

Implications of Illocutionary Speech Acts Study in Language Learning for Foreigners

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Abstract. Study aims to explore types and functions of speech acts in BIPA (Indonesian Language for Foreign Speakers) book which can have implications for language learning for foreign speakers. This study uses a qualitative method with a case study approach. Subject of research is book 'BIPA Praktis' by the Ministry of Education and Culture. Source of research data is dialogue in 'BIPA Praktis'. Data collection techniques using document. Analysis techniques in this study used the Spradley model, through 4 stages; domain analysis, taxonomy, componential, and cultural theme analysis. Findings are 5 types of illocutionary speech acts; assertive, directive, commissive, expressive, and declarative. Findings can have implications for language learning for foreign speakers, BIPA learning. Understanding illocutionary speech acts can help foreign speakers to develop communicative abilities of foreign speakers. Insight into knowledge of illocutionary speech acts can help foreign speakers understand cultural norms related to the use of the target language. Speech act studies can improve the ability to understand and use language in appropriate social contexts. Insight into illocutionary speech acts also helps foreign speakers to more careful of errors or misunderstandings in communication. Can be used as material for foreign speakers in negotiating, convincing, and influencing others when communicating

Keywords: *Illocutionary; textbook; Indonesian for Foreigners*

Introduction

This is necessary to communicate with each other, language as a form of communication that helps people convey thoughts or ideas. Language has varieties and types, one of which is a means of communication according to language rules. Mirawati (2020) explained that language plays an important role in communication. Communication has a meaning as an expression or intention conveyed by the speaker to the other speaker. However, sometimes listeners, according to Frandika and Idawati (2020), cannot understand the intent conveyed by the speaker.

Language is a communication tool that has meaning. Thus, people can communicate using speech to convey a particular desired message, express feelings or goals to other people so that the person can know and understand the intent or meaning of the intended speech, according to Zaiman & Irama (2020). Language is a means of communication in society. Communicating between people so as to produce utterances in the form of words that will be conveyed to the interlocutor. This is called a speech act. Speech acts are not only a matter of conveying words with language, but also with the actions or deeds of the speaker. Bayat (2013) describes the speech act itself is part of the language that enters into the communication dimension. Language is the object of Linguistic study. One that is studied in Linguistics is speech acts. Speech acts based on context are studies in Pragmatics. Pragmatics is a field of Linguistics that discusses the context and meaning of speech, this is in line with Zou&Zhu (2022).

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Human actions in utterances or utterances are called speech acts. Speech act is a function of language that has the meaning of a sentence that is spoken. A speech act is an action carried out through someone's speech or speech to motivate the listener or listener to act. By performing speech acts, Widyaningsih (2021), the speaker tries to convey to the interlocutor the intent and meaning of his communication, with the hope that the interlocutor understands what is meant. speech act according to Dwiyanti & Mujianto (2021) is an action that uses language followed by an action to express oneself and one's thoughts.

Therefore, the researcher examines speech acts because it is an act of someone using language to communicate to the interlocutor. In other words, a speech act is a process that occurs in communication between two or more people, whose purpose is to convey or provide information to each other.

According to Zaiman & Irama (2020), there are various types of speech acts, one of which is illocutionary speech acts. Illocutionary speech acts are speech acts that can express something and can also produce the effect of an action from the speech that is spoken. Illocutionary speech is a form of expression or statement that has two functions, namely stating or announcing something and doing an action.

Illocutionary speech acts according to Zaiman & Irama (2020) refer to the division of types of speech acts by Searle which include (a) representative acts, namely speech acts in which the speaker tries to relate or connect himself with the future, for example stating, concluding, affirming, denying, and reporting. (b) directive acts, namely speech acts in which the speaker is expressing himself through the spoken sentence, for example begging, asking, ordering, urging, opposing, and asking firmly. (c) commissive acts, namely speech acts in which the speaker describes the events that occurred in his own words, for example promises, threats, oaths, offers, and guarantees. (d) expressive acts, namely speech acts in which the speaker tries to have an effect on the speech partner to do something, for example saying thank you, apologizing, criticizing, and praising. (e) declarative acts, namely speech acts in which the speech partner can judge the good or bad of a sentence uttered by the speaker, for example agreeing and disagreeing.

