

## The Analysis of Assertives And Expressives on The Students' Speaking Exam in English Department Student of STKIP BUDI DAYA - BINJAI

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### ABSTRACT

This paper is purposed to analyze of the assertives and expressives sentences on the students' speaking exam in English Department Student of STKIP Budi Daya – Binjai. The population and the sample of the research are the fourth semester students of English Department totally 23 students which consists of 316 sentence of utterances. The data are taken on 7 July 2020. The result of analyzing of the assertives are the first position on the components of assertive is *affirming* which is 79 points on percentage is 30,74%. The second position is *answering* which is 73 points on percentage is 28,40%. The third position is *identifying* which is 27 points on percentage is 10,51%. The result of analyzing of the expressives are the first position is *greeting* which is 36 points on the percentage is 61,02% . The second position is *thanking* which is 19 points on the percentage is 32,20% and the third position is *accepting* which is 4 points on the percentage is 6,78%. The using of assertives is more common than expressives because there are many components in the assertives.

**Keyword: Assertives, Expressives**

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### 1. INTRODUCTION

Getting a glass of water is an action. Asking someone else to get you one is also an act. When we speak, our words do not have meaning in and of themselves. They are very much affected by the situation, the speaker and the listener. Thus words alone do not have a simple fixed meaning. Speech acts are a staple of everyday communication life, but only became a topic of sustained investigation, at least in the English-speaking world, in the middle of the Twentieth Century. Since that time “speech act theory” has been influential not only within philosophy, but also in linguistics, psychology, legal theory, artificial intelligence, literary theory and many other scholarly disciplines. Recognition of the importance of speech acts has illuminated the ability of language to do other things than describe reality. In the process the boundaries among the philosophy of language, the philosophy of action, the philosophy of mind and even ethics have become less sharp.

In addition, an appreciation of speech acts has helped lay bare an implicit normative structure within linguistic practice, including even that part of this practice concerned with describing reality. Much recent research aims at an accurate characterization of this normative structure underlying linguistic practice.

Accordingly in this entry this paper will consider the using of assertives and expressives on the students' speaking exam in English Department Student. Speech acts are acts of communication. To communicate is to express of certain attitude, and the type of speech act being expressed. As an act of communication, a speech act succeeds if the audience identifies and accordance with the speaker's intention, the attitude being expressed. In this case, the students have a communication when they are expressed their words by practicing their ability in speaking exam. From the communication, we can find their speech act. Base on the situation, that is the main reason the paper created.

## 2. LITERATURE REVIEW

Before we discuss deeply, we should think of an act of communication, linguistic or otherwise, as an act of expressing oneself. This rather vague idea can be made more precise if we get more specific about what is being expressed. In general, an act of communication succeeds if it taken as intended.

Communicative success is achieved if the speaker chooses his words in such a way that the hearer will, under the circumstances of utterance or written, recognize his communicative intention. In saying something one generally intends more than just to communicate getting oneself understood is intended to produce some effect on the listener. For instance, in the students' speaking exam the students have different style to express their words or sentences because there are many reasons to prove their speaking, including the situation. That is the point to analyze.

Making a statement may be the paradigmatic use of language, but there are all sorts of other things we can do with words. We can make requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on. Moreover, almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intention; there is the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience.

Statements, requests, promises and apologies are examples of the four major categories of communication illocutionary acts:

- a. Constatives or assertives
- b. Directives
- c. Commissives
- d. Expressives or acknowledgments
- e. Declaratives

A speech act is created when speaker/writer S makes an utterance U to hearer/reader H in context C. The various speech acts are distinguished by a number of dimensions, three of which are the most important, namely ILLOCUTIONARY POINT, EXPRESSED PSYCHOLOGICAL STATES, and DIRECTION OF FIT BETWEEN WORDS AND THE WORLD (Searle 1975).

The dimension ILLOCUTIONARY POINT concerns the purpose or aim of a speech act (e.g. the point of DIRECTIVES is get the hearer to do something). This dimension has five values, corresponding to the five basic speech act types, called THE ASSERTIVE POINT, THE DIRECTIVE POINT, THE COMMISSIVE POINT, THE EXPRESSIVE POINT and THE DECLARATIVE POINT.

