

Forms and Functions of Expressive Speech Act in Javanese

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ABSTRACT

This research aims at investigating the forms and functions of expressive speech act in Javanese. The research method used in this research is descriptive qualitative method so the researcher analyzes the data in this research through description. There are two main results of this research. Firstly, the forms of expressive speech act in Javanese involve literal direct speech acts, literal indirect speech acts, non-literal direct speech act, and non-literal indirect speech acts. Then, the functions of expressive speech act in Javanese involve congratulating, thanking, showing sympathy, asking for apologize, complimenting, criticizing, complaining, and blaming.

Keywords: *speech act, expressive, forms, functions*

INTRODUCTION

Javanese is one of thousands local languages in Indonesia. Javanese people have unique and complex culture, including the language. Javanese speech act is so various and sophisticated. Thus, the researcher is interested in conducting a research on the variety of the Javanese expressive speech act forms and functions and the correlation.

Experts have their own definition of speech act. Kridalaksana (2008, p.154) defines speech act as the utterance to express an intended meaning from the speaker to the audience. Moreover, Hudson in Alwasilah (1993) proposes speech act as the utterance created as the part of the social interaction. In accordance to the definitions, speech act is an activity to use the language from the communicator to the communicant in order to communicate an intended meaning. The intended meaning can be understood not only based on the language use but also based on the other communication aspects comprehensively, including the situational aspects on it.

Next, Austin in Chaer & Agustina (2004, p.68) formulates three kinds of speech acts. Firstly, locution is a speech act used to express the real meaning. Here are the examples of locution.

- (a) I live in Yogyakarta.
- (b) I study in Ahmad Dahlan University.

The two utterances are stated only to inform something. It means the speakers don't expect the hearers to do something and the speaker don't want to affect the hearers' way of thinking. Related to the examples, the information given in utterance (a) is the speaker lives in Yogyakarta while the information given in (b) is the speaker studies in Ahmad Dahlan University. Thus, locution can be identified and analyzed without the context. Secondly, illocution means kind of speech act used to express a certain meaning. Wijana, (2009, p.22) adds that illocution is stated not only to give certain information, but also to express an intended meaning based on the context. It means illocution is related to the propositions' value. Here are the examples.

- (a) "I can't attend to your wedding the party."

The utterance is stated by the speaker to her/his friend as the hearer. The utterance is stated not only to give the information that the speaker can't attend the wedding party, but also to ask for apologize.

- (b) "I'll go home."

Through the utterance, the speaker not only gives the information that he/she will go home, but also asks for permission to go home. The information that the speaker will go home is not really important since the hearer (usually) already know about it. Moreover, Yule (2006, p.85) states that there are stressing marks in illocution and the marks are in the form of performative verb, word order, stressing, and information. The marks are related to the certain context to express the certain, even, the hidden meaning. The last, according to Austin and Searle, perlocution is a kind of speech act stated to persuade the other people to do something. In the other words, perlocution has impact power to the hearers. The power can be both intentionally and unintentionally created by the speakers (Wijana, 2009, p.23). Here are the examples.

- (a) "The place is so far away."

The utterance contains the hidden meaning, such as "Don't go there!". Through the utterance, the speaker expects the hearer to decide not to go there.

Next, based on the form, (Wijana & Rohmadi, 2010) classify the speech acts as direct and indirect speech acts. The example of direct speech act is "Clean your room!". The utterance is stated to directly ask the hearer to clean the room. Then, the example is "Your room is very dirty.". The utterance is not only used to inform that the room is dirty, but also indirectly ask the hearer to clean the room.

Moreover, based on the meaning, Yule (2006, p.95) also classifies the speech acts into two. First, in literal speech act, the speakers express the intended meaning by using the real utterance. It means there is no hidden intended meaning in the utterance. The example is "The singer's voice is very nice.". In the utterance, the speaker really wants to say that the singer's voice is very nice. Then, in non-literal speech act, the speakers express the intended meaning by using the different words. The example is "Your voice is very nice especially when you keep silent.". In the utterance, the speaker doesn't really say that the voice is very nice, even he/she wants to say that the voice isn't good.

