

SPEECH ACT OF PROMISING USED BY PACITAN VOCATIONAL ENGLISH TEACHER

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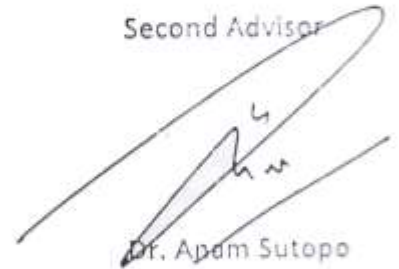
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Speech Act of Promising Used by Pacitan Vocational English Teacher

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Abstract

Communication plays an important role in human life. To communicate people need a language to express their ideas and feelings because the primary function of the language is as a means of communication. The focus of the study is on the pragmatic analysis of the speech act of promising used by Pacitan Vocational English teacher. Speech act study in various languages and perspectives could help connecting the gap among the speakers of different languages i.e. help to inform and prepare speakers of the possible pragmatic failures that may arise in social, pedagogical and translation domains. These studies also may help speakers of dissimilar languages and cultures manage with interethnic communication difficulties. This article presents a study on speech acts that aims to fill the above-mentioned gap. This particular research, however, concentrates on the analysis of the strategies of promising and what dominant strategy used by Pacitan Vocational English teacher and also what pragmalinguistics form used in delivering the promise. The data source of this study is document. The documents are taken from Vocational English teachers in Pacitan. The data source is taken by the purposive criteria based on the situation presented in the DCT. The analysis reveals that the respondents applied performative and non performative verb in stating the promises. The dominant promising strategy used by the teachers is promising non performative verb. Moreover, there are seventeen pragmalinguistics form used by the respondents.

Keywords: Pragmatics, Speech act theory; promising

1. Introduction

People need a language to express their ideas and feelings because the primary function of the language is as a means of communication. People need to communicate in order to express ideas, find information, and etc. Communication will succeed when there is no misinterpretation between speakers and hearers. The speakers must be aware of what they are doing, because they have certainly tried to understand what the speakers mean.

Communication is effective if the purpose of the communication can be accepted well by both speaker and hearer and they have the same perception of what they are talking about. In order to communicate successfully, the speaker must have communicative competence.

According to Celce-Murcia, et al. (1995) the communicative competence covers discourse competence, linguistic competence, pragmatic competence, socio cultural competence and lastly actional competence. As a means to investigate pragmatics, the speech act approach has been used effectively for both in first and second language acquisition research. According to speech act theory, (Searle: 1969), speakers perform illocutionary acts by producing utterances. Through their utterances speakers convey communicative intentions, such as requests, apologies, promises, advice, compliments, offers, refusals, complaints and thanking. The study of speech acts provides a useful means of relating linguistic form and communicative intent. An utterance, here, is treated as the realization of a speaker's intention and goal in a particular context.

Yule (1996:53) categorizes five types of general function performed by speech acts as the following; declaratives, representatives, expressives, directives and commissives. Commissives are those kinds of speech acts that speakers use to commit themselves to some future actions. They express what the speakers intends. They are promises, threats, refusals, pledges. They can be presented by speaker alone or by the speaker as a member of a group.

Speech acts are frequently used to communicate verbally in either the first language (L1) or a second language (L2). To put it briefly, speech acts are "doing things by words" such as asking, thanking, apologizing, ordering, promising, requesting, warning, challenging, threatening, and so on (Searle, 1969). When speakers perform utterances, they simultaneously realize some acts, as stated above. The speech act is usually studied under the broad rubric of pragmatics which, in turn, can be defined as "the study of the ability of language users to pair sentences with the contexts in which they would be appropriate" (Levinson, 1983:24), or as defined by Farghal (1995:253) as "the study of language in use or operation". According to Lyons (1977:730) a speech act is "an act performed in saying something". Consequently, the speech acts theory acquires its importance in the area of linguistics for the following reasons. Speech acts reveals a great deal of information about language users and their societies. In this regard, Byon (2006:137) claims that "speech acts reflect the fundamental values and social norms of target language and demonstrate the rules of language use in a speech community". Speech acts cover a wide spectrum of functions that are most efficiently carried out linguistically.

Speech act of Promising", the point of this study is an act of undertaking to do a certain future act. The World Book Encyclopedia Dictionary (1964:1554)

defines “promising” as “word said or written, binding a person to do or not to do something”. The Random House Dictionary of English Language (1966:1151) holds that promising is a declaration that something will or will not be done, given, etc., by one”. The Longman Dictionary of Contemporary English (1978:878) specifies that promising is “a statement, which someone else has a right to believe and depend on, that one will or will not do something, give something, etc”.