The dimension EXPRESSED PSYCHOLOGICAL STATES is related to Grice's MAXIM OF QUALITY (Grice 1989:27), i.e. a STATEMENT that the proposition *p* expresses the speaker S's belief that *p*. A PROMISE expresses S's intention to do something, and a REQUEST expresses S's desire that hearer H do something. In other words: there has to be a match between the speaker's psychological state and the content of what he expresses if the speech act is to be successful.

The dimension DIRECTION OF FIT BETWEEN WORDS AND THE WORLD (e.g. Vanderveken 1998: 172-173) concerns the relation between the words uttered and the world they relate to. According to Searle (1969) there are five basic speech acts, which show the following directions of fit and have the following basic characteristics:

(i) A REPRESENTATIVE have a WORDS-TO-WORLD direction of fit, i.e. their truth values are assigned on the basis of whether or not the words describe things as they are in the world spoken of. A REPRESENTATIVE is characterized by the fact that the speaker commits himself to the truth of the expressed proposition, as in an assertion or a conclusion.

(ii) A DIRECTIVE is an attempt to get H to do something, therefore they show WORLD-TO-WORDS fit, and express S's wish or desire that H do A. When asking a question, S wants H to answer the question, and when making a command, S wants H to perform the action A.

(iii) A COMMISSIVE indicates that the speaker commits himself to a future course of action, as when you promise, threat or offer. Commissives show WORLD-TO-WORDS fit, and S expresses the intention that S do A.

(iv) A DECLARATION is the archetypal speech act. When performing a declarative speech act you are not only saying something, but the utterance in itself has certain practical implications in the real world, granted that you are an individual in possession of the required power or status. The purpose of making a declaration is to get the world to match the propositional content by saying that the propositional content matches the world. Hence: declarations have *the double direction of fit*, i.e. both *world-to-words* and *words-to-world*.

(v) An EXPRESSIVE expresses a psychological state, i.e. S's attitude with respect to a certain state of affairs, which need not be explicitly mentioned. Expressives have the NULL OR EMPTY direction of fit, since there is no question of success or failure of fit. Their point is only to express the speaker's propositional attitude to the state of affairs represented by the propositional content. Paradigm cases include, for instance, 'thanking', 'apologizing', and 'welcoming'.

Here is classifying of speech acts:

**Table 1.1**  
**Classifying of Speech Acts**

NO	TYPES OF SPEECH ACTS	THEORY	WORDS
1.	Constatives or assertives	Assertives commit the speaker to the truth of the expressed proposition	Affirming, alleging, announcing, answering, attributing, claiming, classifying, concurring, confirming, conjecturing, denying, disagreeing, disclosing, disputing, identifying, informing, insisting, predicting, ranking, reporting, stating, stipulating.
2.	Directives	Directives have the intention of eliciting some sort of action on the part of the hearer	Advising, admonishing, asking, begging, dismissing, excusing, forbidding, instructing, ordering, permitting, requesting, requiring, suggesting, urging, warning.
3.	Commissives	Commissives commit the speaker to some future action	Agreeing, guaranteeing, inviting, offering, promising, swearing, contracting, and volunteering.
4.	Expressives or acknowledgments	Expressives make known the speaker's psychological attitude to a presupposed state of affairs	Apologizing, condoling, congratulating, greeting, thanking, accepting.

From the explanation above, in the speaking exam by voice recording there are the several terms of the students' communication. The terms are using the assertives and expressives. Assertives commit the speaker to the truth of the expressed proposition such as announcing, informing, answering, and affirming. Expressive commit the speaker to a presupposed state of affairs such as apologizing, condoling, thanking, and accepting. The students' speaking exam will be using all of the parts. For instance: in the students' speaking exam has answering some questions which have many variation topics made, they relate with the answering. We see that announcing, informing, and affirming must be put in the students' speaking exam.

#### A. Assertive

Assertives are utterances intended to tell you how things are in the world. They are representations of reality. An assertive is a speech act that commits the speaker to the truth of a proposition. Assertives are either true or false and have the **world-to-word direction of fit**. Assertives refer to statements, descriptions, classifications, explanations, and clarifications.