Illocutionary speech act is the act of doing something based on what is said. Illocutionary speech act is what is achieved by communicating the intention to achieve something. Language can have a certain power and people can create something new, make people do something, change situations, etc. Illocutionary speech acts are not descriptive and are not subject to any truth conditions, they are to perform an action by saying something to perform an action by saying something (Austin, 1962). Illocutionary speech acts refer to the use of language to express an attitude with a certain function or power which is called illocutionary power. In simple language, illocutionary power is the intent and intent of the speaker.

An illocutionary speech act is an act that does not merely convey the true meaning of an utterance, but also has another purpose than the delivery that is often carried out in everyday life. Illocutionary speech acts are a category that is the center of attention in speech act theory. This is because in illocutionary speech acts, the existence of a sentence or statement cannot be separated from a context.

From the explanation above, the problem that will be discussed in this study is how illocutionary speech acts are used in teaching materials 'BIPA Praktis' by the Ministry of Education and Culture, so that the study of these illocutionary speech acts can have implications for language learning for foreign speakers, especially BIPA learning. Teaching materials 'BIPA Praktis' are teaching materials that are usually used by foreign speakers (BIPA) in learning Indonesian to practice communicating in Indonesian. BIPA learning

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materials are essentially the tools used to learn BIPA. For BIPA beginners, simple daily dialogue materials are presented in Indonesian. For the intermediate level, material for daily dialogues is given which is rather complex and formal dialogues are simple. The advanced level is given dialogue material that is more complex, both related to everyday topics and formal topics.

In this teaching material there are several dialogue utterances related to explanations in the illocutionary speech acts that have been discussed. In 'BIPA Praktis' teaching materials there are 10 types of conversational dialogue topics, namely (a) greetings, (b) at the airport, (c) in shops, (d) in hotels, (e) traveling, (f) hobbies, (g) in restaurants, (h) in hospitals, (i) in public service offices, (j) in tourist attractions 'BIPA Praktis' teaching materials are teaching materials printed by the Language Development and Development Agency, Ministry of Education and Culture, Republic of Indonesia. This teaching material was published in 2014, with a total of 112 pages.

Relevant previous research was conducted by Zaiman & Irama (2020) regarding illocutionary speech acts in dialogues. The results of the study said that four types of illocutionary speech acts were found. First, representative speech acts consisting of stating, affirming, and denying. Second, the directive consists of begging, asking, ordering, and urging. Third, expressive which consists of criticizing. Fourth, commissive which consists of offers.

Furthermore, research by Widyaningsih (2021), the results of his research on speech acts in dialogue contained 15 speech act data, namely 3 representative speech act data which functioned to suggest, inform, and notify, 4 directive speech act data which functioned commanding, requesting, inviting, and advising, 3 data of commissive speech acts that function as promising, praying, and refusing, 4 data of expressive speech acts that function to mock, warn, apologize, and say goodbye, and 1 data of declarative speech acts that function to prohibit.

Christianto (2020), conducted research on speech acts in EFL (English as a Foreign Language) class. The results showed that there were three types of speech acts found in the interactions between teachers and students, namely locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary acts are carried out when the teacher and students utter expressions without a specific intention. Illocutionary acts, on the other hand, are performed when the expression conveys a certain meaning to the listener.

The difference between previous research and this research is the research object studied. This research examines the conversational dialogues contained in 'BIPA Praktis' Teaching Materials by the Ministry of Education and Culture, so that it is expected to have implications for language learning for foreign speakers.

Based on the explanation above, the researcher is interested in conducting research on illocutionary speech acts in 'Practical BIPA' teaching materials. The purpose of this research is as follows. First, describing the types of illocutionary speech acts in BIPA teaching materials. Second, the function of illocutionary speech acts in BIPA teaching materials. Third, the implications of studying illocutionary speech acts on language learning for foreign speakers, especially BIPA learning.

Theoretical Framework

Pragmatics is a linguistic study that studies the relationship between meaning and the context of the language used by each speaker so that the meaning cannot be separated from the context, Widyaningsih (2021). Pragmatics can be called a linguistics which studies meaning what the speaker wants to convey to his interlocutor. Linguistics

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refers to analysis of what people mean by what they say. Pragmatics study relationship between language form and form use.

