

# AN ANALYSIS OF SPEECH ACT USED BY THE CHILDREN OF 3-5 YEARS OLD STUDENT AT JEMBATAN BUDAYA SCHOOL BADUNG

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This study aimed at describing and analyzing the types of speech act and the functions of speech act produced by 3-5 years old students at Jembatan Budaya School Badung. Here, Searle's theory (1979) is used as the grand theory for analyzing the types of speech act and Leech's theory (1991) is used for the function of speech act. The research was conducted at Jembatan Budaya School Badung. The subjects of the research were the pre-school students of 3-5 years old in communication. To obtain the intended data, three methods of data collection were used, namely; observation, recording, and note taking. There are three instruments used, namely; researcher, observation, and video recorder. The data obtained were analyzed by using descriptive qualitative method. This research discovered two findings as the aims of this research. First, the most frequent type of speech act used by the children of 3-5 years old student is directive, which is followed by commissive, representative, and expressive. Specifically, (1) the children used 6% utterances in representative category, (2) the children used 44% utterances in directive category, (3) the children used 24% utterances in expressive category, (4) the children used 26% utterances in commissive category. Second, the children of 3-5 years old students mostly created speech act for the competitive function, which is followed by convivial function, and conflictive function. Whereas collaborative function did not appear in those children's communication. The implication of this study is to learn and master pragmatics, especially in the theory of speech acts to be able to understand the speaker's intention so that the communication expressed is able to be fulfilled.

**Keywords:** *Function Of Speech Acts; Types Of Speech Acts; Pre-School*

## 1. INTRODUCTION

As social beings, people always relate to others and they cannot live without others. It means that people need other people, and communicate to one another using language. In communication, language has an important role because it is used to deliver information, ideas, feelings, desires of what the speaker wants in delivering language to the listener or to explain what the speaker wants the listener to do.

Austin (1962) has reminded us that we can act through language, do things through words, and get others to do things for us through our words. A language functions as a communication tool where the focus of it is on the meaning of speaker's intention. The purpose of communication itself is informative which means as requirements done by a speaker and delivered through language. When people try to communicate to others, they use utterances to express what they have in their mind toward the listener.

People usually talk for a purpose to assert beliefs, respect help, promise action, express congratulations, or ask for information. Listeners would be unclear if they did not register this purpose and act accordingly. In normal circumstances, listeners record beliefs, provide help, record promises, acknowledge congratulations, and provide information. In the process of comprehension, listener figure out what a sentence is meant to express. They also register how the sentence is meant to carry forward the purpose of the speaker through utterances. The utterances produced by speaker do not only show the relationship between them, but its function is also to explain the speaker's mind toward the listener through utterances.

Language has many functions in a conversation or communication between people. Some of those functions include; to express mentions, to inform the facts, to influence others, to discuss about the language, to describe to chat. In other word it can be said that is not

enough just to know the meaning of the sentence pronounced, but the context of the situation and cultural context must be understood, as it is public or private, formal or informal. language consists of tens of thousands of marks, which is a combination of the meaning, in the spoken language is the sequence of sounds in written language examples of the sequence of letters (depending on the type our paper).

Understanding language means the understanding of pragmatics in classroom interaction. Even the young children have to learn the pragmatics of language if they want to communicate effectively. In addition, Wrench, et al. (2009) preserves that teaching is about forming effective and affective relationship in communicating between teachers and students in case of the interaction in the classroom.

Utterances are organized by the speaker and the organization can be done through explicit and implicit utterances. By using an explicit utterance, the listener will be easier to understand what the speaker really wants, because he or she just looks at the utterance and that is the real meaning. While by using implicit utterance, the listener needs to look at a different meaning, deep meaning or intended meaning from the utterances of what the speaker wants to deliver of his or her intention. In this case, the listener needs to do an analysis of the speaker's intention to realize the speaker's objectives so that the listener may fulfill its intention.

By using the explicit and implicit utterances, the speakers are able to deliver their intention through direct and indirect utterances. Direct and indirect utterances have each own function where a direct utterance functions when there is a relationship between the form of the utterance and its function, meanwhile an indirect utterance is used to make an indirect relationship between the form of the utterance and its function. Yule (1996) says that the use of indirect utterance can be considered with greater politeness than direct. Thus, the theory of speech acts is the theory how the speakers accomplish their intention using utterances. The utterances can be like a declarative, an interrogative, and an imperative. The function of the utterances can be as a statement, a question, and an order/a request. All of the forms and their functions in the utterances are to express a certain attitude and the type of speech act that is performed corresponds to the type of attitude being expressed. For example, *a statement expresses a belief, a request expresses a desire, and an apology expresses regret*. As an act of communication, a speech act succeeds if the hearer identifies, in accordance with the speaker's intention, the attitude being expressed.