With such a setting in mind, this research was carried out to answer the following research problems: First, researcher wants to know what strategies of promising that are used by Pacitan vocational English teachers. Moreover, he would like to know the dominant strategy of promising used by the Pacitan vocational English teachers. Finally, he also wants to know what pragmalinguistic form used in delivering the promise.

This research has three purposes namely to explain the strategies of promising used by Pacitan Vocational English teachers, to know dominant strategy used by Pacitan Vocational English teachers and to identify the use of pragmalinguistic forms in the speech act of promising used by Pacitan Vocational English teachers.

Theoretically, the researcher felt the importance to carry on such a study from two angles, theoretical and practical, by doing this research, the researcher expects that the findings and the results of this study would provide other researchers with additional references since few studies have been dedicated to speech act theory. The fact that serves as a point of departure to do more research on the speech act of promising and to spoil more into detailed research

Besides, the importance of this study derives from the assumption by the researcher that attaining competence in the area of speech acts in general, and the speech act of promising in particular, will accelerate the process of attaining competence across languages.

In line with the previous statement, theoretically, the finding will give a contribution to the readers to enrich the knowledge about speech acts especially speech act of promising.

Practically, it could be useful in cultural understanding especially in teaching and their perceptive of the speakers’ intention in expressing speech act of promising. Pedagogically, it might also increase our awareness of language varieties which may result in better understanding of others’ speech.

The research on speech of promising have been done previously by several researchers. First study is done by Arief and Mugableh studied speech act of promising among Jordanians (2013). They found that Jordanians applied either one or more of the following strategies when concern their promises: discourse conditionals, tautological-like expressions, body-part expressions, self-

aggrandizing expressions, time expressions, courtesy-like expressions, swearing in Jordanian Arabic that are utilized by Jordanians to forge promises with reference to expressions, adjacency pairs and false promises. Moreover, the analysis of this article have shown that there is a gender difference in the use of linguistic forms in the speech act of promising among Jordanian, i.e., use of body-expressions among women once they issue their promises. In account of that, women typically speak and hear a language of connection and intimacy stressing confirmations and support within their specific online communities. Their speech is inclusive, less direct, and avoids arguments and confrontation whenever possible. Men, on the other hand, speak and hear a language of status and independence, focusing on social order and the exhibition of knowledge and skill.

Second Egner (2012) studied and compared the the speech act of promising used by African and Western. He found that the African promise differs from the Western one in the way it comes about; i.e., by negotiation of the felicity conditions. On the other hand, for an African speaker, just stating an intention to perform an act in the hearer's favor does not yet imply commitment or even presuppose ability to carry out the act. In fact, statements of this kind are generally to be interpreted as polite promises; i.e., ways to satisfy cultural expectations and save face. Intercultural misunderstandings in relation to this type of statement of intention arise if satisfaction of all the felicity conditions for the act of a "classical" promise is assumed to be fulfilled each time such a statement is made. The examination of lexical expressions from some languages has shown that the type of promise by which the speaker puts himself under an obligation exist in all of them.

Pudjilestari (2012) observed promising utterance in some movie manuscripts. She found that there are three kinds of sentence (declarative sentence, imperative sentence and interrogative sentence), there are five intentions of the speaker (to assure, to command, to request, to affirm and to describe), and there are eight reason of the speaker (showing responsibility, showing angry, showing relationship, showing affection, showing hope, showing teasing, showing misunderstanding and showing attention).

Yulianti (2010) conducted research about promising utterance in the Novel of Twilight that analyzed by translation analysis. The results show that the translation variation of language forms of promising utterances are word translated to word, word translated to phrase, positive declarative sentence translated to positive declarative sentence, negative declarative sentence translated to negative declarative sentence, positive declarative sentence translated to negative declarative sentence. The implicature found are conventional and conversational implicature and also in the form of equivalent

and non- equivalent. The politeness strategies of directive utterance are Bald on Record, positive politeness, negative politeness, and off- record strategies.

Rahayu (2009) also conducted a study about speech that entitled A Socio-Pragmatics analysis of Promising Utterance in Barack Obama Campaign Speech. The method of this research is qualitative research. The result of the analysis shows that one form of utterance occurred in Barack Obama's Speeches that is declarative sentence, the intentions of promising utterance are giving response, stating purpose, assuring, persuading, describing, inviting and requesting and the reasons of employing promising utterances are showing attention, regret, cooperative, responsibility, relationship, mercy, affection, and prestige.

