

Sociocultural Representation in the Use of Speech Acts

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ABSTRACT

This research explores analyse the word speech action by socio-cultural approach that values frequently found in the novel "Totto-Chan: The Girl at the Little Window" by The goal of this speech action study is to analyse speech actions containing sociocultural Tetsuko Kuroyanagi. The study employs Leech's theory of speech acts, which centres on the theory of speech actions. This study uses a qualitative methodology. The data analysis approach utilizes both primary and secondary data, collected from the object of study –in this case, the novel "Totto-Chan: The Girl at the Little Window." The method of collecting data involves sorting and classifying information from study materials, such as books or transcripts, into primary and secondary data categories. Additionally, phrase sentences containing sociocultural components are analyzed. The analysis's findings demonstrate the extent to which a variety of sociocultural elements, including speech action, impact speech action. Trust and culture are the two most important variables influencing speech development and people's attitudes towards speaking up and taking action.

Keywords: Qualitative, Speech Acts, Sociocultural

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INTRODUCTION

Human being is a creature that cannot exist without the presence of other people or other humans. This connects to the idea that man is a social being in and of himself. Humans are both social creatures and individuals. However, in order to maintain man's existence as a social creature, language must be acknowledged as a medium of common human communication. Since ancient times, language has played a crucial role in the advancement of human society. Over time, a language has developed into the most important and vital component of a nation in a particular location, a group in a community, or an area. Daniel (2014) stated that language is the expression of ideas by means of speech sounds are combined to form words, words are combined into sentences and combination of sentences gives answering to our ideas and thoughts.

A speech act is an expression that serves a purpose other than merely providing information. J.L. Austin first put forth the speech act theory, which is a theory in linguistics and philosophy of language that emphasizes how utterances accomplish more than only transmit information. Kissine (2008) defined that there are three categories for the speech act itself: perlocutionary, illocutionary, and locutionary. Speech acts, like locutionary, have developed into a discourse device for making declarations. Illocutionary speech acts are those in which the meaning is conveyed to others in addition to of utterances, can also be applied to any speech act of another

person. According to Christianto (2020) while illocutionary activities have distinct objectives aimed at the listeners, locutionary acts entail uttering expressions without any specific intent. Gaining an understanding of these speech act categories can help to understand the dynamics of communication in a variety of settings. Conversely, perlocutionary acts encompass listeners' reactions as feedback to speakers' utterances and are defined as the causal effects of utterances on the addressee (Kissine, 2008).

Through the use of locutionary, illocutionary, and perlocutionary speech acts in instructional activities, educators and students will promote the learning process.

METHOD

Toto Chan: The Little Girl at the Window is the source from which all of the textual data was obtained. All of the research's sources include lexical, illocutionary, and perlocutionary acts, as well as sociocultural perspectives that the researcher clearly discovered and gathered from the novel *"Toto-Chan: The Girl At The Little Window"*. Analyzing the meaning contained in the body of a message can be done through qualitative content analysis. It is achieved by classifying and arranging a communication's material into groups that correspond to the themes, subjects, and circumstances of the message. Qualitative content analysis can be used to written, spoken, or visual media, however it is most frequently employed to text. Applications for it are numerous and include voice recording, publications, foreign policy papers, political speech analysis, and television broadcasts. (Prasad & Krippendorf, 2004).

Field notes, transcripts, and books are methodically sorted and categorized as part of the qualitative data processing process. The objective is to transform unprocessed data into inferences or results. In order to communicate their findings to others, researchers must first analyze the data they have collected. To put it another way, the duties of "defining, categorizing, theorizing, explaining, investigating, and mapping" are essentially about detection (Ritchie & Spencer, 2002).

Data selection, which is done at the time the data is acquired, allows researchers to provide the attributes, features, and description of the data (in Djajasudarma 1993: 17). Because of this, researchers will always take into account the type of data and how relevant it is to other data in general. Although scientists do not think anything is true, conclusions must be drawn from data that is supported by science and is used as a research tool.

The process of organizing, classifying, and grouping data into a pattern, category, or one of the basic descriptions is known as data analysis (Muhammad, 2011: 221). Consequently, the researcher will classify and categorize various facts from the observation into a pattern or category, or even into the basic descriptions, according to this idea. In addition, the researcher selected the data and inputted the entire selection using primary and secondary data.

FINDINGS AND DISCUSSION

Many were genuinely interested in learning all of the Japanese sociocultural terms. A book titled *"Toto-Chan: The Girl At The Little Window Novel by Tetsuko Kuroyanagi"* is one resource.

The history of speech acts' usage in society, as discovered by the researcher using preference source analysis like books and journals. The primary factor is because the expressions that individuals typically employ in their everyday speech acts and conversations are heavily influenced by the cultural values of the society.

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A speech act is an expression used to further a conversational objective. When we extend an apology, a greeting, a request, a grievance, an invitation, a compliment, or a denial, we are engaging in speech actions. These are the typical goals of speaking acts. A speech act might be as simple as saying "Thanks for the gift," or it can be more complex, involving several words or sentences. Both language proficiency and the usage of language suited to the target culture are required for speech acts. They entail encounters in the actual world.