Young children use and understand different kinds of speech acts from their beginning of communicative development (Rackoczy & Tomasello, 2009). Children develop their understanding the utterances along with their age development. They also use various kinds of speech acts during their interaction with different people in different situations. Children, in his study, apparently realize the distance among addressees and that they see the status of the addresses. To be able to gain the types of speech act, the researcher needs to find one of oral or written communication whether they are monolog or dialog. Conversation is one of the sources of getting types of speech act because through conversation, the researcher may gain many utterances, which are not directly spoken to the listener so that the researcher needs to analyze those utterances into a target meaning. By doing so, it means that the researcher needs to analyze to understand a deep meaning of what is said by the speaker.

In relation to the fact that the speakers have various ways of using language to make certain effects of the utterances, Thomas (1994:51) stated that the same words can be used to perform the same speech act. Sometimes the utterances may show or mean something really different from its literal meaning. And sometimes, what is expected from hearer is implicitly told by using other ways of speaking to show the real meaning. The research was done because there was only some research's about speech acts between childrens. In general, the research most conducted between teacher and student. The children of 3-5 years old was choosen in this research, because there were different utterances produced by the children from different age. And the children did not know the right way to utter their meaning or intention. Based on the fact above, this research focuses to analyze speech act used by the children of 3-5 years old students at Jembatan Budaya School Badung.

## 2. RESEARCH METHOD

This research was descriptive qualitative where the data of this research were interpreted qualitatively. Qualitative research investigates the quality of activities, situations and relationships. It focuses on understanding the context and attempts to explain the intentionality of behaviors (Ary et al., 2010). The context in this research was the students who acted in communication and the behaviors that were explained were the speech acts.

In this research, the data were type of speech acts and the functions of speech acts in childrens' communication. All the data obtained were described the way they were without manipulating the data.

To obtained the intended data, three methods were used, namely: observation, recording, and note taking. In detail, they are explained as follows.

### 1. Observation

An observation was conducted by the researcher to the students. The researcher did not try to interfere the normal activities in the observation. The observation was focused on the children of 3-5 years old when they talked to other student's even teacher. In this present study, nonparticipant observation was chosen since the researcher wants to get the natural data. The researcher did not participate in the situation aiming at avoiding the students know that they were being observed.

### 2. Recording

Here, the researcher used audio recorder instead audio video recorder because of some considerations, 1) some students felt nervous if video recorder was used. It could intimidate them and made them not behaving naturally. The researcher realized this and did not want this happen. 2) The audio recorder could be set in a hidden place so that no one knew that she/he was being recorded. It was useful to help the researcher categorize the data. The record data then transcribe into the written form in order to enable the researcher to analyze the data.

### 3. Data Transcription

After researcher record the student's communication, then the researcher transcript those data records. It can be used to analyze the data based on the focus of the study which is speech act used by the children of 3-5 years old at Jembatan Budaya School.

### 4. Coding

The last step in this procedure of collecting the data was coding. The coding was conducted to the collected transcription from recording process. The process of coding mainly focus on code giving to every sentence in transcription.

According to Miles and Huberman (2014),the process of data analysis followed these steps:

#### a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The data reduction/transforming process continues after fieldwork until a final report is completed. Qualitative data could be reduced and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern, and so on.

#### b. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permitted conclusion drawing and action. Looking at displays helps us to understand what is happening and to do something-either analyzing further or taking action-based on that understanding. The qualitative data were presented in tables, matrices, graphs, charts, and so forth so that the researcher can see what is happening and either draw justified conclusions or move on to the next step analysis the display suggested may be useful.

#### c. Conclusion Drawing and Verification

The third stream of analysis activity is conclusion drawing and verification. The verifications were done after the exact patterns were found. The preliminary conclusion would be temporary and might change if some strong evidence could not support the

data. Yet, if the conclusion was supported by evidence which was valid and consistent, then the result would be credible.

### 3. FINDINGS AND DISCUSSION

Based on the analysis of speech acts used by the children, it was found that there were five types of speech acts used by the children to communicate in pre-school program such as directive, commissives, representative, expressive, and declarative. In this part, it showed that the speech acts that were used the most by the children's communication were directive speech acts. There were 71 (44%) directive speech acts, followed by expressive 38 (24%), commissive 41 (26%), and representative 10 (6%). There was no any declaration speech act used by the children.