Pragmatics is also found in every conversation, Sagita and Setiawan (2019). Pragmatics according to Sagita and Setiawan (2019) is the science of meaning in relation to linguistic situations, understanding pragmatics meaning and intent in communicating, so that listeners understand spoken by speakers. The aspects of the speech act situation are (a) which greet and who is greeted, (b) the context of a speech, (c) the purpose of a speech, (d) utterances as actions, (e) utterances as results of speech acts. In other words, pragmatics cannot be separated from context, because context functions as reference for determining meaning. Language pragmatic studies according to Frandika and Idawati (2020) is a study that examines aspects of meaning expressions that do not follow the formal nature of words or sentence structure.

Speech or speech act is a part of pragmatic study. Speech act is speech with action. By saying something, the speaker also does something. By making a statement, the speaker owns goal to be achieved by the interlocutor. Speech acts are all actions that someone does while talking. That speech (in today's narrow sense) is the minimal expression for usage. Speech act is the utterance of a sentence which shows that the intent of the speaker is known through hearing.

One type of speech act is an illocutionary speech act. Illocutionary speech acts are speech acts that contain meaning hidden or other meaning desired by the speaker to the speech partner. Illocutionary speech acts are speech acts that contain the power to do something certain actions in conjunction with saying something. When the speaker says a utterance, in fact he also performs an action, his intention or desire through the utterance.

There are various types of speech acts, one of which is illocutionary speech acts. Illocutionary speech is a speech act that can express and also produce an act of spoken speech. Illocutionary speech acts are forms utterances or statements that have two functions, namely expressing and inform in taking action. Speech acts also form speech which involves action, Zaiman and Irama (2020). Speech acts according to (Searle, 1969), classify illustrative speech acts into five. The illocutionary act consists of assertive, commissive, directive, expressive, and declarative.

BIPA learning according to Utami and Rahmawati (2020) is an initial process related to learning behavior. this behavior is an attitude designed to arouse and form motivation Indonesian foreign speakers. Indonesian for foreign speakers (BIPA) is language learning programs specially designed to teach foreign students who want to learn Indonesian. The level of student skills varies, from students from beginner to advanced. Based on BIPA ability level for displays various BIPA materials. The material is available from various authors, both foreign writers as well as Indonesian writers who write Indonesian for speakers from outside the country. Their goal is to become BIPA, so they can speak Indonesian well.

BIPA teaching materials must pay attention to the use of polite language. Politeness in language is very important and part of local wisdom. Politeness in local wisdom such as moral and ethical values. This matter is important for BIPA learners because they can provide appropriate use of Indonesian with language rules, Yuniatin (2022). Learning Indonesian for foreign speakers (BIPA) is actually focused on foreign students whose first language (B1) is not Indonesian. Foreign students are foreigners who are studying foreign languages, Utami and Rahmawati (2020). BIPA teaching materials can be responsible in the use of Indonesian with language situations and language rules. BIPA will get guidance in learning and convey his thoughts accordingly with his expertise.

It can be concluded that the BIPA learning program is specifically designed for foreign students to study. Materials and learning processes adapted to the needs and goals of foreign students. BIPA will be familiar with this material Indonesian language and culture.

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Relevant previous research was conducted by Zaiman & Irama (2020) regarding illocutionary speech acts in dialogue. The results of the study stated that there were four types of illocutionary speech acts. Widyaningsih (2021), the results of her research on speech acts in dialogue contained 15 speech act data, namely 3 representative speech act data which functioned to suggest, inform, and notify, 4 directive speech act data which functioned to order, ask, invite, and advise, 3 commissive speech act data which functioned as promises, prayed, and refused, 4 expressive speech act data which functioned to mock, warn, apologize, and say goodbye, and 1 data. Christianto (2020), conducted research on speech acts in EFL (English as a Foreign Language) class. The results showed that there were three types of speech acts found in the interactions between teachers and students, namely locutionary acts, illocutionary acts, and perlocutionary acts. The difference between previous research and this research is the research object under study. This study examines the conversational dialogue contained in the Ministry of Education and Culture's 'Practical BIPA' Teaching Material, so that it is expected to have implications for language learning for foreign speakers.

