

## DOMINANT SPEECH ACT TYPE IN DAILY CONVERSATION: A PRAGMATIC STUDY

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### ABSTRACT

Speech act is an act of communication that must be understood by the speaker and listener. Misunderstanding of speech act in conversation or dialogue can cause the misleading in the conversation. Therefore, this study aims to analyze the speech act types in daily conversation between students and parents at home. Qualitative research design was undertaken by the researcher to gain the speech act types. The research participants were twenty-four students of English Education department. Checklist was used to obtain the data. Moreover, the data were analyzed by using qualitative analysis by applying several stages from reduction, displaying and drawing conclusion. The result showed that several types of speech were found during conversation of students and parents at home. Those were directive, declarative, expressive and commissive. The dominant speech act type was directive because the parents asked the students to do something at home. Another finding showed that the students and parents did not use representative speech act in the conversation. It is because in the conversation between students and parents at home were informal conversation that seldom or never use representative. In short, it is not all speech appeared in the conversation because it depends on the function of speech act itself.

## 1. INTRODUCTION

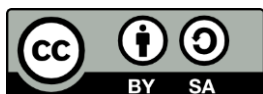
Speech act is a one of essential pragmatics materials that teaches someone to interpret what the speaker meaning is. Besides, it is also to lead the hearer or another speaker to understand the speaker intention (Yule, 1996; Yuliani, 2020). Speech act is always found in academic and non-academic setting. It can be in EFL classroom and daily live setting. According to Yule (1996) and Grundy (2013), several types of speech act that must be noticed by the speaker namely locution, illocution and perlocution. However, it cannot be separated that declarative, directive, commissive, representative and expressive are also considered by the speaker or hearer to know. By knowing these



types of speech act, the speaker and hearer get better understanding in communication. Then, they can understand each other.

Previous studies were in relation to speech act in different objects from 2013 until 2021. The first, several studies analyzed speech act in movie. They found that expressive speech act namely apologize, thank, congratulate, complain, lament, protest, deplore, compliment, greet, and welcome (Rahmawati, 2021), commissive speech act utterances namely 2 data of promising, 4 data of threatening, 2 data of accepting, 6 data of refusing, and 2 data of offering. The act of refusal was the frequently used type of commissive acts since the character had the habit of not wanting to bother other people (Desica & Ambalegin, 2021), locutionary acts, illocutionary act, and perlocutionary (Marbun & Handyani, 2020; Putri, Ramendra, Swandana, 2019; Sari (2014), directive is the most dominant speech act and it is followed by expressive. Besides, illocutionary act is also dominant one (Tutuarima, Nuraeningsih, Rusiana, 2018; Istiqomah (2013). The second, several studies identified speech act in speech. They found that the overall relative frequency percentages for the selected speech are: commissive 42,9%, assertive 25%, directive 21,4%, and expressive 10,7% (Gultom (2017) and there were 9 assertives, 0 directives, 2 expressive, commissive and 0 directives (Umar, 2016). They had different finding, In Gultom result, commissive is dominant one, while in Umar result, assertive is frequently used by the speaker. The third, Gowasa, Radiana, Afifah (2019) reviewed paper on speech act used by group of teachers while apologizing, complaining, rejecting and giving thanks. The result showed that the paper just reviews about the weaknesses and strenght about Bayat's paper. Then, the paper used speech act namely apologizing, complaining, rejecting and thank you. The fourth, Abass & Jameel (2020) researched on speech act of advice in selected English and Arabic stories for children. They found that three types of advice namely direct, indirect and conventionally indirect speech act. Advice is a directive speech act.

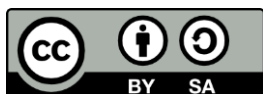
The fifth, several studies explored speech act on EFL classroom. Bahing, Emzir, Rafli (2018) & Basra & Thoyyibah (2017) found that directive speech act is dominantly used in the classroom interaction. Directive speech acts are used mostly by the teacher because the teacher adopts the principle of Communicative Language Teaching. The use of directive speech act apparently make implication towards the improvement of the students' productive skills. Budiasih, Andayani,