Then, Searle in Rahardi (2009, p.17) states that there are five kinds of speech act based on the speakers' intended meaning. Representative speech act is a kind of speech act functioned to explain something. It includes stating, reporting, informing, explaining, keeping, and denying. The example is a teacher says "Today we will have a discussion on clinical linguistics.". Next, commissive speech act is a kind of speech act functioned to support the speakers to do something, such as promising. It is consisted of two categories which are promising and offering something (Ibrahim, 1993, p.34). The example is "I promise you to come to the party tomorrow.". The next is directive speech act which functions to ask the hearer to do something. Moreover, Ibrahim (1993, p.27) said that it includes asking for something, persuading, questioning, commanding, and suggesting. The example is as follow.

Teacher: "Who has responsibility to sweep the floor today?"

Ani (the student who has responsibility to do that): (sweep the floor)

Next, expressive speech act functions to express the speaker's feeling. It includes asking for apologize, thanking, congratulating, complimenting, criticizing, and so on. The example is "Woww, your voice is awesome." The last, declarative speech act functions to underline certain information. It includes agreeing, disagreeing, and so on. The example is "I come a long with your opinion."

Moreover, traditional speech act belongs to the local wisdom. Every nation has that kind of speech act. In line with the explanation, Javanese people have various kinds of speech act. Subalidinata (1981, p.63) said that Javanese speech act includes *paribasan*, *bebasan*, *saloka*, *wangsalan*, *cangkriman*, *parikan*, *pepindhhan*, *sanepa*, *panyandra*, *isbat*, and so on. Then, Javanese people can express something through various kinds of speech act although the meaning is the same, for example:

A: "*Saponen jogan iki!*" (Sweep the floor!)

B: "*Jogane kok reged kaya ngene?*" (Why the floor is so dirty?)

Actually, A and B has the same purpose which is asking the hearer to sweep the floor but they use the different speech act. A uses direct speech act while B uses indirect speech act.

METHOD

The research method used in this research is a descriptive qualitative method so the researcher analyzes the data in this research through description. Then, the data used as the sample in this research are the language units which are categorized into the expressive speech act and the researcher gets the data from several sources which are *Buku Tuntunan Sesorah*, *Buku Ajar Bahasa Jawa*, and *Majalah Parikesit*.

Since this research is a kind of descriptive qualitative research, there are so many data should be gain. Based on the data collection procedure, there are two kinds of instruments used in this research which are observation sheets and data cards. To gain the data, the researcher uses *simak* method. (Sudaryanto, 1993) said that *simak* method is a research method used to gain the data where the researcher listens/reads to the language use carefully. The basic technique in this method is *sadap* technique. *Sadap* technique is done by listening/reading to the language use of one or more speakers/writers silently. Then, the next technique used in this research to gain the data is *Simak Bebas Libat Cakap* (SBLC) technique. In this case, the researcher just listens/reads to the speakers'/writers' language use (e.g. dialogue, text, etc) without getting involved on it. In the other words, the researcher just becomes an observer. Another technique used in this stage is note-taking technique. Using this technique, the researcher writes the data in the data cards.

Related to the data analysis stage, the researcher reads the data sources carefully and focuses on the use of expressive speech act use in it. Then, the researcher classifies the data based on the forms and functions. The forms of the

speech act are classified into four. They are literal direct, non-literal direct, literal indirect, and non-literal indirect speech act. Next, the functions are classified into eight. They are congratulating, thanking, showing sympathy, asking for apologize, complimenting, criticizing, complaining, and blaming

In the next stage, the researcher uses distributional and identity methods and arranges the data systematically. (Sudaryanto, 1993) proposes distributional method as a research method where the decision agent is embedded in the language used. The basic technique in this method is the technique for direct elements where the researcher has her own lingual intuition. Next, the following technique of this method is reading the marks where the researcher reads the construction of the expressive speech act that can be the various speech act forms used to express the same meaning.

In addition, (Sudaryanto, 1993) adds that identity method is a research method which the decision agent is outside the language used. This method aims at deciding the identity of the research object which is the lingual units. They are identified based on the similarity, balance, appropriateness, and the match level to the decision agent. Moreover, based on the type of the decision agent, the identity method used in this research belongs to the referential identity method. The language references used in this research are the elements of the speech act which are proposed by Hymes in (Bell, 1981); SPEAKING (Setting and scene, Participants, Ends, Act sequence, Key, Instrumentalities, Norm of interaction and interpretation, and Genre). Especially in this research, the method is used to analyze the functions of the expressive speech act.