Material and Method

Research Methods

The method used in this study is a qualitative method using a case study approach. Qualitative research is research that uses a naturalistic approach in seeking and gaining understanding of the phenomena experienced by research subjects by describing them in the form of words and language in a reasonable context (Mayrita et.al., 2022; Sagita & Setiawan, 2019; Sumarno, 2020). In the case study approach the researcher collects data to build an in-depth picture of a case. This study uses a qualitative method with a case study approach, because the data in this study are in the form of utterances of dialogues contained in the 'Practical BIPA' Teaching Material which the researcher will interpret through a study of illocutionary speech acts.

Research Subject and Data Sources

The subject of this research is the book 'BIPA Praktis' by the Ministry of Education and Culture. The data sources in this research are conversational dialogues contained in '*BIPA Praktis*' Teaching Materials by the Ministry of Education and Culture. The data comes from the utterances of the dialogues in the Teaching Materials '*Practical BIPA*' which means information that may not be directly related to events. So that research like this is often included in the secondary data group, namely books, journal articles, and other written sources related to illocutionary speech acts.

Data Collection Technique

Research data collection techniques are documents. The steps for collecting document data that will be carried out by the researcher are that the researcher reads the dialogue speech documents contained in the '*BIPA Praktis*' teaching material by the Ministry of Education and Culture as a whole, after reading the researcher marks the dialogue utterances that contain illocutionary speech acts in the dialog, then the researcher record dialogue utterances that contain illocutionary speech acts.

Data Analysis Technique

The data analysis technique of this research uses the Spradley model. Spradley is an expert in the qualitative data analysis stage. According to (Spradley, 1997) there are four stages in qualitative data analysis techniques namely, domain analysis, taxonomic analysis,

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componential analysis, and analysis of cultural themes. The Spradley model is used in analyzing illocutionary speech acts and the functions of illocutionary acts in the teaching material '*BIPA Praktis*' by the Ministry of Education and Culture, so that it can have implications for language learning for foreign speakers.

One domain is a category of meaning. Categories are rows of objects that are not the same, but are considered the same. Each culture will create many categories. These categories are a series of objects that are different but treated the same. Every culture creates many categories by taking something unique and classifying one with the other. Something that can be imagined to create cultural categories. Domain, as a cultural category consists of three basic elements, namely: (1) the cover term is the name for a cultural domain; (2) the covered terms are the names for all minor categories within the domain and (3) a single semantic relationship is the relationship to each other of the two categories.

In general, the types of domains can be grouped as follows. a) People's domain, there are times when all terms come from the language used by someone in a social situation. b) Mixed domain, this domain appears when a researcher chooses analytical terms from the language used by many people and is appropriate to complete the domain. c) Analytical domain, this domain appears when a researcher chooses his own analytical terms by observing people's behavior, what is said, cultural objects used and further conclusions can be drawn.

The Spardley model is widely used in analyzing data for ethnographic qualitative data collection techniques. But in this study, researchers used the Spradley model to analyze case study data. This is because researchers will use a mixed domain, in the form of a language domain. The researcher chose analytical terms from the language used by native Indonesian speakers, which are contained in Practical BIPA teaching materials. So that through this domain relationship can categorize the speech culture used by native Indonesian speakers.

The steps used in domain analysis include: a) Choosing a single semantic relationship on the basis of information or facts in the researcher's notes. b) Prepare an analytical worksheet c) Select a sample of the same data from the records. d) Look for the main concept and certain categories of symbols that match the pattern of semantic relations. e) Develop questions for each domain. f) Create a list of all identified domains.

Domain analysis stages carried out by researchers are to find an overview of the topic being raised. This topic is illocutionary speech acts found in Practical BIPA teaching materials. Furthermore, each data indicates a specific domain (ie, the spoken language contained in the dialogues) which can be the basis for conducting further research.

Next is the taxonomic analysis stage. In this stage, the researcher examines the existing domain by looking at its structure. This is so that the researcher knows what elements make up the domain (illocutionary speech) in the research data.

In the componential analysis stage, the researcher dissects again what elements make up the domain of each type of illocutionary speech act found. The aim is to explore the specific features of each existing domain. This stage is carried out after the taxonomic analysis is complete.

