context because he was being asked about duration.

b) Place

The second context that triggered perlocutionary acts was place context. Place is an important aspect because it shows information about where the communication or conversation happened. In this research, the researcher found zero contexts of place that triggered perlocutionary acts in TEYL class. Therefore, no explanation is needed in this part.

c) Participant

The third context that triggered perlocutionary acts was the participant. A participant is necessary in the communication process or conversation because without a participant or speaker that starts speaking and hearing the speaker, there is no conversation or communication process. In this research, the researcher found 11 contexts of participants that triggered perlocutionary acts occurring in TEYL class. Each of them is explained in detail below.

Everyone : Good morning sir. (Line 2)

In the interview, the researcher asked one by one students the reason behind saying that, and all of them said the same reason. The reason was that the lecturer said good morning, so they answered with good morning too. This shows that the perlocutionary act occurred because of the participant context, which was the

lecturer. If the lecturer did not greet them by saying good morning, they would not answer with good morning.

Reka : *happy*. (line 5)

In the interview, it was mentioned by Reka that due to the lecturer standing in front of her and pointing his finger to her after saying, "I know you guys are fasting, but that doesn't mean you are unhappy, right?" she expressed that she was happy. This indicates that the perlocutionary act mentioned by Ivan took place as a result of the lecturer being in front of her and pointing his finger to her. Consequently, it falls under the category of a participant context.

d) Participant Role

The fourth context that trigger perlocutionary act occurs is participant role. In this research, the researcher found zero participant role context that triggered perlocutionary acts in TEYL class. Therefore, no explanation is needed in this part.

e) Goal and Intention

The last context that trigger perlocutionary occurs is goal and intention. In this research, the researcher found 16 context goal and intention that trigger perlocutionary acts that occur because of intention's context. Each of them are explained as follow.

Risky : *yeah* (line 9)

In the interview, Risky answered like that because he wanted to make the teacher believe what he felt. It means that the perlocutionary act of this utterance occurred because he had the intention, which was to make the teacher believe. Therefore, it is categorized as a goal and intention context.

Andi : *a.. excuse me sir?*. (Line 67)

In the interview, Andi answered like that because the lecturer asked him suddenly, and that made him nervous. Moreover, he added that "my mind was blank at that time, so I said that to make Mr. Delano repeat what he said." It means Andi's intention behind saying that utterance was to achieve his goal, which was that he wanted the lecturer or Mr. Delano to repeat what he said before. Therefore,

the context that triggered the perlocutionary act of Andi occurred was the goal and intention context.

CONCLUSION

Based on the data obtained in the finding and discussion part, the conclusion is drawn by the researcher which described below.

First, the researcher found 38 perlocutionary acts used by EFL university students in TEYL class. From 38 perlocutionary acts used by EFL university students in TEYL class, there are two form of perlocutionary acts used by EFL university students in TEYL class. They are perlocutionary act in form of word and perlocutionary act in form of action. Second, the research found out that 36 times (95%) EFL students used perlocutionary act in form of word in TEYL and 2 times (5%) EFL students used perlocutionary act in form of action from 38 perlocutionary acts used by EFL university students in TEYL class. It show that the highest perlocutionary acts that used in EFL university students' class, TEYL class is perlocutionary act in form of word with total 36 times (95%). The last is contexts that trigger the perlocutionary acts occur in EFL university students' class, which is TEYL class. From 38 perlocutionary acts that occurs or used by EFL university students in TEYL class, the researcher found 1 context of time, zero context of place, 21 context of participant, zero context of participant role, and 16 context of goal and intention.

SUGGESTION

1. The Lecturers

The researcher suggest the lecturers to learn about perlocutionary acts more to understand what their students want to tell and improve a way of teaching.

2. The University Students

The researcher suggest the university students more active and not afraid when answer or used perlocutionary acts in the class. Moreover, the researcher suggest they to learn perlocutionary act because they will think and more know what the interlocution want to tell in every conversation.

3. The Other researcher

It is expected that the result of this study can be used as one of the references to enrich concluding the further research about similar topic related to this study. However, this study had limited. Therefore, the researcher suggests to the other researcher should explore more about perlocutionary acts.

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