SPEECH ACTS DURING EFL LEARNING IN THE STATE SENIOR VOCATIONAL HIGH SCHOOL

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Abstract

This study focused on categorizing the locutionary acts, analyzing the illocutionary acts and classifying the perlocutionary acts as a means of verbal interaction during EFL learning in writing class at SMK Negeri 1 Sukasada. The research design was descriptive qualitative. The subjects were tenth-grade students and two English teachers of SMK Negeri 1 Sukasada. The method used for data collection was observation by using observation checklist. The observation checklist consisted of anecdotal records assisted with video camera. The findings showed that there were 231 teachers' locutionary acts produced and could be classified into the speech acts types. The most frequently speech acts appeared during EFL learning in writing class was directive act in form of requesting type. During the EFL learning in the first and the second learning situations, there were 45 teachers' locutionary acts that the students did not understand and 186 teachers' locutionary acts understood by the students. These understandings were indicated by the appropriate perlocutionary acts shown by the students. There were 114 students' perlocutionary acts produced verbally and there were 60 students' perlocutionary acts produced non-verbally. It shown that the students could respond to the teachers' locutionary acts in an appropriate perlocutionary acts.

Key words: illocutionary act, locutionary act, perlocutionary act.

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Abstrak

Penelitian ini difokuskan pada pengkategorian tindakan lokusi, menganalisis tindakan ilokusi dan mengklasifikasikan tindakan perlokusi sebagai sarana interaksi verbal selama pembelajaran EFL di kelas menulis di SMK Negeri 1 Sukasada. Desain penelitian ini adalah deskriptif kualitatif. Subjek penelitian adalah siswa kelas X dan dua guru Bahasa Inggris di SMK Negeri 1 Sukasada. Metode yang digunakan untuk pengumpulan data adalah observasi dengan menggunakan daftar periksa observasi. Daftar periksa observasi terdiri dari catatan anekdotal yang dibantu dengan kamera video. Temuan menunjukkan bahwa ada 231 tindakan lokusi guru yang dihasilkan dan dapat diklasifikasikan kedalam tipe-tipe tindak tutur. Tindak tutur yang paling sering muncul selama pembelajaran EFL di kelas menulis adalah tindak direktif dalam bentuk tipe meminta. Selama pembelajaran EFL dalam situasi belajar pertama dan kedua, siswa ada 45 tindak lokusi guru yang tidak dapat dimengerti oleh siswa dan 186 tindak lokusi guru yang dimengerti oleh siswa. Pemahaman ini diindikasikan dengan tindak perlokusi siswa yang tepat. Ada 114 tindak perlokusi siswa yang dihasilkan secara verbal dan 60 tindak perlokusi siswa yang dihasilkan secara non-verbal. Hal itu menunjukkan siswa dapat merespon tindak lokusi guru dengan tindak perlokusi yang benar.

Kata kunci: ilokusi, lokusi, perlokusi