The final stage is the cultural theme stage. For each finding obtained, a correlation is sought based on the specific characteristics found in the previous stage. It is the relationship between the findings that have been obtained that draws conclusions from the study of illocutionary speech acts which have implications for language learning for foreign speakers.

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Data Validity Checking Techniques

To meet the level of trust (Trustworthiness) research results, researchers do the following things. (1) Continuously and repeatedly checking the results of the data analysis that has been found and rechecking with the transcriptions that have been made and the audio-visual documents. (2) Analyze more diligently independently by living all aspects of this research more deeply. (3) For the credibility of the findings, the researcher seeks interpretation according to the actual conditions. In order for this condition to be fulfilled, the researcher triangulated the data as a comparison with the research results. (4) Conducting peer debriefing. This activity was carried out to avoid various obscurities that could lead to deviations in research. Peer debriefing is carried out to colleagues and experts/experts.

Results and Discussion

Result

The results of the research were carried out by looking at the findings of dialogue speech as listed in the following table.

Table 1. Data on Types and Functions of Speech Acts Found

Type Of Speech Act	Speech Act Function
Assertive	Inform, tell, reject, propose, sigh, explain.
Directive	Request, order, plead.
Commissive	Offer
Expressive	Congratulate
Declarative	Decide

The findings of illocutionary speech acts in Practical BIPA teaching materials by the Ministry of Education and Culture contained 24 data of illocutionary speech acts consisting of: 10 data of assertive speech acts that function to inform, notify, refuse, propose, complain and explain, 7 data of directive speech acts function to request, order, and begging, 1 data of commissive speech act has function of offering, 3 data of expressive speech act has function of congratulating, and 2 data of declarative speech act has function of deciding.

Speech Acts and Their Functions

- **Assertive Speech Acts**

First, assertive speech acts serve to inform. Informing is providing information, explaining, and informing the speech partner. The dialog contexts found are as shown in the explanation below.

The context of the dialogue: between the *officer and Sv*, when Sv asked the officer about the train's departure and the length of the train's journey to Bogor.

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Table 2. Dialogues that contain Assertive Speech Acts Serve to Inform

Name	Dialog
Sv	What time does the train leave?
Officer	It is at 10.15.
Sv	How long does it take to Bogor?
Officer	About 55 minutes.

The speech above is included in the speech of informing, because the speaker informs his speech partners who ask him. The speaker informs the interlocutor that the train will depart at 10.15 WIB with a train journey time to Bogor of approximately 55 minutes. The conversation took place at the train station when Steven asked the officer.

Second, assertive speech act serves to inform. To tell is to convey something to the speech partner. As contained in the dialog found in the 'BIPA Praktis' teaching materials, as follows.

Context: *Ap* tells *Mc* that the weather is good today, but sometimes there are traffic jams in the city.

Table 3. Dialogues that contain Assertive Speech Acts Function to Tell

Name	Dialog
<i>Ap</i>	The weather is nice today.
<i>Mc</i>	It's hot today. The city is nice.
<i>Ap</i>	Yes, but sometime the traffic is jammed up.

The utterance above is a speech act of telling. The story occurs when *Ap* gives *Mc* about the state of the city. This is indicated by the sentence that "the weather at that time was good, but sometimes there were traffic jams". The sentence is spoken by the speaker to the speech partner. The utterance is to tell the partner how the city was at that time.

Third, it was found that assertive speech acts function for 'reject' utterances. Refuse is a feeling of disapproval of an expression.

Context: *Traders refuse Be* (buyer) in bidding on prices when shopping at his place.

Table 4. Dialogues that contain Assertive Speech Acts Function to express 'rejection'

Name	Dialog
<i>Be</i>	How much is it?
Trader	It is Rp 75.000,00.
<i>Be</i>	Is the price negotiable?
Trader	Sorry, it is already fixed.
<i>Be</i>	Here's the money.

The utterance is a form of refusal. The speech occurs when Benny (buyer) is shopping and offers a price to the merchant, but the trader rejects *Be*'s (buyer) price offer. This is marked by the sentence "Sorry, the price is right" spoken by the speaker to the speech partner.

