

ILLOCUTIONARY SPEECH ACTS OF PPG STUDENT IN FRENCH LANGUAGE LEARNING AT HIGH SCHOOL

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Abstract

This study aims to describe the forms of illocutionary speech acts used by PPG student during French language learning in high school. The theory used in this research is Searle's speech act theory. The qualitative descriptive method describes data in the form of illocutionary speech acts in French language learning activities. The subjects of this research were PPG student of Pendidikan Bahasa Prancis of Universitas Negeri Semarang. The data for this research are the utterances of PPG student classified as illocutionary speech acts during the teaching process. Data collection in this research used the listening method and note-taking techniques. Data were analyzed using descriptive analysis techniques through the following procedures: (1) data reduction, which involved observing and classifying data (2) data presentation, which included organizing data results in tables; and (3) data conclusion. According to the research findings, the students used five types of speech acts in the French language learning process: assertive, directive, commissive, expressive and declarative illocutionary speech acts. Based on the findings of this study, directive illocutionary speech acts are the most prevalent in learning French, followed by expressive, assertive, commissive, and declarative illocutionary speech acts, which are the least common.

Keywords – speech act, illocutionary act, French language learning

Introduction

Language is a key form of communication that delivers intentions and objectives between individuals through speaking. The essence of developing good speech in accordance with the situation and conditions of communication leads people to have better understanding of language. This is in agreement with (Amanda & Marlina, 2018) conclusion that language serves as one of the most important components in social environments.

In the study of language, what humans do when they utter words is called a speech act. In this study, the author uses a pragmatic study. Pragmatics is the study of meaning given by the speaker (or author) and interpreted by the listener (or reader). As a result, this study is more related to the study of what speakers intend with their utterances rather than the individual meanings of the words or phrases used in those utterances. (Yule,

2014) defines pragmatics as the study of speaker intentions.

Speech act is what humans do when they utter words. Therefore, a speech act is an activity performed by someone's utterance or intended utterance so that the listener knows what is meant and takes action. According to Searle's opinion in (Adriana, 2018) speech act is a theory that determines the meaning of language based on the relationship between the speaker's actions and the utterance. According to (Bachari & Juansah, 2017) there are three types of speech acts: locutionary acts (saying something while doing something), illocutionary acts (saying something that we do), and perlocutionary activities. (Saifudin, 2019) defines illocutionary acts as the use of speech to express emotions through specific tasks or illocutionary action.

Searle (in Setyanta, 2015) divides the types of illocutionary acts into five categories: (1) assertive, is a speech that

binds speakers to the truth, such as stating, demanding, admitting, reporting, mentioning, and telling; (2) directive, which is meant to persuade the speech partner to perform the action mentioned, such as coercing, inviting, asking, instructing, billing, urging, begging, forbidding, commanding, advising, and challenging; (3) expressive, such as thanking, praising, congratulating, is speech intended to express the speaker's psychological attitude about a circumstance; (4) commissive, this refers to an action that requires the speaker to follow through on what they have uttered; examples include vowing, threatening, binding, and promising; (5) declarative, which include confirming, deciding, canceling, awarding, pardoning, and classifying, are meant to produce something new (such as status, circumstances, etc.

Speech acts are an occurrence that can happen at particular times and places, such as during learning process in school. The learning process refers to all learning activities or interactions between teachers and students that involve the delivery of learning content. The learning process is implemented in accordance with the guidelines in the curriculum, which is a set of plans and regulations about the content, teaching materials, and methods used.

Kurikulum Merdeka is the most recent curriculum that was nationally implemented on March 25, 2024 by the government to provide direction for education policy through. Permendikbudristek No. 12 Tahun 2024. According to (Kemendikbud, 2023) teachers' roles in the Kurikulum Merdeka include (1) discovering students' potential, (2) designing personalized learning by selecting and deciding on appropriate teaching methods, (3) stimulating active learning by engaging students in discussions, and (4) pushing

creativity and innovation by providing opportunities for critical thinking and creativity, (5) strengthening character and ethics by providing examples in teacher-student interactions, (6) connecting learning to the local context by relating it to reality helps students better understand their surroundings, and (7) developing student independence by assisting them in self-directed learning, time management, and resource management. Meanwhile, during the Kurikulum 2013 era, (Amri, 2015) stated that the role of a teacher includes: (1) corrector, (2) inspirer, (3) informant, (4) organizer, (5) motivator, (6) initiator, (7) facilitator, (8) guide, (9) demonstrator, (10) classroom manager, (11) mediator, (12) supervisor, and (13) evaluator. Therefore, in Kurikulum Merdeka, the role of teachers in improving character and ethics has been emphasized, while in the Kurikulum 2013, teachers were solely viewed as correctors of student behavior. As a result, the researcher seeks to study the illocutionary speech acts of teachers while teaching within Kurikulum Merdeka.