Rohmadi (2018) researched on illocution of speech act in Indonesian learning. They found that there were five types of speech act namely assertive, declaration, directives, commissives, and expressives. Another similar finding by Rayhana (2020) investigated Tutor directive speech act in Saturday class. She found that tutor used five types of directive speech and command is dominant one. The sixth, in 2021, Wijana researched on conceptual paper about development of speech act theories from speech act types, characteristics, validities and strategies. He found that there are various types of speech acts and each type has validity condition. The description shows that every expert of pragmatics uses different categories in classifying illocutionary acts, and the kinds of strategies used to express them. In the same year, analyzed the speech act in written conversation in textbook. They found that representative is the most dominant one, followed by directives, expressives, commissives, declaration. In short, the previous researchers had done research on speech in several objects, such as a story, movie, speech, EFL classroom, conversation in textbook. Besides, some researchers also just made a conceptual paper. However, the current research was almost different because the current research analyzed the speech act on students' daily conversation at home between students and their parents. In this case, the study aimed to know the speech act types on students' daily conversation. This is needed to be conducted because by knowing the speech in daily conversation between students and parents, they will know what is the following up action that students do. Moreover, it could increase understanding about the speaker meaning and politeness to the parents.

## 2. METHODOLOGY

The research employed qualitative research because qualitative research described the phenomenon, especially in daily conversation context. As Ary, Jacobs, Razavieh (2010) stated that qualitative is a kind of research that explored the event or phenomenon. The phenomenon in this research context was a daily conversation between students and parents at home. The subject of this research was twenty-five English Education students who doing talk with their parents at home. That students were from one of public universities in Bengkulu, Indonesia. They were purposively selected because they were willing to do it and taking pragmatics course. The instruments of this research were checklist. The checklist was adopted from Yule's theory. The indicators were the speech act types namely declarative, directive, commissive, representative and expressive.



The method of data collection was to gain the data through checklist that filled out by the researcher. The procedures of gaining data were (1) providing checklist for observing students and parents talk at home; (2) asking students to record the conversation between them and their parents; (3) asking students to record the conversation with their parents; (4) transcribing the conversation; (5) Using checklist to identify speech act types when students and parents talk at home. The recording is a must because that is one of the pragmatics tasks that given by their lecturer. Besides, the data recording was also seen and assessed by another expert lecturer in the pragmatics field. Thus, that is one of the validation parts for data to be true. The data analysis was done qualitatively through several stages by Miles, Huberman, and Saldana (2014). The first, recording of students and parents' talk were gathered by the researcher. The second, those talks were transcribed and reduced based on the speech types. In this stage, the researcher underlined and coded the utterances which were included in speech act types. The third, the speech act types data were displayed by using table and texts. The last, the conclusion stage were occurred to classify the speech act types itself.

### 3. RESULTS AND DISCUSSION

#### Results

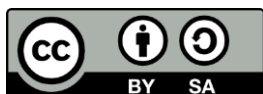
The first research question can be obtained by using checklist to identify the speech act types. The following table is the result of checklist.

Table 1. Result of Checklist from speech act types during conversation students and parents.

Students (S)	Speech act Types				
	declarative	directive	commisive	representative	expressive
S1		√ (Coba kamu bantu ayahmu dulu (Please, help your father...)-Jangan ganggu adik kamu belajar	√ (Ma, saya akan menginap di rumah Rina besok (Mom, I will stay at Rina's house tomorrow)		√ (Maaf ya ma, saya memecahkan gelas (I am sorry, I broke the glass)



		(don't disturb your brother learning)		
S2		√ (-Tolong , ambilkan remot TV (Please, take the remote) -Ka, gorengkan telur dong (Brother, fried an egg, please)	√ (Kita besok akan ke rumah nenek (We will go to grandma's house tomorrow)	√ (Selamat ulang tahun Grandma  (Happy birthday, grandma..)
S3		√ (Temanin beli baju dong (Please, accompany me to buy shirt)		
S4	√ (Sekarang, Ayah larang kamu mandi malam (Now, I forbid you to take a bath at night)	√ (De, tolong nyalakan AC (My daughter, please, turn on AC)		
S5			√ (Besok, ayah dan Ibu akan ada acara, bukber, mau ikut ga? Dad and mom will have berakfasting together in our	



		office, will you want to join?)
S6	√ (Tolong, cuci motormu ya karena kotor Please, wash your motorcycle because it is dirty)	
S7	√ (Jangan lupa kunci pagar ya (Don't forget to log the fence)	√ (Ibu akan ke pasar besok, kamu jaga rumah ya (Mom will go to the market tomorrow, please, keep the house)
S8	√ (Tolong matikan Tv ya (Please, turn off the TV)	
S9		√ (Maaf ya pa, saya lupa membeli obat (sorry, I forget to buy medicine)
S10	√ (Belikan pulsa ya (Buy a credit !)	
S11	√	



