**AN ANALYSIS OF ILLOCUTIONARY AND PERLOCUTIONARY ACTS**

**IN TEACHING-LEARNING ACTIVITY OF READING CLASS A IN THE SIXTH SEMESTER OF ENGLISH DEPARTMENT OF PURWOREJO MUHAMMADIYAH UNIVERSITY IN THE ACADEMIC**

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**By**

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**Abstract**

This research is descriptive qualitative research. The objectives of this research are to analyze the illocutionary and perlocutionary acts which are used and to find out the name of illocutionary act which is often used in teaching-learning activity of reading class A in the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013. The object of the research is the utterances in teaching-learning activity at reading of class A at the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013. The source of data is a video of teaching-learning activity of the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013 which was recorded on May, 18th 2013, and the script which was made by listening and watching the video, and the researcher arranged by typing it. The result of this research shows that the researcher finds thirty nine illocutionary acts which consist of thirteen kinds of illocutionary acts and twenty nine perlocutionary acts. And the names of illocutionary acts which are often used in teaching-learning activity of reading class A in the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013 are mocking and protesting.

Keywords: Illocutionary and Perlocutionary Acts, Teaching-learning Activity, Reading Class.

1. **Background**

In the world, English is international language. Therefore to learn English is an important thing, from the elementary school to the university. In the early step, when studying English, the learners will study the vocabulary, the structure, the phoneme and the morpheme. Then the next step, the learners will study all about linguistics, e.g. syntax, semantics and pragmatics. Those are the important parts of the language. Semantics and pragmatics are the studies of meanings.

Beside the materials of English, in the teaching-learning activity, the way in conveying the materials is also important. So to convey the English materials does not always use the English language, even though the teacher does not rarely use the Indonesian language as the standard language and also use the Javanese one as the mother tongue here to make it easier in the teaching-learning activity. To understand them, the study of pragmatics is useful here. The parts of pragmatics which are related to utterances are illocutionary and perlocutionary acts.

Illocutionary act carried out by a speaker making an utterance is the act viewed in terms of the utterance’s significance within a conventional system of social interaction. One way to think about the illocutionary act is that it reflects the intention of the speaker in making the utterance in the first place. And perlocutionary act carried out by a speaker making an utterance is the act of causing a certain effect on the hearer and others. The perlocution of an utterance is the causing of a change to be brought about, perhaps unintentionally, through, or by means of, the utterance. (Hurford et al,2007:271-273)

According to <http://busyteacher.org/4035-how-to-teach-a-perfect-reading-lesson.html>, in reading class, it may be achieved through a variety of methods and techniques in conveying materials that best suit individual learners and students of all ages and levels. When reading class occurs, the teachers also can teach the others of English abilities, such as, speaking, grammar and listening. To make the students understand, the use of standard language and mother tongue is necessary.

This research tries to analyze them in the teaching-learning activity of reading class in the sixth semester of English department in Purworejo Muhammadiyah University. There are some learners of language who do not know them and the functions of them in the language.

1. **Research Methods**

This research is descriptive qualitative research. The object of the research is the utterances in teaching-learning activity at reading of class A at the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013. The source of data is a video of teaching-learning activity of the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013 which was recorded on May, 18th 2013, and the scripts which was made by listening and watching the video, and the researcher arranged by typing it. In the technique of collecting data, the researcher sets the boundary of the research, collects information through visual material, and establishes the protocol for recording information. Then, in the technique of analyzing data, the researcher identifies the illocutionary and perlocutionary acts, judges the names of utterances (illocutionary acts) and the effects of them (perlocutionary acts) to the hearers/interlocutors. After analyzing them, the researcher describes and explains the illocutionary and the perlocutionary acts which are often used in the teaching-learning activity at reading class. The last step is to draw a conclusion.

1. **Research Finding**

In the research finding, the researcher finds thirty nine illocutionary acts which consist of thirteen kinds of illocutionary acts which are used by the speakers in the teaching-learning activity and twenty nine perlocutionary acts. They are four illocutionary acts of admitting (10%) and three perlocutionary acts, two illocutionary acts of apologizing (5%) and a perlocutionary act, two illocutionary acts of challenging (5%) and two perlocutionary acts, an illocutionary act of complaining (3%) and a perlocutionary act, five illocutionary acts of greeting (13%) and five perlocutionary acts, two illocutionary acts of leave-taking (5%) and two perlocutionary acts, six illocutionary acts of mocking (15%) and three perlocutionary acts, an illocutionary act of naming (3%) and no perlocutionary act, three illocutionary acts of offering (8%) and two perlocutionary act, three illocutionary acts of praising (8%)and three perlocutionary acts, six illocutionary acts of protesting (15%) and six perlocutionary acts, two illocutionary acts of recommending (5%) and no perlocutionary act, two illocutionary acts of thanking (5%) and a perlocutionary act. From the explaination, the names of illocutionary acts which are often used in teaching-learning activity of the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013 are mocking and protesting.

The teaching-learning activity always uses English language as a mean to communicate and to convey the material. Besides it also uses the standard language here that is Indonesian language. And to make more fun and easier, the mother tongue that is Javanese language is also used in this activity. But all of them can be analyzed in Pragmatics field, especially the illocutionary and perlocutionary acts.

1. **Conclusion**

Based on the analysis of data and the previous data, the researcher can draw conclusion that the researcher finds thirty nine illocutionary acts which consist of thirteen kinds of illocutionary acts, that is, admitting, apologizing, challenging, complaining, greeting, leave-taking, mocking, naming, offering, praising, protesting, recommending, and thanking. The researcher also finds twenty nine perlocutionary acts of the illocutionary acts. And the names of illocutionary acts which are often used in teaching-learning activity of reading class A in the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013 are mocking and protesting.

The researcher hopes that this thesis will enrich the knowledge of pragmatics, especially illocutionary and perlocutionary acts for the teachers and students who should be able to understand and use illocutionary and perlocutionary acts appropriately in teaching-learning activity. And it also gives experiences for the readers.

1. **Reference**

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