The other researchers are Delaney and Gibbs (2009) who conducted a research about pragmatic factors in making and understanding promises. The results from this study showed that the first two of Searle's conditions are extremely important to maintain if a promise is to be made or understood. However, it appears that people can make promises about actions that would be performed in the normal course of events. As such, these studies support the idea that promises do not by themselves obligate a speaker, but are used to reaffirm previously existing, and often unstated, obligations.

Bernicot and Laval (2004) conducted research on speech acts of promise used by children. The importance of the promise fulfillment preparatory condition is in the comprehension of promises. Preparatory condition is satisfied facilitate the comprehension of promise utterances for the three-year-olds and the six year-olds. For promise comprehension tested by means of non-verbal behavior, it was shown here that in addition to considering the sincerity condition, mastered from the age of 5. We had to consider the preparatory condition mastered about the age 9 or 10. Speaker's beliefs and listener's desires are two important elements for the children's comprehension of promises. This research is also to investigate the role of linguistic form in the promise-making statement by comparing statements with verbs in the future tense to statements with other verb forms.

Laval and Bernicot (1999) also conducted much on comprehension of promise by children. The results of this study showed that 3 and 6 years olds based their interpretation of the promises primarily on the contextual of the communication situation, after the age of 6 years, the children began to rely on temporal markers in the utterances whenever the immediate future tense was used and promise specific contextual information was lacking and the nine years olds always based their interpretation of the promises on temporal cues in the utterance.

All of previous studies have similarity to this study. The similarity is all of previous studies and this research analyze promising utterance. But there is also

difference between each research. From Arief and Mugableh's research, the data source of their research is Jordanians but the data source of this research is Vocational English teachers in Pacitan. So, it makes this research is different. Egner's research has conducted research about promising utterance in intercultural perspective. It makes different to the other previous study. Pudjilestari has conducted research about promising utterance in some movie manuscripts using socio-pragmatics. The data used in this study make different to the other previous study. Yulianti's research is using translation analysis to analyze the data. In Rahayu's study, the difference is her research using socio-pragmatics to analyze the data. The data source of Rahayu's research is Barack Obama Campaign speech. But this research, the data are promising utterances made by the students. Delaney and Gibbs conducted research about promising utterance but the data source is people in institution. The similarity to this research is using pragmatic approach. Bernicot and Laval conducted research about promising but the data are children and adults using speech act theory. The last previous study is Laval and Bernicot that conducted research about promising utterance and the data source is French children. But the promise here has role, the role is using future tense. So from all of previous studies this study is difference from each other. Moreover, most of the studies compared the used speech act by native speakers of English. But in this research, the researcher will examine the use of speech act especially in promising by non native English speakers.

2. Research Method

The type of this research is descriptive qualitative. Based on Moleong (1988:2) descriptive qualitative is the research does not include any calculation or enumeration. By using a descriptive method, the writer's aims are to (1) determining the object of the research, (2) determining the source of the data, (3) determining the technique of collecting the data, (4) determining the technique of analyzing the data.

Descriptive qualitative approach means using technique of searching, collecting, classifying, analyzing the data and finally drawing conclusion. Qualitative approach describes, explains, classifies, and analyzes the study by using survey, interview, questionnaire, observation, or by using case study, comparative study, and cooperative study. Since the data are promising utterances, thus qualitative approach is considered the most appropriate one to be used.

The Object of the Research

The object of the research is the speech act of promising expression used by the Pacitan vocational English teacher, the linguistics forms of promising.

The Data Source

The data source of this study is document. The document are taken from Vocational English teachers in Pacitan. There are two groups of English teacher involved in this study. They are 10 male English teachers and 15 female English teachers. Actually there are 28 Vocational School in Pacitan but there are only 25 English teachers who joined the MGMP Bahasa Inggris. Age of the participants ranged from 30 to 45 years old. The level of English proficiency was middle to advance. The data was taken from responses of DCT produced by the teachers.

Technique of Collecting Data

Discourse Completion Task (DCT) has been commonly applied as one of the method to collect the data with second language learner as the contributors. The data obtained through DCT is maintained to represent appropriate pragmatic norms (Hinkel,1997). In foreign language learning contexts where natural data infrequently occur, DCT is the most effective research instrument (Seran & Sibel, 1997). Because of this, the researcher tries to apply DCT .

The discourse completion task is selected in collecting the data. DCT of this research consist of situations and questions. The situations are proposed to describe the social condition which is happened in daily life. The situations of DCT consist of nine situations as the expression of the background which is happened in real life. Each of the situation reflects the three social status (lower, equal, higher), and the familiarity (familiar, unfamiliar). The participants must give the respons of the situations in the form of writing prepared by the researcher. To get an accurate data, the answers are combined. Participants reply the DCT in the form of writing. Finally, it can be gained the DCT answer which can be analyzed based on the research problems.