Examples of assertive speech acts include:

- a) Socrates is bald
- b)  $2 * 2 * 2 = 8$
- c) All men are mortal
- d) Donald Trump is the president of the United States

### B. Expressive

Expressives reveal the speaker's attitudes and emotions towards a particular proposition. Expressives include thanking, apologizing, congratulating, and welcoming. The direction of fit doesn't apply to expressives because the direction is presupposed. John Searle calls this the **Pre-sup direction of fit**. In the case of "thank you for giving me the money" for instance, it is presupposed that the speaker did receive money from the hearer.

Examples of expressive speech acts include:

- a) Thank you for giving me the money
- b) congratulations on marrying a libertarian
- c) I apologize for stepping on your face".

Other types of expressives use the subjunctive or optative mood such as:

- a) would that the politicians were more righteous
- b) if only it rained more often."

Bearing religious testimony can be an expressive such as in the phrase

- a) I believe in God".

In that case it isn't necessarily the purpose to assert that God exists or get the congregation to do something, but to simply express one's own conviction or faith.

### 3. RESEARCH METHOD

The research applies content analysis method. Krippendorff (2004:18) says that content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. The reference to text in the above definition is not intended to restrict content analysis to written material. The phrase "or other meaningful matter" is included in parentheses to indicate that in content analysis works of an images, maps, sounds, signs, symbols, and even numerical records may be included as data that is, they may be considered as texts-provided they speak to someone about phenomena outside of what can be sensed or observed. That means voice recording is one of the phenomenon which consists of sounds and it recorded to written.

The sources of data are fourth semester students in English department in STKIP Budidaya. It consists of 23 students. From the problem of the study, it concludes that the paper instrument is using document which is voice recording. The data are collected through document by voice recording. The data are done on 7 July 2020. The data take 4 questions to the students as a question for speaking final exam and they are collected by recording. The model of answering questions is a choosing the topics, the students can choose 1 question from 4 questions. 1 question consists of 4-6 items.

After gathering data from sources including documentation and collecting the data; the data analyzed by using the technique of analyze data. The technique of analysis defines what kind of information may or may not endow of the various information within data obtained. Technique of data analysis in this paper is used to analyze the assertives and expressives on the sound recording of students' speaking exam.

### 4. RESULT AND DISCUSSION

#### A. Result

In analyzing the data, this paper follows the data analysis. The questions are taken by Karen Kovacs (2011: 108-127). The categories of the questions are:

**Table 1.2**  
**Categorizing of the Questions**

No	Topic	Questions
1.	Communication	What's your mother tongue? What other languages do you speak? What do you think is the best way to keep in touch with friends? Do people keep in touch differently now compared to fifty years ago?
2.	Technology	What do you use the internet for? Does everyone have access to the internet in your country?

		Do you think older people are scared of new technology?
		Do you think young children should have mobile phones?
3.	Hobbies	What are your hobbies? What is your favorite musical instrument? Do you prefer action films or comedies? Why? Do you think it is important to read novels and poetry? Why?
4.	Yourself	Tell me about your live? What are the advantages of living there? What are the disadvantages of living there? What is your favorite animal? Why do you think some people like keeping pets? Are there any animals you are scared of?

The questions are based on the IELTS questions. The data came from the speaking IV subject. It took for fourth semester. It consists of 23 students. The questions are taken by sound recording. The majority topics of answering the questions are communication, technology, and hobbies because the contents of the questions are around 4 questions.

The analyzing of the assertives on the students' speaking exam is taken by analyzing the components of assertives in the sound recording by speaking exam.

**Table 1.3**

**Initiating of Assertives**

No.	Components of Assertives	Number	%
1.	Affirming	79	30,74%
2.	Alleging	1	0,39%
3.	Announcing	-	-
4.	Answering	73	28,40%
5.	Attributing	18	7,00%
6.	Claiming	8	3,11%
7.	Classifying	4	1,56%
8.	Concurring	-	-
9.	Confirming	-	-
10.	Conjecturing	5	1,95%
11.	Denying	6	2,33%
12.	Disagreeing	12	4,67%
13.	Disclosing	1	0,39%
14.	Disputing	-	-
15.	Identifying	27	10,51%
16.	Informing	7	2,72%
17.	Insisting	-	-
18.	Predicting	-	-
19.	Ranking	-	-
20.	Reporting	-	-
21.	Stating	7	2,72%
22.	Stipulating	9	3,50%
<b>Total</b>		<b>257</b>	<b>100%</b>

Base on the data, it concludes that the first position on the components of assertive is *affirming* which is 79 points on percentage is 30,74%. The second position is *answering* which is 73 points on percentage is 28,40%. The third position is *identifying* which is 27 points on percentage is 10,51%.