The last, validity used in this research is semantic validity. It means to reach the validity, the researcher measures sensitivity level of the technique used in this research to the symbolic meaning which is relevant to a certain context. In accordance with the explanation, Zuchdi (1993, p.75) states that the semantic meaning can be reach if the meaning is related to the message receivers, message sources, content of the message, and the other context. Besides, the reliability in this research is reached through reading and understanding the data sources more and deep.

DISCUSSION

1. Forms of Expressive Speech Act in Javanese

Based on the forms and its meaning, speech act in Javanese can be divided into four.

a. Literal Direct Speech Act

As mentioned earlier, literal direct speech act means the speech act given by using the same modus and meaning as the intended meaning. It can be seen through the following example.

Mr X: "*Semanten anggen kula mungkasi, sedaya lepat nyuwun gunging pangaksama.*"

Context: Mr X who is the representative of Mr. Y gives a speech to permit the family of Mr. Z to back home in an engagement ceremony. Mr X finish his speech by asking for apologize.

Speech act (1) is an expressive speech act which really expresses the speaker's intended meaning. It is also stated in the general way to ask for apologize. Thus, it can be categorized as the literal direct speech act.

b. Non-literal Direct Speech Act

This kind of speech act uses the same modus as the intended meaning. However, the language used in it is different from the intended meaning. Here is the example.

Mr X: "*Sedayanipun sampun pinanggih sae wilujeng, mugia kalilanana kula sarombongan kepareng madal pasilan.*"

Context: Mr X who is the representative from the family of Mr. Y asks for permission to Mr. Z in the engagement ceremony.

Speech act (2) is an expressive speech act to ask for permission. However, the speaker uses *madal pasilan* to express the speaker's intended meaning to ask permission. Actually, the original meaning of *madal pasilan* is stand up. Thus, speech act (2) belongs to non-literal direct speech act.

c. Literal Indirect Speech Act

The modus used in literal indirect speech act is different from the intended meaning while the language used is the same as the intended meaning.

Mr X: "*Salajengipun, sanget katampi kanthi gumbiraning manah, atur salam taklim saking panjenenganipun badhe calon besan.*"

Context: Mr. X as the representative from Mr. Y thanks to Mr Z in the engagement ceremony.

Speech act (3) is the declarative form as well as the expressive form. Through the speech act, Mr X thanks to Mr. Z for the engagement and in the same time he receives the engagement. Thus, speech act (3) belongs to literal indirect speech act.

d. Non-literal Indirect Speech Act

This kind of speech act is done by using the different modus and language from the intended meaning, as follow.

Mr X: *"Mbok bilih wonten kirang saha kaladuking atur, wah malih kirang trapsila lan subasita, pramila kula anamung tadhah deduka."*

Context: Mr X closes the ceremony by asking for apologize.

Speech act (4) is a declarative as well as expressive speech act. Mr X blames himself as the problem maker to ask for apologizes. Thus, speech act (4) belongs to non-literal indirect speech act.

2. Functions of Expressive Speech Act in Javanese

Based on its functions, speech act in Javanese can be classified into eight categories which are congratulating, thanking, showing sympathy, asking for apologize, complimenting, criticizing, complaining, and blaming. Here are the examples and the explanation.

(5) *Bapak tuwin ibu Drajad sarta putra penganten sarimbit saestu bombong ing manah, pramila sanget-sanget ngaturaken agenging panuwun dhumateng para rawuh kakung sumawana putri, awit saking rawuh panjenengan saha paringipun berkah saha pangestu.*

Context: S: in a wedding party, P: the MC and audiences, E: thanking, A: cause-effect-thanking, K: *panuwun*, I: spoken language, N: polite, G: expressive speech act

(6) *Mbok bilih anggen kula matur kirang nuju prana kepara adamel sekel saha runtiking penggalih kula naming tansah nyuwun lumunturing sih samodra pangaksami.*

Context: S: in a burial ceremony, P: the representative of the family and the audiences, E: asking for apologize, A: cause-effect-asking for apologize, K: *pangaksami*, I: spoken language, N: polite, G: expressive speech act

(7) *Kula awit naminipun sekolah saperlu atur belasungkawa wonten ngarsanipun warga duhita ing siang kalenggahan menika.*

Context: S: in a burial ceremony, P: the representative of the school and family, E: showing sympathy, A: cause-showing sympathy, K: *belasungkawa*, I: spoken language, N: polite, G: expressive speech act