Fourth, the assertive speech act of 'proposing'. To propose is to submit an opinion or suggestion.

Context: *An* suggested to *Jh* to take a vacation to interesting places in Yogyakarta, namely the Yogyakarta Palace, Parangtritis Beach, Malioboro, and Borobudur Temple.

Table 5. Dialogues that contain Assertive Speech Acts Function to 'Propose'

Name	Dialog
Jh	What are interesting places in Yogyakarta?
An	There are Keraton Jogja, Parangtritis Beach, Malioboro, Borobudur Temple.
Jh	Wow, it seems interesting.
An	Yes, it is. You can travel while learning the culture there.

The utterance above is a speech act for 'proposing'. The conversation occurred when Jh asked An interesting places to visit on vacation in Yogyakarta. Then An suggested to Jh interesting places to vacation in Yogyakarta were the Yogyakarta palace, Parangtritis Beach, Malioboro and Borobudur Temple.

Fifth, assertive speech acts function to express 'complaining'. Complaining is expressing difficulty, suffering, pain and disappointment.

Context: *Dn* told his complaint to the doctor that he had a headache and fever.

Table 6. Dialogues that contain Assertive Speech Acts that Function to Express 'Complaints'

Name	Dialog
Doctor	How do you feel?
Dn	I have a headache and fever.
Doctor	Yes, you have a high temperature, 39 degrees celcius. How long have you have fever?
Dn	It's already for three days.

The utterance is a speech act of complaining because the speaker expresses his complaint to the speech partner. The story occurs when Dn checks her condition to the doctor. This is marked by the sentence "I have a headache and fever".

Sixth, assertive speech act serves to explain. Explaining is explaining or explaining clearly.

Context: The police explained to Sv that the address of the museum is Jalan Merdeka Number 23 and Steven had to walk to a T-junction and then turn left.

Table 7. Dialogues that contain Assertive Speech Acts that Serve to Explain

Name	Dialog
------	--------

Sv	Excuse me, do you know where the city museum?
Police	The city museum is at Merdeka Street 23.
Sv	How can I get there? Is it far?
Police	Go straight to the T-junction, then turn left. The museum is on your right.

The speech of the text is a speech act that functions to explain. The speech occurred when Sv asked the police where the city museum was. The police explained to Sv that the museum was at Jalan Merdeka Number 23, then to get there Steven had to go to a T-junction, then turn left and the museum was on the right.

- **Directive Speech Acts**

The first finding is a directive speech act that functions to express the meaning of 'asking'. To ask is to beg or submit.

Context: The doctor asked Dn to check the blood directly to the laboratory.

Table 8. Dialogues containing Directive Speech Acts that Function for 'Request/Request'

Name	Dialog
Doctor	You better go to do a blood test at the laboratory.
Dn	Ok, Doctor, I will go to the laboratory.
Doctor	You are welcome.

These utterances are included in speech acts that function to express 'requests'. The story happened when Dn went to the doctor to check her condition, but the doctor asked Dani to have her blood checked directly in the laboratory. This is marked with the sentence "You should go to the laboratory for blood tests."

Second, directive speech acts that function to 'request or order'. Ordering is asking to be provided or made.

Context: *Ch* orders a hotel room with the receptionist for IDR 750,000 per night including breakfast for two people.

Table 9. Dialogues containing Directive Speech Acts that Function for 'Requests/Requests' in terms of 'ordering'

Name	Dialog
------	--------

Ch	Do you have any vacant room?
Resepsionis	Yes, we have. How many room do you want to book?
Ch	Only one room. How much is the rate per night?
Resepsionis	The rate for standard Rp750.000,00 per night including breakfast for two.

The utterance is included in the speech act of ordering. The conversation occurred when Ch asked the receptionist when he wanted to book a room for himself, then the receptionist explained that there was a room for IDR 750,000 per night including breakfast for people's prayers. It is marked with the sentence "only one, how much per night?".

Third, directive speech acts function to express 'requests'. To beg is to respectfully ask the speaker.

Context: The waiter begs *An* to be patient for a while waiting for his food order to come.

Table 10. Dialogues with Functional Directive Speech Acts for 'Request/Request'

Name	Dialog
waiter	Ok, Sir. I will repeat your order. Two portion of rice, a tart spicy fish, and two lemon tea.
An	That's right.
Waiter	Ok, Sir. Please wait for a moment.
An	Thank you.