Some relevant studies to this study are (Daud, 2023) with the title of the study "Direct Illocutionary Speech Acts of Teachers in the Teaching and Learning Process of Class XI at SMK Muhammadiyah Sampang, Cilacap Regency". This study focuses on the analysis of direct illocutionary speech acts. Data discovered includes requests, inquiries, directives, restrictions, permissions, and advice. The following study is by (Sari & Cahyono, 2022) with the title of "A Study of Illocutionary Speech Acts in Buying and Selling Interactions at Pulung Traditional Market". This study analyses illocutionary speech acts with subjects at the Pulung traditional market. The third study is by (Rahmatiany, 2020) with "Expressive Illocutionary Acts in the Film *The Longest Ride* by George

Tillman: A Pragmatic Study”. This research only analyzes illocutionary acts and focuses solely on George Tillman's film *The Longest Ride*. The fourth study is “The Illocutionary Speech Acts of Teachers in Indonesian Language Learning for Grade XI at SMK Negeri 1 Sawit Boyolali” by (Insani, 2016). The study analyzes the illocutionary speech acts of teachers in Indonesian language learning, leading to the result of four types of illocutionary speech acts. None of the four previous studies looked into the study of illocutionary acts for students of Pendidikan Profesi Guru (PPG), particularly in French language learning. PPG is a higher education after the bachelor's degree, which prepares students with specialized expertise necessary to be teachers. As a result, the analysis of illocutionary speech actions in PPG student must be studied to comprehend which types of illocutionary speech acts are used in the French language learning process in high school.

Methodology

This study uses descriptive analysis techniques methods. As stated by (Emzir, 2015), descriptive study focuses on real problems that exist during the study and analyzes them by describing the events and occurrences that are the primary focus of focus without giving special emphasis on those events. This study is a descriptive study with qualitative approaches. The aim of this study is to describe illocutionary speech acts of students of Pendidikan Profesi guru (PPG) at Universitas Negeri Semarang during French language learning. This study's data includes the illocutionary utterances of PPG student at Universitas Negeri Semarang. The data source for this study was acquired from five videos of French language PPG students at Universitas Negeri Semarang as documented by (Fahrani, 2023), (Irmayani, 2023), (Khaerunnisa, 2023), (Nurkania, 2023), and (Arofah, 2023).

During the data collection of illocutionary acts, the researcher used observation and note-taking methods. (Sudaryanto, 2015) claimed that the observation method is used by observing the use of language. The main use of Sadap technique in this method is to collect speech/objects. Simak Bebas Libat Cakap (SBLC) technique works without any participation from the researcher; the researcher simply observes the speech being examined (Zaim, 2014). Furthermore, the findings are documented by listing them in the categories of illocutionary activities. This research uses a formal data presentation technique, with the results given in the form of tables. The researcher conducts the data analysis technique using the Miles & Huberman data analysis model (in Sugiyono, 2017) by (1) data reduction, which involves observing and classifying illocutionary acts of PPG student throughout learning, (2) data presentation, which organize illocutionary act data systematically and in an easily understood table, providing an opportunity of drawing conclusions, (3) data conclusion, which analyze the coherence of utterance from subjects with Searle's theory of illocutionary acts.

Finding and Discussion

Based on study conducted on videos of PPG students in the French language learning process, the researcher identified five types of illocutionary speech acts: assertive, directive, expressive, commissive, and declaration speech acts. The table below summarizes the data analysis.

