

COMPARING ILLOCUTIONARY SPEECH ACTS IN TWO EFL ONLINE CLASSES: A MULTISITE CASE STUDY IN CANADA AND INDONESIA

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Abstract. Speech acts are actions that can be seen from the speech between the speaker and the listener. Speech acts are divided into three parts, locutionary, illocutionary, and perlocutionary. This study aims to find out the illocutionary ones in Canada and Indonesia and also to find out the differences between the two countries. The data were analyzed by the theory of John R. Searle. This study obtained the final result in the form of Assertive type which appears the most in the second data followed by Expressive, Directive, and Commissive. For the difference from the second data, there are more illocutions in the Canadian data than in the Indonesian data.

Keywords: Speech acts, illocutionary act, online class

Introduction

Nowadays because of Covid-19 disaster all teaching-learning activity has become an online activity. The teacher or students should do online class well with several support devices. In communication there will be a speaker and listener, and each other has their own understanding to create a good communication. Kamajaya et al. (2017) said the utterance between speaker and listener can be seen by speech act. Birner (2012) in Heidari et al. (2020) states that speech acts are specially designed for performing different actions and it's divided into three variety, locution, illocution and perlocution.

Speech acts is something expressed by a person that presents data as well as plays out an activity too. Speech acts is an utterance, that speech and the effect of action on the listener. And during the teaching and learning process, many use speech acts, both locutionary, illocutionary and perlocutionary acts. Rosyidi et al. (2019) Speech acts are a piece of language correspondence. The sentences of speech acts in certain conditions can decide the importance of the sentences. And also the speech acts can be analysed based on the speaker's intonation.

Searle (1979) stated illocutionary acts have 5 types. There are assertives, directives, commissives, expressives, and declarations. Assertiveness is an act that commits the speaker to tell the truth. Represent reality in the case of truth or false Assertives has an example like

making statements, explaining something, describing and etc. Directive is an act that commits the speaker to doing something in the future. And there is an example that usually appears in direct speech acts such as request, invite, command, and etc. Expressive is an act of representing a speaker's emotions or attitude. Expressives also have examples such as thanking, apologizing, deploring, joking, and etc. Commissive are those kinds of illocutionary that speakers commit themselves to some future action. Commissive also has an example like promising, threatening and intending. The last is declaration, an illocutionary act that changes the world into a word or sentence. There are several examples like baptizing, bidding, passing sentence, blessing, etc. However, there is still paucity in studies in making comparison speech acts between Asian countries and the West. Thus, this current research is aimed at investigating phenomenon of illocutionary speech acts in Toronto, Canada, and Cirebon, West Java, Indonesia.

Literature Review

Pragmatics and speech act

In linguistics, there are many branches, such as syntax, semantics, and pragmatic. Linguistics is the study of language use. According to Yule (1996) pragmatics is concerned with the study of meaning as communicated by a writer or speaker and could be interpreted by a reader or listener. From the definition above, we can know the definition of pragmatic is the study of the speaker or writer's meaning, what gets communicated that sets, and expression of relative distance. Here the writer can conclude the definition of pragmatics is a study of speaker meaning based on contextual meaning not based on utterance meaning.

According to Yule (1996), a speech act is a performance of utterance, more specific like apologize, promise, invitation, etc. These descriptive terms for various kinds of speech act to create a good circumstance for both speaker and hearer. Meanwhile Searle (1979) stated that speech acts are easy to understand. Human communication is not a sentence or other expression, but it can perform an act, such as making a statement, giving order, thanking, apologizing, congratulating, and etc.

Speech acts has three kinds of acts: locutionary, illocutionary, and perlocutionary. Locutionary act produces a meaningful linguistic expression or the speaker's tell the real meaning related to the topic discussion. Illocutionary act is an utterance that has a specific purpose, like warning, greeting, compliment, etc. Perlocutionary is the result of what speakers said, which means the listener should do something.

Illocutionary Act

SEARLE (1979) defined illocutionary acts as well as an utterance that directed some purposes such as referring to an object, requesting, greeting, etc. In the study of illocutionary acts the meaning is based on the context of what the speaker said. If the speaker says one thing, the meaning in his/her utterance is not only the real meaning but also has something more meaning. Searle's classification five types of illocutionary acts: assertive, directive, commissive, expressive, and declarative. Assertive is an illocutionary act that *states the true or false some circumstances*. An assertive can be found in intonation of the speakers'. The purpose of assertive class is to submit the speaker in certain circumstances; the psychological state communicated is conviction. Directive is an illocutionary act that *the hearer does some future action*. Directive type is an utterance that causes the listener to take an action in the future. Commissive is an illocutionary act that requires the *speaker to do something in future*. Expressive is an illocutionary act *that states a psychological condition of the speaker in the propositional context*. Declaration; and illocutionary act *that brings into existence the state of affairs to which it refers*.