(8) *Bapak Suyanto, kula nderek mangayubagya anggen panjenengan tanggap warsa ingkang kaping 40.*

Context: S: in a birthday party, P: Mr. Suyanto and his neighbors, E: congratulating, A: cause-congratulating, K: *mangayubagya*, I: spoken language, N: polite, G: expressive speech act

(9) *Kusir tuwa iku apik banget atine. Sedalan-dalan tansah crita nganggo basa Jawa wetanan.*

Context: S: in the classroom, P: a student with his/her teacher and friends, E: telling experience, A: cause-effect-complimenting, K: *apik banget atine*, I: spoken language, N: polite, G: expressive speech act

(10) *Mosok, anak pitu wis mapan kabeh ora bisa nukokke montor? Biyen dakrewangi kedhungsangan sikil dienggo endhas, endhas dienggo sikil kanggo ngentasake kowe kabeh.*

Context: S: at home, P: a father and his children, E: complaining, A: cause-complaining, K: *Mosok, anak pitu wis mapan kabeh ora bisa nukokke montor?*, I: spoken language, N: less politeness, G: expressive speech act

(11) *Saiki akeh lho pejabat sing ora gelem nampa pisungsun, nanging nek njaluk malah njiyat, ngendikane Sri Sultan.*

Context: S: in the magazine, P: Sri Sultan Hamengkubuwana X and the readers, E: criticizing, A: cause-criticizing, K: *Saiki akeh lho pejabat sing ora*

gelem nampa pisungsun, nanging nek njaluk malah njiyat. I: spoken language, N: polite, G: expressive speech act

(12) *Lho, kowe ki piye ta? Wong kontrak 10 taun kok mung oleh srupiyah glindhing.*

Context: S: at home, P: Munasih and her mother, E: blaming, A: cause-blaming, K: *Lho, kowe ki piye ta?*, I: spoken language, N: neutral, G: expressive speech act

This study is conducted to categorize the Japanese expressive speech acts used in several written media based on the forms and functions. In detail, this study tries to explore and categorize the specific parts of the speech acts. The findings in this study are in accordance with other relevant studies. One of them is the study conducted by (Handayani, 2015) which tries to investigate the similar things but in different object.

In her study, Handayani use Hannah Montana Session 1 as the research object. Hannah Montana is a tv show where the actors and actress speak in English. It means that different from this study, her study investigates the forms and functions of spoken English expressive speech act. So, the differences include the written-spoken language and Javanese-English language.

Javanese is a 'rich' language which has four language levels, *ngoko lugu*, *ngoko alus*, *karma lugu*, and *kromo alus*. Different from Javanese, English has formal and informal styles. Related to the forms, the data in this research are in *kromo alus* level while the data in Handayani's study use informal style. It's so interesting since *kromo alus* in Javanese seems like formal style in English. However, the two studies come to the similar findings that both of the languages have four forms of speech act which are direct literal, indirect literal, direct non literal and indirect non literal speech act.

Related to the functions, this study uses both the *ngoko* and *kromo* language levels while Handayani's study still uses the informal style. In this study, the researcher finds eight functions (from thanking to blaming) from three different research objects, while in Handayani's study, there is only 5 functions which are asking for apologize, thanking, blaming (so called as expressing resentment), greeting, and expressing joy.

There is different number of functions which are found. Based on the detail investigation, it's not a matter of language difference or language level/style difference but it's related to the number of research objects and degree of usage frequency of the functions itself. This study uses three different object containing several chapters so the expressions are more complicated and

various. In the other hand, Handayani's study only uses one object and one session so the expressions are less complicated and various.

Then, from all of speech act functions, there are only some of them which are frequently used. It affects the number of functions and the variety in both of the studies. In this study, more data can be found since there are three complicated objects (3 magazines with several parts) so it may cover all of the functions. Different from this study, Handayani's study only uses a single object with limited speech act, so it may be less complicated and various since not all of the functions are covered.

CONCLUSION

Based on the discussion, the researcher finds two main things from the research. Firstly, the forms and meaning of the speech act in Javanese can be divided into four categories which are literal direct, non-literal direct, literal indirect, and non-literal indirect speech acts. Moreover, the functions in Javanese speech act include congratulating, thanking, showing sympathy, asking for apologize, complimenting, criticizing, complaining, and blaming.

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