Directive speech acts were used by the children when they request something to their friends. The children's use directive in requesting for getting her request accomplished. Finally, when the hearer does not fulfill what they want, they utter their request once again in a direct form. The illocutionary forces were command, order, suggestion, and request. It is a standard utterance that should be uttered by the children to show his/her desire to their friends. That directive speech acts were used the most by the children's indicated that was important to express their psychological states to their friends.

Commissive speech acts were used by the children when they offering help to their friends. In this speech act, the children's express gratitude to their friends, and need help to each other. The illocutionary forces were promise, threat, and offer. There should be 41 speech acts produced by the children's in total during the communication. In expressive, there were 38 (24%) speech acts produced by the children when communication. The illocutionary forces were apologizing and complaining. The expressive speech acts were used by the children to express their attitudes and emotions toward the preposition. The children use expressive in apologizing when they avoid conflict with their friends and make a good relationship.

Representative speech acts used by the children's to express the proposition. It can be showing in claims. The children's use representative speech acts in claims when they believe in something of hers. And there was no any declaration speech acts appears in children communication. Besides the speech acts used by the children's, the findings also showed the function of speech acts produced by the children of 3-5 years old at Jembatan Budaya School Badung. The finding also showed that the Collaborative is the most kind of pedagogical function found. There were 33% of children made it. Then, convivial were 31% produced by children. Competitive functions were 26% produced by the children's. And the last, conflictive were found 10% produced by children of 3-5 years old student in communication. In relation,

Based on the interview some teachers who teach the children in Jembatan Budaya School Badung, they use the most terms were commands and requests than the other illocutionary force. They use command to their children's to do something that he/she wants. It will make the speaker (teacher) disappointed if the hearer (children's) does not accomplish it. The utterance was a kind of imperative utterance, therefore the way he/she utters it seem like he/she has the authority over the hearer.

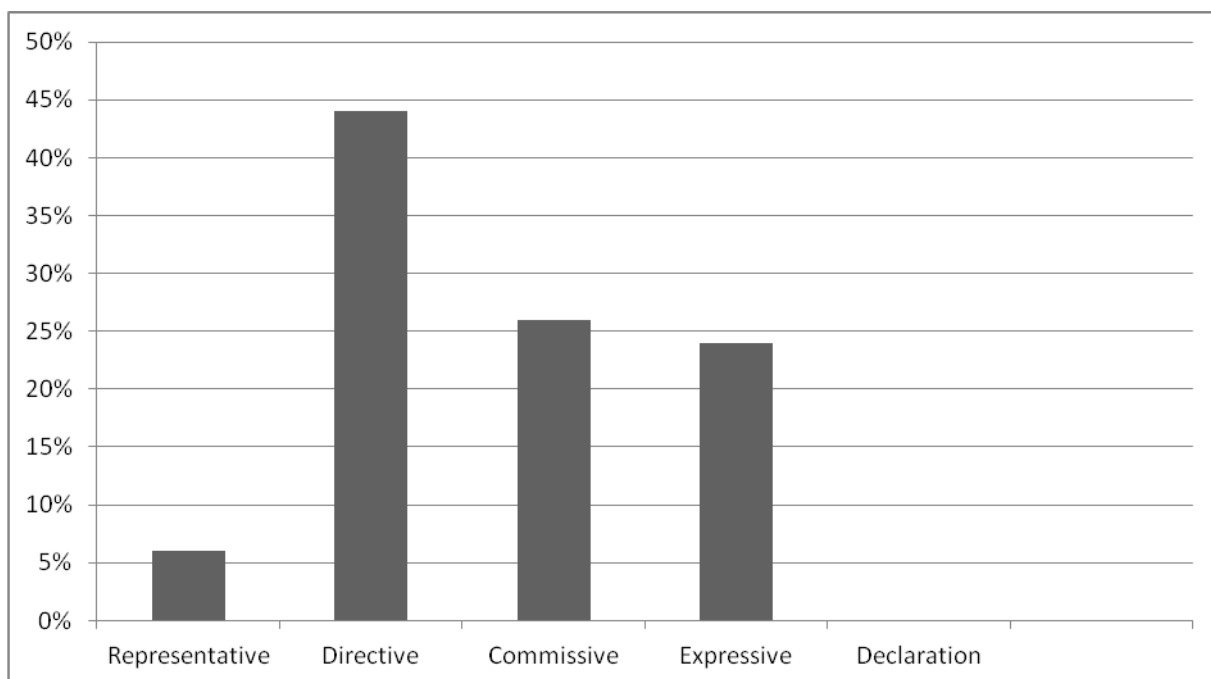
It can be concluded that speech acts are important in communication. We have to consider the function of why we communicate and also the context we communicate in, so that the goal of the communication can be achieved.