The utterance is a speech act that functions as a request. The story takes place when An is eating at a restaurant. An ordered two servings of white rice, one spicy and sour fish, and two lemon teas from the waiter, then the waiter asked Andi to wait a moment. This is marked by the sentence "Okay, sir. Please wait a moment".

- **Commissive Speech Acts**

The commissive speech act serves to offer. Offering is proposing, advocating, and submitting.

Context: The receptionist offers Ch, there is a Deluxe room type with a price of IDR 950,000 per night.

Table 11. Dialogues with Commissive Speech Acts that Function to 'Bargain'

Name	Dialog
Ch	Do you have other room types?
Resepsionis	Yes, we do. The rate for deluxe room is Rp950.000,00 per night.
Ch	I'll take the deluxe room for two nights.

This utterance is a speech act of offering. The conversation occurred when Ch asked the receptionist about the type of hotel room, then the receptionist offered Ch a Deluxe room type with a price of Rp. 950,000.00 per night. This is indicated by the sentence "There is a Deluxe application type that costs Rp. 950,000.00 per night".

- **Expressive Speech Acts**

The expressive speech acts found are speech acts that function to congratulate. Congratulating is conveying the expression of congratulation to someone.

Context : Ap welcomes Mg to Jakarta.

Table 12. Dialogues that contain Expressive Speech Acts that Function to Express the Expression of 'Congratulations'

Name	Dialog
Ap	Welcome to Jakarta.
Mc	Thank you.

The utterance is a speech act of congratulating. The speech occurred when Mc had just arrived in Jakarta, then Ap gave welcome greetings to Michael. It is marked with the sentence "Welcome to Jakarta".

- **Declarative Speech Acts**

The declarative speech acts found function to decide something or make a decision. Deciding is determining, considering and drawing conclusions.

Context: Jh decides for next year's vacation to go to Yogyakarta, especially he will visit on Jalan Malioboro.

Table 13. Dialogues that contain Declarative Speech Acts that Function to 'Make Decisions'

Name	Dialog
Jh	Are there any batik there?
An	Of course, you can buy batik along Malioboro street.
Jh	Ok, then, I'll go there on my next holiday.

The utterance is a speech act of deciding. This conversation occurred when An explained to Jh about what was on Jalan Malioboro, then Jh decided to go on vacation to visit there. It is marked with the sentence "Okay, next year's vacation I will go there...".

Discussion

Speech Acts in 'BIPA Praktis' Teaching Materials by The Ministry of Education and Culture

Based on the data obtained, the research findings regarding speech acts, the researchers grouped them based on their type and function. The first finding is the types and functions of speech acts. Types of assertive illocutionary speech acts and their functions were found in dialogues in 'BIPA Praktis' teaching materials by the Ministry of Education and Culture, namely; (1) Assertive action, serves to notify; (2) Assertive acts that function to propose; (3) Assertive act, serves to express refusal; (4) Assertive acts that serve to explain; (5) Assertive acts serve to inform; and (6) Assertive acts function to express 'complain' complaints.

There are also 7 directive illocutionary acts and their functions, which include 1 directive acting to express requests, 2 directive acts to order, and 3 directive acts to request. And it was also found that there was 1 commissive illocutionary speech act found, namely, a commissive act that functions to bid. Expressive illocutionary speech acts are also found. Expressive act that serves to congratulate. The declarative illocutionary acts found are declarative acts that serve to decide.

BIPA teaching materials are very important to read by foreign speakers who will learn the target language (Indonesian), because these teaching materials can be a guide for foreign speakers in learning Indonesian.

The findings in this study indicate that there are 5 types of illocutionary speech acts and their functions, namely assertive, directive, commissive, expressive, and declarative. In contrast to research (Zaiman & Irama, 2020; Widyaningsih, 2021) which uses the term 'representative' illocutionary speech act in its research findings. Meanwhile, the researcher, for the representative, is part of an assertive illocutionary speech act. This is because assertive illocutionary speech act is a speech act that can also function as a notification of information. According to the researcher, the meaning of the term assertive is clearer than the term representative.