Previous Study

The first study had been done by Simbolon et al. (2021) entitled "Directive Speech Acts of Teachers and Students in Indonesian Language Online Learning in Multicultural Classes at SMA NEGERI 1 Pinangsori" the researcher concluded that the research conducted by Simbolon et al., discussed the directive speech acts that occurred during the learning process via zoom in class IPS 1, IPS 2, IPS 3, SMA Negeri 1 Pinangsori. This study produces speech acts that are used in the form of commanding, requesting, forcing, asking, and inviting. The similarities between the research Simbolon et al., and the author are that they both use descriptive qualitative methods and the data comes from online video classes. The difference in this study is that Simbolon et al., only focuses on analyzing the directive speech act while the author analyzes all types contained in the conversation.

The second study had been done by Rosyidi et al. (2019) entitled "Illocutionary Speech Acts Used by Jokowi in First Indonesia Presidential Election Debate 2019". The researcher concluded that this study focused in Jokowi's utterance to be analysed. The result of this study has 13 data of illocutionary acts. Those are 6 data was included to Assertive types, 3 data was included to Directive speech types, 3 data was included to

Expressive types, and 1 data was included to Commissive types. The similarities between the research Rosyidi et al., and the author are both using descriptive qualitative as the data method, and also analyzing all types that exist in the data. The difference between the research Rosyidi et al., and the author is that this research is only focused on one speaker while the writer analyzes based on the conversation. And also research Rosyidi et al. took data from speech while the writer took data from online class.

The third study had been done by Kamajaya et al. (2017) entitled “Illocutionary and Perlocutionary Acts in the Movie Script Entitled "CBGB"”. The researcher can conclude the conversation in the movie CBGB has a complex way in conveying their purpose through conversation. The result of this study is three representative utterances, three directives utterances, three commissive utterances, and one declaration utterance. The similarity between the research Kamajaya et al., and the author is the qualitative descriptive method used to classify the five types of illocutions along with their explanations. the difference is that the research Kamajaya et al. (2017) uses two theories, namely the theory of Searle (1976) and Yule (1996) and is supported by the perlocutionary cooperative principle theory by Attardo (1997) which will later determine the truth of the explanation based on context.

The fourth study had been done by Tri Budiasih et al. (2018) entitled “Illocution on Speech Acts of Foreign Students in Indonesian Learning”. The researcher can conclude the result of this study which is focused on foreign students has found 3 assertive (complaining, confirming something, and expressing opinions.), 2 directive, (asking and pleading), 2 expressive (apologizing and thanking). The similarity between the research Tri Budiasih et al., and the author is to analyze the five types of illocutions found in foreign student utterances. The difference is Tri Budiasih et al. research focuses on the utterances uttered by the students while the writer focuses on the utterances of both students and teachers.

The fifth study had been done by Efendi & Sukinah (2021) entitled “Teacher's Illocutionary Acts in Online Learning Interactions”. The researcher can conclude the result of this study, which focused on the teacher's illocutionary act, has found three types: assertive, directive, and expressive. Assertive includes expressing opinions, making conclusions, and affirmations. Directives include asking/ordering, commanding, and requesting. Expressive includes thanking, congratulating, condolences. The similarity between the research Efendi & Sukinah (2021) and the author is to analyze the five types of illocution found in online learning. The difference is that apart from analyzing the illocutionary for Efendi & Sukinah

(2021) research, he also discusses the representations of an Indonesian teacher's power strategies in online learning through Whatsapp and Google Classroom.

Methods

Context of research

As Anin & Novitasari (2015) asserted, a conversation usually contains an information or message that is very important to be discussed, the utterances produced by the speaker must have purpose and function, which is in line with the illocutionary theory. And also in communication there will be miscommunication, to avoid that phenomenon the speaker must clear in expressing opinions. This problem can be analysed with illocutionary speech acts theory which means an utterance can be directed for some purposes such as referring to an object, requesting, greeting, etc.