Table 1. Frequency of type of speech act used by the children of 3-5 years old at Jembatan Budaya School Badung.

Type of Speech Act	Category	Function	Frequency	Total	Percentage
		Command	21		
	Directive	Order	15	71	44 %
		Suggestion	19		
		Request	16		
		Promise	19		

Illocutionary Act	Commissive	Offer	22	41	26 %
	Representative	Claims	10	10	6 %
		Apologize	19		
	Expressive	Complain	19	38	24 %
Total of Type of Speech Acts	Declaration	Declare	0	0	0 %
				160	100%

The result of these observation reveals that the most frequent type of speech acts used by the children of 3-5 years old at Jembatan Budaya School was directive. There were 71 utterances produced by the children in this category. The next most common utterances was commissive in which 41 utterances produced by the children in the classroom. There were 38 utterances produced by the children in expressive category. Moreover, representative had 10 utterances from the children. Declaration has not appeared yet in children communication.



The Figure. 1 the proportion of total percentages of all five types of speech act, representative, directive, commissive, expressive, and declaration found in children utterances.

The Figure 1 shows the percentages proportion of type of utterances came from five types of speech act, namely; representative, directive, commissive, expressive, and declaration. It also shows that the most frequent type of speech act used by the children 44% at Jembatan Budaya School Badung was directive. This was followed by commissive in which children 26%, then expressive was 24%, representative used by the children in 6%. Declaration was not used by the children during the observation process.

The children of 3-5 years old produces Five types of speech act, they are directive, commissive, representative, expressive, and declaration. The declaration speech act has not appeared yet in those children conversation. The types of speech acts which is found in the children of 3-5 years old conversation are directive (*requesting, inviting, commanding, warning, suggesting, ordering*), commissive (*promising, and refusal*), representative, and expressive. Those are explained as the following by using the theory of the components analysis of illocutionary act by Levinson, 1985:

The functions of speech act produce by the children of 3-5 years old student were analyzed using Leech theory (1991:104) namely; competitive, convivial, collaborative, and conflictive. The function were used by the children of 3-5 years old student at Jembatan Budaya School Badung as can be seen in table 2.

Table 2. Function of Speech Act Used by the Children of 3-5 Years Old Student at Jembatan Budaya School Badung

Function of Speech Acts	Competitive	Collaborative	Convivial	Conflictive
Frecuency	15	19	18	6
Percentage	26%	33%	31%	10%
Total Function of Speech Act	100%			

The result of the observation reveals that the most frequent pedagogical function of speech act used by the children of 3-5 years old at Jembatan Budaya School Badung was collaborative. It was found 19 utterances made by the children in collaborative. It was followed by convivial in which 18 utterances produced by the children, competitive found 15 utterances produced by the children, and conflictive found 6 utterances produced by the children of 3-5 years old student.