Speech act analysis can have implications for language learning for foreign speakers, especially BIPA learning. Christianto (2020) also conducted research on speech acts in Foreign Language classes. Christianto's research results show that there are three types of speech acts found in interactions between teachers and students, namely locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary acts are carried out when the teacher and students utter expressions without a specific intention. Illocutionary acts, on the other hand, are performed when the expression conveys a certain meaning to the listener. Of course this can affect the speaker's ability to communicate in learning a foreign language.

Similar to Christianto (2020), researchers describe that understanding illocutionary speech acts can help foreign speakers develop their communicative abilities. Insight into knowledge of illocutionary speech acts can help foreign speakers understand cultural norms related to the use of the target language. Speech act studies can also improve the ability to understand and use language in appropriate social contexts. Insight into illocutionary speech acts also helps foreign speakers to be more careful of errors or misunderstandings in communication. Can be used as material for foreign speakers in negotiating, convincing, and influencing others when communicating

Implications Of The Study Of Speech Acts On Language Learning For Foreign Speakers

The findings of illocutionary speech acts in BIPA teaching materials include the language used in everyday, social and Indonesian culture. Mastery of speech acts is very important for language learning, especially BIPA learning. This aims to avoid misunderstandings in conveying what you want to say. Teaching materials provide examples of relevant speech acts for students so that students can learn to use appropriate expressions according to context in everyday life. In addition, it engages learners in communicating with new words and common expressions to expand the vocabulary of the target language. In addition, foreign speakers will understand formal and non-formal speech acts depending on the context and the intended audience.

The implications for language learning are in activities in various communication situations, both in daily conversations, presentations, negotiations, and formal interactions. The findings in this study may also have implications for improving the ability of foreign speakers in learning the target language to understand and use language in appropriate social contexts. Insight into illocutionary speech acts also helps foreign speakers to be more careful about mistakes or misunderstandings in communication. The findings of this study can also be used as learning material for foreign speakers in negotiating, convincing, and influencing others when communicating.

Conclusion

Research findings, firstly there are types of assertive illocutionary speech acts and their functions in dialogues in 'BIPA Praktis' teaching materials by the Ministry of Education and Culture (1) Assertive acts of informing, (2) Assertive acts of proposing, (3) Assertive acts of refusing, (4) Assertive acts of explaining, (5) Assertive act of informing, and (6) Assertive act of complaining. There are 7 directive illocutionary acts and their functions, which include 1 directive act of asking, 2 directive acts of ordering, and 3 directive acts of asking. There is 1 commissive illocutionary speech act found, namely, the commissive act of offering, the expressive illocutionary act found expressive congratulating. The declarative illocutionary act found is the declarative act of deciding. In its implementation, BIPA teaching materials are very important for BIPA to read because these teaching materials determine and guide foreign speakers in learning Indonesian.

The implication of speech acts in BIPA teaching materials in language learning for foreign speakers is that foreign speakers will find it easier to communicate in the target language with native speakers more effectively.

Sugesstions

Recommendations based on research results, namely as follows. Research findings can be used as knowledge in linguistics, especially Pragmatics and Sociolinguistics. In addition, it can be used as material for learning the target language for foreign speakers. This research can be used as a reference source so that it can examine more deeply about illocutionary speech acts.

This research still has several aspects of continuous correlation between the findings of speech acts as language learning materials for foreign speakers which have not been discussed in a structured manner, especially regarding the correlation between language and culture contained in BIPA teaching materials, it is hoped that other researchers can develop it more fully.

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LETTER of ACCEPTANCE (LoA)

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The undersigned below:

Name : **Dr. Eka Apriani, M.Pd.**
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Hereby declares that:

Name : **Hastari Mayrita¹, Margareta Andriani², Erika Junfransiska³**
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Language Learning for Foreigners
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Your manuscript has been accepted and published in our journal for **Volume 7 Number 2, November 2023**. Thanks a lot for your interest in **English Franca: Academic Journal of English Language and Education**.

Please don't feel hesitation to contact with the editor for any query.

I look forward to hearing from you. Thank You.

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Findings/Results & Discussion Results of the study and discussions contain all the findings in answering the problems of the study.			\checkmark		
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