Tabel 1. Illocutionary Speech Acts

Speech Acts		Count
Assertive		9
Informing	6	
Affirming	2	
Reporting	1	

Directive		27
Inviting	7	
Asking	18	
Forbidding	1	
Advising	1	
Expressive		20
Thanking	13	
Praising	6	
Wishing	1	
Commissive		8
Binding	2	
Offering	3	
Denying	1	
Promising	2	
Declarative		6
Allowing	2	
Deciding	4	

In the discussion section, examples of forms of illocutionary speech acts in the learning practice videos of PPG French students at Semarang State University will be explained.

A. Assertive speech acts are the ones that bind the speaker to the truth. The following is an example of assertive communication.

- (1) “*Voilà le climatiseur, justru kalau mereka di sana engga ada.*” (that’s it, air conditioner, it doesn’t exist there “France”) The quote (1) above is an assertive speech act of informing. The utterance was in context of PPG student discussing about common objects in a bedroom. In this scenario, the PPG student tells the students that no one in France utilizes air conditioning.

- (2) “*...iya enchanté, kita boleh bilang enchaté.*” (...yes, nice to meet you, we can say nice to meet you).

Quote (2) is an assertive speech acts of informing. That utterance was in context of a PPG student

reviewing the final scene of a French language video. In this scenario, the PPG student tells that students can use the French word *enchanté* to express nice to meet you.

- (3) “*Jadi di pekan selanjutnya temen-temen agendanya sudah class-meeting.*” (So, the following week, the agenda is a class-meeting.)

Quote (2) above is an assertive speech act of reporting. That utterance was in context of PPG student discussing the upcoming week. In this scenario, the PPG student informed that the school would host a class meeting the following week, hence no meetings were held. This is in agreement with the opinion of (Santoso, 2017) that the assertive speech act of reporting includes notification about something.

- (4) “*...kalau dalam belajar bahasa tidak hanya saja berbicara, tetapi kalian juga harus belajar menulis.*” (... if you learn a language, you don't just have to speak, you also have to learn to write.)

Quote (3) above is an assertive speech act of affirming. That utterance was in the context of a PPG student asking students to write introductions for their families. In this scenario, PPG student emphasizes that learning a language involves not only speaking but also writing.

B. Directive speech acts are utterances that instruct the listener to do the activity mentioned. This is an example of a directive speech act.

- (5) “*Avant de commencer, on va prier d’abord.*” (Before we begin, let us pray.)

Quote (5) is a directive speech act of inviting. That utterance was in context of a PPG student

about to begin the class. In this scenario, the PPG student invites pupils to pray before commencing the class.

- (6) “*On va apprendre sur la cantine.*” (We're going to learn about the canteen.)

Quote (6) above is a directive speech act of inviting. The utterance occurs in the context of a PPG student preparing to begin a lesson. In this scenario, the PPG student invites students to come together to understand the eatery.

- (7) “*Associez l’audio avec les images!*” (Match the audio with the image!)

Quote (7) above is a directive speech act of asking. That utterance was in the context of a PPG student giving exercises in the form of audio and pictures. In this scenario, the PPG student asks students to associate sounds with appropriate images.

- (8) “*Repetez après moi!*” (Repeat after me!)

The quote (8) above is a directive speech act of asking. The utterance was in context of a PPG student going to read a conversation. In this scenario, the PPG student asks the student to repeat what was read.

- (9) “*Pakailah ‘je voudrais’ aux toiles, lebih sopan daripada ‘je vais’...*” (Use I'd want to use the restroom instead of going to.)

The quote (9) above is a directive speech act of advising. The utterance was in the context of PPG student explaining word choices in order to make the dialogue more polite. In this scenario, PPG student advises that students use I'd want to...instead of I'm going to.

- (10) “*...tidak buka yang lain oke!*” (...don't open anything else okay!)

Quote (10) above is a directive speech act of forbidding. That utterance was in the context of a PPG student seeking to review students' knowledge by using Quizizz. In this scenario, the PPG student prohibits students from accessing any website other than Quizizz.

- C. Expressive speech acts refer to speech that expresses the speaker's psychological reaction to a circumstance, such as saying thank you, admiring, congratulating, and praising. The following is an example of an expressive speech act.

- (11) “*OK merci beaucoup pour la presentation.*” (Okay, thanks for the presentation.)

Quote (11) above is an expressive speech act of thankfulness. That utterance was in the context of students having just finished their presentation. In this scenario, the PPG student displayed appreciation for the student's presentation.