S12	(Tolong, ambilkan garpu Please, take me a fork) √	√
	(Buatkan saya kopi dong (please, make a cup of coffee)	Hari ini saya sangat senang sekali karena adikmu bisa puasa full (Today, I am happy because your brother can fully fast)
S13		√ Ayah janji, besok kt ke mall (I promise, we will go to Mall tomorrow)
S14	√ (Bereskan tempat tidurmu, ya (Please, clean your bed)	
S15	√ (Tolong, jemur baju (please, help me to dry clothes)	√ (Ibu akan membuat kue dua hari lagi (Mom will make a cake two days later)
S16	√ (Tolong ambilkan pisau	

	(Please, take a knife)		
S17		√ (Besok, kita akan antar nenek ke RS (we will take grandma to hospital tomorrow)	√ (I am so sad because you are sick)
S18	√ (Tolong cuci mobil ya (Please, wash the car)		
S19	√ (Belikan biskuit dong (Please, buy me a biscuit)		
S20	√ (Tolong sapu lantai (please, broom the floor)	√ (Ayah akan ke Jakarta Minggu depan (Daddy will go to Jakarta next week)	
S21	√ (Please, take this food to your father (Tolong antarkan makanan ini ke ayahmu)		
S22	√ (Ambilkan handuk ibu dong		



S23	(Please, take the towel) √	√ (Happy Idul Fitri)
S24	(Please, forgive me (tolong maaf kan saya)	√ (I promise, I will buy a new motorcycle after Lebaran (saya berjanji akan membelikanmu motor baru setelah lebaran)
25	√ (Tolong nyalakan AC (Please, turn on air condition)	

Based on table 1, four types of speech were found in the conversation between students and parents at home. Those were declarative, directive, commissive and expressive. The first, only one conversation between student and parents that showed the declarative. The detail example can be seen in datum 1.

Datum 1

P4 : *Sekarang, Ayah larang kamu mandi malam (Now, I forbid you to take a bath at night)*

S4 : *Kenapa ayah? ( Why?)*

Datum 1 indicates that declarative speech act because it is request in terms of prohibition. Parents declare something that cannot be done by his children. It can be proven by “*now, I forbid.....*”.

The second speech act found in the converseation was directive. It can be seen in datum 2.

Datum 2

P1 : *Coba kamu bantu ayahmu dulu (Please, help your father...)*

S1 : *Ya Ma (yes mom)*

P1 : *Jangan ganggu adik kamu belajar (don't disturb your brother learning)*

S1 : *Ga kok ma (No mom)*

P2 : *Tolong , ambilkan remot TV (Please, take the remote)*



S2 : *Hmmmmmm*

Datum 2 showed directive because it states about command or instruction. In this case, the parents gave instruction to be done by their children. In other words, it is imperative sentence by their parents. It can be proven by “**Please, help....., please take, don’t disturb**”.

The third speech act type is commissive. The example of conversation transcript can be seen in datum 3.

S1 : *Ma, saya akan menginap di rumah Rina besok (Mom, I **will** stay at Rina’s house **tomorrow**)*

P1 : *Alright. (baiklah)*

P2 : *Kita besok akan ke rumah nenek (We **will** go to grandma’s house **tomorrow**). You must Join*

S2 : *It is okay, I will do it. (Ok. Saya akan melakukannya)*

Datum 3 displayed the example of commissive speech act because it showed commitment in the future. As S1 and P2, “....will..... tomorrow”.

The fourth, expressive speech act was also found by the researcher during the conversation between student and parents. The example can be illustrated in datum 4.

Datum 4.

S1 : *Maaf ya ma, saya memecahkan gelas (**I am sorry**, I broke the glass)*

P1 : *Gpp Nak, yang penting kamu ga luka (It is ok honey, the main point, you were not injured)*

S10 : *Why are you so happy mom?*

P10 : *Hari ini saya sangat senang sekali karena adikmu bisa puasa full (Today, **I am happy** because your brother can fully fast*

The datum 4 showed the expressive speech act because there were several words that indicated expression of something. For instance, *I am sorry and I am happy*.