Technique of Analizing Data

The collected data are analyzed by using descriptive qualitative analysis. The ways to analyze are as follows: First, analyzing promising strategy from promising utterance which are expressed by the respondents by using the theoretical framework. Second, visualizing the dominant strategy used by the respondent in the form of diagram. Finally, analyzing the pragmalinguistics form of the utterance to get the pragmalinguistics form used in expressing the promise.

3. Research Findings and Discussion

Concerning with the previous study conducted by Arief and Mugableh (2013) they proposed nine strategy used by Jordanian in delivering promise. Those strategies namely discourse conditionals, tautological-like expressions, body-part expressions, self-aggrandizing expressions, time expressions, courtesy-like expressions, swearing in Jordanian Arabic that are utilized by Jordanians to forge promises with reference to expressions, adjacency pairs and false promises.

The nine strategies used by Jordaians are different from what the writer found in the data analysis. The promising strategies used by the respondents, that is Pacitan Vocational English Teachers, can be classified into two, namely promising performative verb and non performative verb. Both of them are applied by the respondents in each situation. Therefore, the promising strategies used are using performative verb and non performative.

The dominant strategy used in each DCT showed that non performative verb is used more frequently than performative one. That is why the reaserch finding of the second problem can be said that the dominant strategy applied by respondents is using non performative verb in uttering promise.

In answering the third problem, the writer found that the pragmalinguistics form used are in variant forms.

The final part is discussion of the reaserch finding. Refers to the previous study by Arief and Mugableh (2013) this research is different. The difference is the pomising strategies used by the respondents. It is clear that the finding by Arief and Mugableh (2013) found 9 promising strategies. Meanwhile the writer found two strategies. Moreover, the dominant strategy used in expressing promise is using non performative verb. The writer found that in each DCT or situation non performative verb is used more frequently by respondents. Perhaps, the respondents thought that in delivering promise they must not use the word "promise" to express it. The other expression like "I will....., I try ..., I am ready are also indicate the promise expressions. Generally Indonesin people especially Javaness, are always closed. It means that in expressing something they do not expressed it explicitly. They tend to state something implicitly. However, the use of non performative verb is the domiant strategy in delivering promise.

The writer also found that refusal is also categorized as promise. In this case refusal may have a meaning that respondents reject to give their promise. Respondents refuse what it was asked in the situations because they cannot fulfill it. For example: "I am sorry I can't I have another program". Because of this, the respondents stated their refusal as their promise. Besides, the respondents couldn't understant about the situation given to them. That is why the refusal was appeared as the promising responses. The expression like "I am sorry, sorry"

made by the speakers shows that they want to say honestly. They want to make the opponents trusted him/her. Because the respondents are Indonesian people especially Javaness people, so this kind of expression is always stated by someone when they cannot realize what the others want.

The next terms which is found by the writer is about the gramatical error made by the respondents. The pragmalinguistics of the promises were right but grammatically wrong. In this case, the writer might have an assumption that the respondents did not understand the right grammar or it might be the grammatical error made by the respondents were unconsciously happened at that time.

Moreover, the writer found that politeness strategy are also used by the respondents. They say “Man, Sir, Honey, Boy” before stating the promise. They wanted to show a respect to the opponents who have different status. The different status are dirived from the age difference, social status, familiarity etc.

Insyaallah and Good willing are the Moslems prayer. They use the Islamic Insyaallah or Good willing in order to express future acceptance. It is stated when they hope for all future activities will get the blessing from God. They use this prayer as the Supportive move which open a promise of future acceptance. As it is stated in International Journal of Applied linguistics (2014) that “the use of *Insyaallah or God willing* reflects the fact that language use and religion are interrelated and they constitude fundamental aspects of an ethnic and religious identity”.

4. Conclusion

The conclusion concerning the research problem can be drawn as follows: Firstly, the promising stratagies used by Pacitan Vocational English teachers are by using performative verb and non performative verb. Performative promise is a promise which applied the word “promise” to express promising utterances. In contras, non performative promise is a promise which is delivered impliitly without using the word “promise”. Secondly, the dominant strategy used in delivering promise is non performative verb. The non performative verb is always applied more frequently than the performative one. It is used by the respondents because they are Indonesian people especially Javaness. They tend to express their promise implicitly. Finally, the writer found three pragmalinguistics form used by the respondents in uttering promise. They are (1) SM+ (Promise token/ Agreement/ Willingness/ Offer/ Refusal), (2) Φ + (Promise token/ Agreement/ Willingness/ Offer/ Promise Token) and (3) Conditional + (Agreement/ Willingness).

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