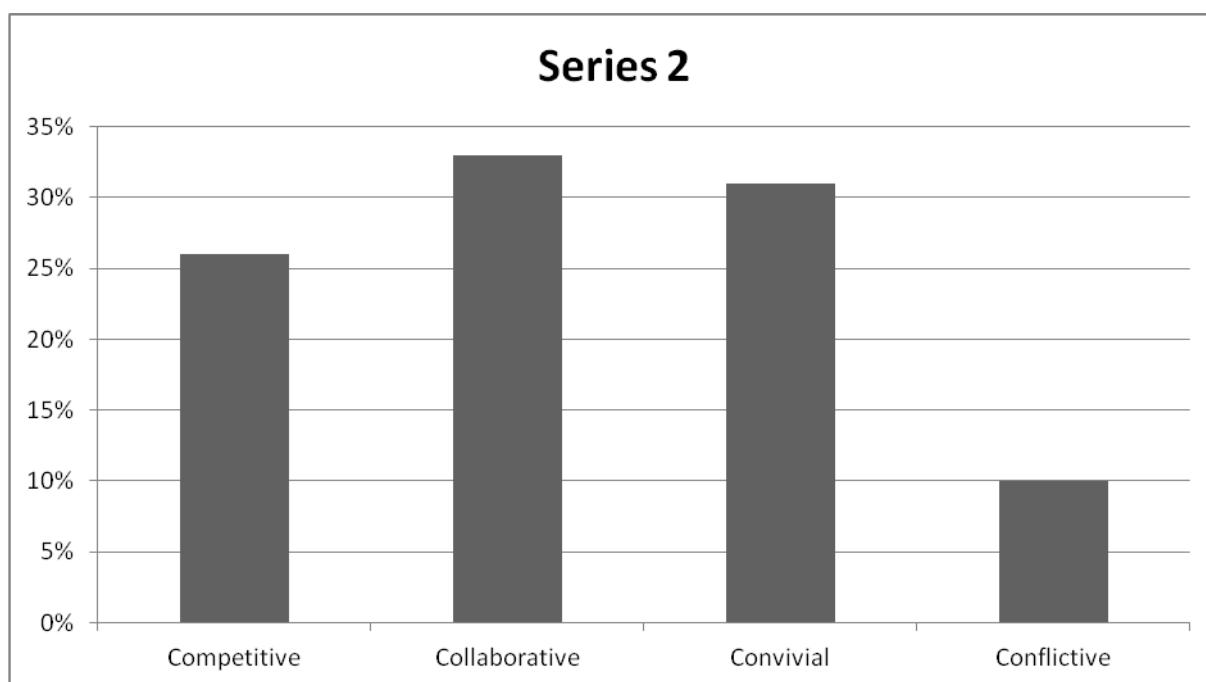


Figure 2 The Percentage of Function of Speech Act Used by the Children of 3-5 Years Old at Jembatan Budaya School Badung

The figure showed function of speech acts used by the children of 3-5 years old students at Jembatan Budaya School Badung. Collaborative is the most kind of pedagogical function found. There were 33% of children made it. Then, convivial were 31% produced by children. Competitive functions were 26% produced by the children's. And the last, conflictive were found 10% produced by children of 3-5 years old student in communication.

#### 4. CONCLUSION AND SUGGESTIONS

This study was aimed at to describe and analyze the types of speech acts produced by the children of 3-5 years old at Jembatan Budaya School Badung, the functions of speech act produced by the children of 3-5 years old at Jembatan Budaya School Badung, and to measure the types and functions of speech acts used by the children in communication at Jembatan Budaya School Badung based on the observation. Here, theories of Searle (1979) are used as the grand theories for analysis. It is stated that there are five categories of speech acts namely, representative, commisive, directive, expressive, and declaration. For the function of speech acts, Leech's (1991) theory is used. According to this theory, there are four functions of speech act namely: competitive, convivial, collaborative, and conflictive.

The research had been done at Jembatan Budaya School Badung. Which is pre-national school, whereas the students there speak English more frequently. This school is located in Jalan Sunset Road No.1, Kuta, Badung. And provides three languages, that is,

foreign language, Mandarin language, and Indonesian language. The English teachers are not native speakers.

Subjects of this study were the children of 3-5 years old at Jembatan Budaya School Badung. The English teacher is not native speaker all of them are Indonesian native speakers. They were chosen as the subject of this study because this school is one of the best preschool which consist of three basic language.

To obtain the intended data, three methods are used, namely; observation, recording, and note taking. An observation was conducted by the researcher to the children in communication. Recording was used to record the conversation made by the children in communication process when the researcher gains the data. Note taking was record by using mechanical instrument.

After the methods of data collection had been established, it was continued to prepare the instruments. There are three instrument used by the researcher namely; observation sheet and video recorder. The researcher was the key instrument in this study. Observation sheet was a sheet used to collect the data about the children's in communication and also what was observed by the researcher. The researcher used video and voice record the children's communication. It helped the researcher to get the data and classify based on the type of speech act.

For data analysis, descriptive qualitative method was used. The result of the analysis are the most frequent type of speech act used by the children (44%) utterances at Jembatan Budaya School Badung was directive. It was followed by expressive in the percentage (24%). Moreover, representative was (6%) children used in utterances. Commissive used by the children was (26%), the last declaration was not used by the children during the observation process. Generally, the children produces more directive in communication during the learning process in classroom at Jembatan Budaya School Badung. Then, the most kind of pedagogical function of speech act found was competitive function. There were 26% of children making it. Then, convivial were 31% produced by the children. Conflictive functions were found 10% produced by the children. and the last, collaborative were 33% produced by the children of 3-5 years old in communication process.

## ACKNOWLEDGEMENT

The writers' gratitude goes to several parties. First and foremost, the rector and the director of post graduate program of Ganesha University of Education who facilitated them to accomplish this research. Second, the school principal,, instructors, and students of Jembatan Budaya School for giving permission to carry out this research.

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