In short, there were four types found in the conversation between students and parents. The dominant one was directive speech act. Then, it was followed by commissive, expressive, and declarative speech act. However, representative speech act was not appeared during conversation.

## Discussion

Regarding the research objective, the result of this study showed that several types of speech act during the conversation between students and parents at home were invented. Those speech act types were directive, commissive, expressive and declarative. The first, directive speech act was appeared during the conversation because the utterances in the conversation indicated the instruction of something. For instance, *Tolong, ambikan garpu (Please, take me a fork)*. In this case, the parents always ask the students as their children to do something or forbid doing something. Then, the responses of students were positive. It means that students followed their parents’ command. The second, commissive speech act was appeared in the conversation, as in “*Besok, ayah dan Ibu akan ada acara, bukber, mau ikut ga?*”. It showed the commissive speech act because it refers to the something



in the future event that will be done by the speaker. The words that indicate it were “*tomorrow and will*”. The third, several utterances showed the expressive speech act during the conversation. It is because the utterances indicated the feeling or what the speaker feels. For example, *Today, I am happy*. In the utterance, *happy* shows that the speaker’s feeling of something. The speaker stated it because the speaker experienced something happy, so the speaker wanted to express their happiness by saying it. The fourth, only one utterance from conversation between students and parents that showed declarative speech act. The example is *Sekarang, Ayah larang kamu mandi malam (Now, I forbid you to take bath at night)*. This utterance was classified as declarative speech act because the father as the leader in the house had a power to make rule at home. Then, the children should follow the rule from his father for kindness. This speech act is seldom found during the conversation between students and parents because nowadays, parents seldom to force their children to do something. The fifth, representative speech act was not found in the conversation between students and parents at home because there was not utterance that showed the speaker believes to be case or not. In this case, the speaker did not represent the world as he or she believes it is.

The finding of this research is similar to the theory from Yule (1996) who states that speech act types comprise declarative, representative, commissive, directive and expressive. However, this finding was only four types namely declarative, commissive, directive, and expressive. While, representative was not found in the conversation. Moreover, this finding was also similar to the study by Rayhana (2020) who investigated speech act in the classroom. This was the students and teachers’ talk. She also found five speech act, and dominant one was directives. The difference from this current research was it did not appear representative speech act during conversation students and parents. another study by Refualu, Luardini, & Norahmi (2021) analyzed the speech act in written conversation in textbook. They found that representative is the most dominant one, followed by directives, expressives, commissives, declaration. This finding was also the same as current research, but the object and dominant one were also little bit different. The current research was in conversation during students and parents, however, this previous study was conversation in English textbook. The dominant one in their study was representative, while this research was directive speech act.

Other studies were also researching about speech act, but they had different object. They



analyzed the dialogue or conversation in the movie. They found six types of speech act (Istiqomah (2013; Tutuarima, Nuraeningsih, Rusiana, 2018; Putri, Ramendra, Swandana (2019)). Another study found locutionary acts, illocutionary act, and perlocutionary (Marbun & Handyani, 2020; Sari, 2014). Another study who found dissimilar finding because they just found that 17 commissive speech act utterances found in the movie. They were 2 data of promising, 4 data of threatening, 2 data of accepting, 6 data of refusing, and 2 data of offering. The act of refusal was the frequently used type of commissive acts since the character had the habit of not wanting to bother other people (Desica & Ambalegin, 2021). In 2021, Rahmawati (2021) only analyzed expressive speech act in the conversation at a movie. She found that 10 of 12 expressive speech act namely apologize, thank, congratulate, complain, lament, protest, deplore, compliment, greet, and welcome. This was also not the same as current research because this previous study focused on expressive speech act.

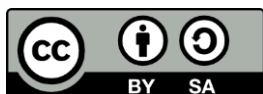
#### 4. CONCLUSION

Based on the result of the study, it can be concluded that not all speech act types found in the conversation between students and parents at home. The speech act types were declarative, directive, commissive, and expressive. While the representative speech act was not appeared during the conversation. This research had a limitation in terms of research question because this research just analyzed the speech act types in the conversation between students and parents at home. This research did not cover the locution, perlocution, and illocution specifically. Therefore, further researcher is expected to do research that becomes weaknesses of this research.

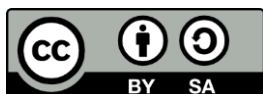
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