- (12) “*Le premier, c’est Romi, très bien.*” (The very first one, is Romi, very good.)

Quote (12) is an expressive speech act of praising. That utterance was in context of PPG student looked at the table showing the highest scores. In this scenario, the PPG student praised Romi for achieving the highest score.

- (13) “*Bonne vacances, OK.*” (Happy the holiday)

Quote (13) above is an expressive speech act of congratulating. That utterance was in context of PPG student is closing up classes for the current semester and resuming again the next semester. In this scenario,

the PPG student wishes every student happy holidays.

D. Commissive speech acts are binding activities that commit implementing exactly what is stated, such as promising, binding, threatening, or swearing. The following are some examples of commissive speech acts.

(14) “*Saya kasih waktu 10 menit ya.*” (I will give you ten minutes.)

Quote (14) is a commissive speech act of binding. That utterance was in the context of PPG student giving project in groups. In this scenario, the PPG student demands students accomplish the project within ten minutes.

(15) “*Qui va essayer? Le premier tour.*” (Who will try? For the first session?)

The quote (15) above is a commissive speech act of offering. That utterance was in context of PPG student giving projects in groups. In this scenario, the PPG student offers students who want to try for the first time.

(16) “*Mau cuci muka dulu?*” (Would you want to wash your face first?)

Quote (16) is a commissive speech act of offering. The utterance was in the context of a PPG student recognizing a student who appears asleep. In this scenario, the PPG student offers the student whether they need to wash their face first.

(17) “*Surabaya kan bukan itu, negara.*” (Surabaya, it isn't a country,)

Quote (17) above is a commissive speech act denying. That utterance was in context of PPG student talked about nationality. In this scenario, the PPG student denied the student's

answer because Surabaya is a city instead of a country.

(18) “*Nah ada 600 poin tambahan untuk yang pertama join.*” (So, there's 600 additional points for the first ones who join.)

The quote (18) above is a commissive speech act of promising. That utterance was in the context of the PPG student's starting Quizizz. In this scenario, the PP teacher guarantees that the first person to join the Quizizz platform will receive 600 additional points.

E. Declarative speech acts are those meant to generate new things (status, situations, etc.), such as validating, deciding, cancelling, granting, allowing, pardoning, and classifying.

(19) “*silakan boleh buka ponsel untuk membuka Quizizz.*” (You are able to open your cell phone to open Quizizz.)

Quote (19) above is a declarative speech act of allowing. That utterance was in context of PPG student's desire to review students' knowledge by using Quizizz. In this scenario, the PPG student lets students to use their phones to access Quizizz.

(20) “*C'est claire ya untuk hari ini*” (It's clear for today.)

Quote (20) is a declarative speech act of deciding. That utterance was in context of the PPG student concluding the lesson. In this scenario, the PPG student decided that during the class, students would be able to describe or mention the objects that were commonly found in the room and bag.

Conclusions

Based on the findings and discussion in the previous chapter, it can be concluded that there is a use of illocutionary speech acts among PPG student in learning

French in high school. This is proven by the use of Searle's five types of illocutionary speech acts (in Setyanta, 2015) which include assertive, directive, expressive, commissive, and declarative. This can be seen by the presence of 70 illocutionary speeches acts used by PPG student. There are 9 assertive speech acts (informing, affirming, and reporting), 24 directive speech acts (inviting, asking, forbidding, and advising), 20 expressive speech acts (thanking, praising, and wishing), and 8 commissive speech acts (binding, offering, denying, and promising), as well as 6 declarative speech acts such as allowing and deciding.

Directive speech acts are the most frequently used speech acts, which could be attributed to the teacher's role in Kurikulum Merdeka, which is to encourage creativity and innovation through active learning. As an outcome, we will frequently meet the directive illocutionary speech acts of inviting and asking since teachers need to invite and ask students to take part in group discussions, encouraging them for thinking critically and creatively about their ideas.

Furthermore, it can be decided that the use of illocutionary speech acts is certain to happen in the learning process, beginning with teachers who invite their students to discuss in order to increase their activeness in learning, or teachers who frequently express their psychology or admiration to students in order to appreciate what they have accomplished in learning.

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