Research Design

The writer used descriptive qualitative research, because the writer proposes to find the types of illocutionary acts based on Searle's. Researchers were able to achieve the aim, with the descriptive qualitative method.

Participants and research site

There were two site of the participants. First, the participant of this research were the students from another university who joined free English online reading class that he held with zoom in during pandemic COVID-19, the amount of his class were twenty students but only six students who were active in his class and this class located in Toronto, Canada. The second site was in Indonesia. in this research site, the participants were the students from university in Cirebon who joined course an introduction to corpus-based grammar. The class was about twenty-four students but only one student who was active in the class.

Data Collection and analysis

For the data one, author search online class in YouTube and downloaded it. For the data two, author joined the class. Documentation method was used to collect the data in this study, which means the author records the whole teaching-learning activity. Meanwhile, Qualitative descriptive method was used to analyse the data in this study, and after collecting the data the author transcribed the whole conversation between lecturer and students to be analysed.

Qualitative descriptive method is used in this study because the data are in the form of utterances produced by students and teachers which aim to describe factual data supported by theories from several pragmatic experts. This data analysis uses the theory of Miles and Huberman (1994) for data reduction, where the author focuses on the data that appears in the transcription. The author also uses theory SEARLE (1979) for describing the data.

Findings and discussion

Illocutionary act types

Toronto

The first step of analysis is finding the common types of the illocutionary speech act in the “FREE ENGLISH LESSON WITH MY ONLINE STUDENTS READING CLASS “It’s time – finally! – to grow your seeds”.” online class movie and the second step analysis is finding the common types of the illocutionary act in the “1B Week 2 “An introduction to corpus-based grammar”. The movie analysis can be seen in Table1 and Table2.

Table 1.1 Speech acts summary from Toronto reading class

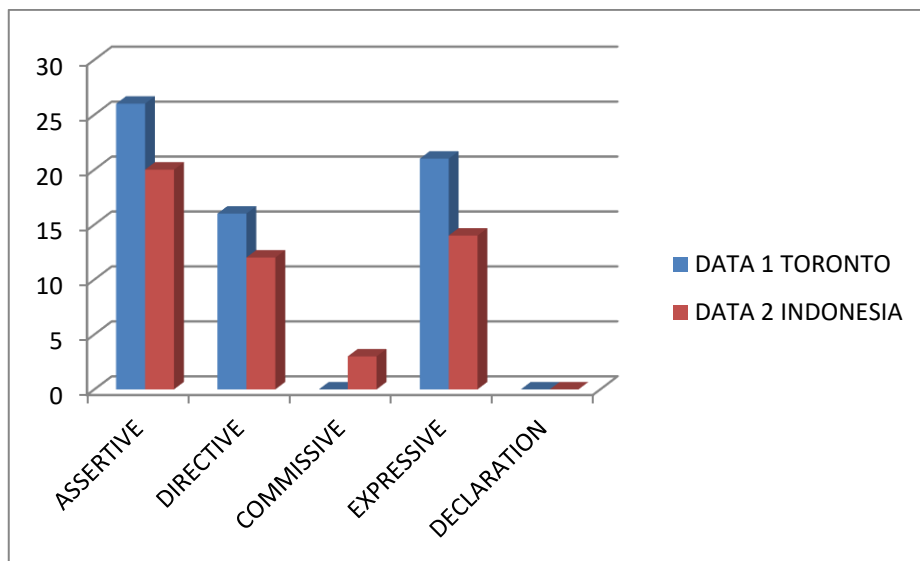
Speech Acts	Utterances	Percentage
ASSERTIVE	26	41
• Stating	21	.80
• Explanation	5	.19
DIRECTIVE	16	25
• Command	3	.18
• Request	13	.81
COMMISSIVE	0	0
EXPRESSIVE	21	33
• Compliment	16	.76
• Thanking	1	.04
• Apologizing	3	.14
• Joking	1	.04
DECLARATION	0	0
TOTAL	63	99

Table 1 shows the overall distribution of the five types in illocutionary speech acts and twenty one subordinate individual speech acts. The result of the percentage is Assertive (41%), Directive (25%), Commissive (0%), Expressive (33%), and Declaration (0%). The most common types of speech act in this data are Assertive, as much as 26 utterances.

Table 1.2 Speech acts summary from 1B week 2 an introduction to corpus-based grammar class.