**Table 1.4**

**Initiating of Expressives**

No.	Components of Expressives	Number	%
1.	Apologizing	-	-
2.	Condoling	-	-

3.	Congratulating	-	-
4.	Greeting	36	61,02%
5.	Thanking	19	32,20%
6.	Accepting	4	6,78%
	<b>Total</b>	<b>59</b>	<b>100%</b>

Base on the data by analyzing the expressives, the first position is *greeting* which is 36 points on the percentage is 61,02% . The second position is *thanking* which is 19 points on the percentage is 32,20% and the third position is *accepting* which is 4 points on the percentage is 6,78%.

### B. Discussion

Base on the result, the data of analyzing the assertives is *affirming*, *answering*, and *identifying*. The result is based on the ranking position. *Affirming* is the first position because the every topic of the questions consists of 4-6 questions. Every question items are designed by the reason. So the students answered the questions explaining by the arguments to prove their statements. The second position of assertives is *answering* because the students would be responded the questions by answering the questions directly. The third questions is *identifying* because the students answered the questions directly, they try to identify the answer per items.

Nagane (2015:4) states that:

Assertives are the speech acts in which the speaker asserts 'a proposition to be true, using such verbs as affirm, believe, conclude, report, deny, etc. (Searle,1969). This class also includes stating, suggesting, criticizing, replying, concluding, predicting, denying, disagreeing, etc. Assertives are usually expressed through declarative form. However, this is not the only form to express representatives or assertive speech acts. They can be expresse during the imperative and interrogative forms as well. It is observed that assertive speech acts not only present the real state of affairs but they are also 'tellable'. In the books on Physics, assertive speech acts are used for asserting something or providing some scientific information regarding heat, light, sound, gravity, etc. For example: "Light travels faster than sound".

The expressives had three components of ranking positions. The first position is *greeting* because every students at the beginning and the closing answering were giving the *greeting*. This is a basic element of the norms in communication, saying hello or *salam* for the habitual action in daily life. The second position is *thanking*. For all the sound recording by the students they were saying *thanking* at the end of the answering the questions. The last position is *accepting*. Some of the items of the questions were about the yes-no questions pattern. 23 students have accepted the opinion. Besides that they were giving the reason behind their accepted statements.

Expressive is the speech act intended by the speaker so that the utterance is interpreted as an evaluation of the things mentioned in the speech. This speech act expresses the speaker's psychological attitude towards the state (states); may also be pleasure (pleasure), pain (pain), likes and dislikes (likes and dislikes), joy (joy), or sorrow (sorrow)(Wijaya, 2019). According to Searle state that

"The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content" (1979:12)."

### 5. CONCLUSION

This paper conclude that we should be aware when we are talking or telling something for people because that is not easy to talk with someone if we have no theory about the speech act even it can cause the hearer will not understand what we said. It means that we are not succeeded. In the daily communication with many people, the speaker sometimes is lack of the norms of linguistics terms. It can be found by the way of answering the questions. For instance, the type of question is Yes-No question but the speaker's answer is giving the reason of the statement. It is not directly to answer Yes or No. the second case is the question is asking about the name of something and there is no asking about the reason but in fact, the speaker explains the reason in deeply. That is all the facts of using sentences in linguistic area especially in daily communication that is always something new phenomena to explore time by time because it is interesting with this phenomenon in our society.

The act can succeed if the hearer recognizes the attitude being expressed, such as a belief in the case of a statement and a desire in the case of a request. Any further effect it has on the hearer, such as being believed or being complied with, or just being taken as sincere, is not essential to its being a statement or a request. Thus an utterance can succeed as an act of communication even if the speaker does not possess the attitude he is expressing; communication is one thing, sincerity another.

Communicating is as it were just putting an attitude on the table; sincerity actually possesses the attitude one is expressing. Correlatively, the hearer can understand the utterance without regarding it as sincere, e.g. take it as an apology, as expressing regret for something, without believing that the speaker regrets having done the deed in question. Getting one's audience to believe that one actually possesses the attitude one is expressing is not an illocutionary but a perlocutionary act.

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