Speech Acts	Utterances	Percentage
ASSERTIVE	20	40
• Stating	11	.55
• Explanation	9	.45
DIRECTIVE	12	24
• Command	1	.18
• Request	2	.81
• Invite	9	.75
COMMISSIVE	3	6
• Promising	3	.01
EXPRESSIVE	14	28
• Compliment	3	.21
• Thanking	3	.21
• Apologizing	2	.14
• Joking	6	.42
DECLARATION	0	0
TOTAL	49	98

Table 2 shows the overall distribution of the five types in illocutionary speech acts and twenty one subordinate individual speech acts. The result of the percentage is Assertive (40%), Directive (24%), Commissive (06%), Expressive (28%), and Declaration (0%). The most common types of speech act in this data are Assertive as much as 20 utterances.



Data Comparison Chart 1 and 2

Based from table 1 it can be found that the assertive type appears more often this is comparable to the results from table 2, the results of the comparison of tables one and two can be seen in the comparison diagram of data 1 and 2 which shows that the first data reaches 25% while the second data reaches less than 20%. Then it can also be seen that the expressive type ranks second with the highest number, which reaches 20%, while the second data is known to be the second largest with an amount of less than 15%. Then the third most data was achieved by the directive type. In the comparison diagram, it can be seen that the first data in this directive type reaches 15% while the second data is less than 15%. And the last is the commissive type, this commissive type only exists in the second data which reaches a figure of less than 5%, while the declaration type is not found at all in both data.

Table 1.3 comparison of Toronto and Indonesia illocutionary

No.	Type Illocutionary	Example	What is supposed to do	Example	What is supposed to do
1.	Assertive	Yes, you're right.	(the fact said that) yes, you're right. → stating a fact.	There is nothing that should be scared of.	(I'm sure that) there is nothing that should be scared of. → stating a fact
2.	Directive	Go ahead!	(I command you to) ... you read and making fun of someone	... you read and (I command) you read	

show me what scrub then after that we and then after that we
means with your play quiz. play quiz. →
hand→ commanding commanding.
(I begging) you read
and then after that we
play quiz → begging
for someone.

3.	Commissive	-	-	Absent later after this I will distribute it through google classroom.	(I predict that) absent later after this I will distribute it through google classroom. → a prediction. (I promise that) absent after this I will distribute it through google classroom. → a promise.
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4.	Expressive	Good job Rena!	(I really appreciate you) Good job Rena! → Appreciating/Compli ment.	Thank you for today ...	(Finally let me close and) Thank you for today,... → thanking.
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5.	Declarations	-	-	-	-
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More discussion is presented in the following conversation:

(1) Assertive - stating

- [1] Lecture : So, what's about mean "turn and tilt on its axis"?
- [2] : Anyone can answer?
- [3] Student 1 : Emm, well..
- [4] : It goes like round this axis.
- [5] : Tilt maybe it go it's like turning,
- [6] : It's moving while doing that.
- [7] : I'm not sure.

- [8] Lecture : yeah tilt its kind like this (explain with moves)
[9] : Like that, yea.
[10] Student 1 : Am I right or not?
[11] Lecture : Yes, you're right. (Assertive – stating)
(Toronto, minute 00:49-01:27)

As is known in the comparison table, the sentence "yes, you're right" which was uttered by the lecturer when viewed from the situation in the video, he answered according to the fact that what the students explained was true. This is reinforced by the opinion of Puji Hariati et al. (2020) that assertiveness is a case where shows the truth condition of the utterance. But in other contexts, it could be that the lecturer's words aim to insinuate his students who are urging him to answer.

Based on the comparison table, it can be seen that the first data has one meaning, namely stating a fact. This phenomenon is contained in the following conversation:

(2) Assertive – stating

- [1] Lecture : High blood pressure, the blood pressure that cannot be vaccinated is above 180.
[2] : What is the effect? I don't really feel any effect ya.
[3] : There is nothing that should be scared of. (Assertive-stating)
(Indonesia, minute 01:30-01:46)

As can be seen in the comparison table, the phrase "there is nothing that should be scared of" which was said by the lecturer when viewed from the situation in the video, he convinced all his students that the vaccine was not as scary as they imagined because he stated the fact that after the vaccine was not nothing happened. This is reinforced by the opinion of Puji Hariati et al. (2020) that assertiveness is a case where shows the truth condition of the utterance. The second data has one meaning, namely commanding. This phenomenon is contained in the following conversation:

(3) Directive – Command

- [1] Lecture : good. What does mean a good scrub and the job is done?
[2] Student : you wash it very... very good, we scrub it.
[3] Lecture : so you scrub...
[4] Student : like this (she shoe how scrub it is with her tumbler)
[5] Lecture : good good.
[6] : show me what scrub means with your hand.
(Toronto, minute 13:42-13:59)

As is known in the comparison table, the sentence "show me what scrub means with your hand" expressed by the lecturer when viewed in the video, means telling the students to take action from the word scrub, so students do what the lecturer asks. As Puji Hariati et al. (2020) says that the directive is an act to get someone another to do something, in other words, type this makes someone must do something. The second data has one meaning, namely commanding. This phenomenon is contained in the following conversation:

(4) Directive – Command

[1] Lecture : ok good.

[2] : *Nah sekarang saya akan mengulang dari awal* [now I'm going to repeat from the beginning].

[3] : you read first, and then we play quiz.

(Indonesia, minutes 45:02-45:14)

As is known in the comparison table, the sentence "you read first, and then we play the quiz" has two meanings, namely ordering and begging for someone. If seen in the video, this sentence means to ask students to read the material first before taking the quiz simultaneously. But when viewed in another context, this sentence can mean the lecturer asks the students to read carefully to be able to answer the questions. Azizah et al., (2020) Command is an utterance made by a speaker to get someone else to do something they want.

The third data has one meaning, namely promises. This phenomenon is contained in the following conversation:

(5) Commissive – Promise

[1] Lecture : I am sure you will be confused.

[2] : *Jadi kalian bakal bingung banget ya baca buku itu* [So you will be very confused when you read the book].

[3] : *Tapi coba baca.* [But try reading].

[4] : *Baca aja gapapa baca..sebisa nya kalian* [Just read it, it's okay to read..] as much as you can, then next week we will discuss.

[5] : Absent later after this I will distribute it through google classroom.

(Indonesia, minute 01:06:56-01:07:18)

As it is known in the comparison table, the sentence "absent later after this I will distribute it through google classroom" indicates a commissive type, namely the existence of an action in the future. When seen in the video, he promised to spread the timesheet after the lesson was finished via google classroom. Puji Hariati et al. (2020) a commissive illocutionary act is an act that makes the speaker commit what she or he said. It is also a

future action of the speaker. The fourth data has one meaning, namely appreciating or giving praise. This phenomenon is contained in the following conversation:

(6) Expressive – Compliment

[1] Student : Emm.. could you repeat the word that you used for the salad?

[2] Lecture : The salad? Lettuce.

[3] Student : Lettuce! L-E-T-T-U-C-E.

[4] Lecture : Yes

[5] Student : Okay

[6] Lecture : Good job Rena!

(Toronto, minute 10:27-10:48)

As is well known in the comparison table, the sentence "good job Rena" shows that the expressive type is a condition where the speaker states psychological conditions, which in this data shows that the lecturer appreciates students' voluntary answers. As Monika et al. (2020) said with the speaker praising the listener so that it can put someone in a good mood. The fourth data has one meaning, namely thanking. This phenomenon is contained in the following conversation:

(7) Expressive – Thanking

[1] Lecture : before we end let's say "Alhamdulillah"

[2] : thank you for today, attending my class, see you on Monday.

(Indonesia, minute 01:10:19-01:10:26)

As is well known in the comparison table, the sentence "thank you for today, ..." indicates a psychological condition, Schwartz (2020) stated that the word 'thank you' is shown when someone has given us an advantage, where in this data the lecturer is grateful for all the attention of his students to the material he has conveyed in class that day. Overall, the difference between the two data is that the first illocutionary found in data 1 is more than data 2. Then in data 1 the interaction between lecturers and students takes place in two directions because of that many illocutionary phenomena are found. Why in data 2 there are fewer illocutions than data 1, this is reinforced by Tenridinanti, B et al. (2021) The culture of talking to Indonesians to explain something too much small talk is the exact opposite of the English culture which is very to the point.

Conclusion and further research

This study has two data from Canada (Toronto) and Indonesia (Cirebon). This study analyses meaning in online course utterances. The culture of talking to Indonesians to explain

something too much small talk is the exact opposite of the English culture which is very to the point. It is suggested further research take multi-perspectives in analysing illocutionary.

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