The researcher took another example from the book *"May I keep it!"*. This expression contains the sociocultural approach, reflecting the Japanese cultural norm of politeness and respect, particularly in interactions between children and adults. In Japanese society, children are taught to make requests politely and show respect to authority figures. The function of this expression is to illustrate how cultural values influence communication practices, highlighting the importance of courtesy and hierarchical respect that are deeply ingrained in Japanese culture. In accordance with Leech (2017:39), the researcher evaluated the speech acts in order to determine which sentences in the *"Toto-Chan: The Girl At The Little Window Novel by Tetsuko Kuroyanagi"* contain the sociocultural approach. To do this, the researcher displayed both primary and secondary data. Below are some instances of the primary data of the locutionary act, which will be provided in greater detail:

Using the main data and the qualitative method of data analysis, the researcher examined each sentence according to the categories of the speech act, whether it be locutionary, illocutionary, or perlocutionary, before moving on to the secondary data.

Some instances of the secondary data that will be provided below, along with more details:

Table 1. Secondary Data

No.	Excerpt	Locutionary Act	Illocutionary Act	Perlocutionary
1.	"May I keep it!" Totto-chan asked the ticket collector. (Kuroyanagi, 1982, p. 15).	May I keep it! Totto-chan is asking for permission to retain the train ticket.	Totto-chan's intention is to request permission to keep the ticket as a keepsake. This reflects her curiosity and sentimental attachment to new experiences, typical of a child.	The ticket collector's refusal might make Totto-chan feel a bit disappointed, but it does not discourage her. Instead, it fuels her curiosity and leads to further interaction.
2.	"Oh." Totto-chan gazed longingly into the box and went on, "When I grow up, I'm going to sell railroad tickets!" (Kuroyanagi, 1982, p. 8).	When I grow up, I'm going to sell railroad tickets! Totto-chan is expressing her aspiration to become a ticket seller in the future.	Totto-chan's intention is to share her newfound ambition with the ticket collector. This reflects her admiration for the role and her imaginative nature, imagining herself in a job she finds interesting.	This elicits a friendly and encouraging response from the ticket collector, who shares that his son also wants a similar job, making Totto-chan feel acknowledged and validated in her imaginative thinking.
3.	"Hmm." She put her hands on her hips and carefully considered	I wouldn't mind at all working with your son. I'll	Totto-chan's intention is to humorously	The ticket collector might find Totto-chan's response

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the idea. "I wouldn't mind at all working with your son," she said. "I'll think it over. But I'm rather busy just now as I'm on my way to a new school." (Kuroyanagi, 1982, p. 4).	I'm rather busy just now as I'm on my way to a new school. Totto-chan is considering the ticket collector's suggestion but explains that she is currently occupied with going to her new school.	entertain the idea of working with the ticket collector's son while emphasizing her current preoccupation with starting a new school. This shows her playful nature and her way of engaging with adults on equal terms.	charming and amusing, appreciating her lively and thoughtful engagement.
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From one of the instances that the researcher has categorized and examined.
May I keep it!

This exact phrase is the locutionary deed that the researcher entered into the primary data column of the book. The meaning of the line itself, *"Totto-chan's intention is to request permission to keep the ticket as a keepsake. This reflects her curiosity and sentimental attachment to new experiences, typical of a child."* is the illocutionary act of this sentence, which the researcher discovered after studying the data.

After identifying the illocutionary act in this sentence through data analysis, the researcher looked at the perlocutionary act that will have an impact on the individuals who used this locutionary conduct. Thus, it becomes evident that the phrase *"The ticket collector's refusal might make Totto-chan feel a bit disappointed, but it does not discourage her. Instead, it fuels her curiosity and leads to further interaction."* is the perlocutionary.

Following the presentation of the primary data, the researcher created secondary data that included sociocultural perspectives on each speech act that were also gathered for the secondary data. The values or norms found in speech actions are what constitute the sociocultural approach, and they have a significant impact on how society conducts itself and how individuals live their lives.

It has to do with the customs, beliefs, and culture of the community, particularly those of the people of Indonesia, who are known for having a diverse range of customs, beliefs, and cultures. Here are some examples of secondary data that use the sociocultural method; see the details below:

Table 2. The Secondary Data of The Socioculture

No	Locutionary Acts	The Socioculture
1.	May I keep it!	Politeness: Totto-chan's request is polite, demonstrating a cultural norm in Japan where children are taught to be respectful when making requests. Respect for Authority: The interaction reflects a cultural hierarchy where children respect the authority of adults, shown by Totto-chan asking for permission rather than simply taking the ticket.
2.	When I grow up I'm going to sell railroad tickets!	Community Connection: The ticket collector's response, mentioning his son, emphasizes the value placed on community and relational connections in Japanese culture. Cultural Value of Aspiration: Totto-chan's declaration of her future ambition reflects a cultural acceptance and encouragement of children expressing their dreams and goals, fostering a sense of hope and purpose.

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3.	I wouldn't mind at all working with your son. I'll think it over. But I'm rather busy just now as I'm on my way to a new school.	Respectful Interaction: Totto-chan's respectful consideration of the ticket collector's suggestion and her explanation reflect Japanese cultural norms of showing respect and consideration in conversations. Education Value: Her mention of being busy with her new school highlights the cultural emphasis on education and the importance of school in Japanese society.
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From one of examples that has classified and analyzed by the researcher. Here is one of them:

When I grow up I'm going to sell railroad tickets!

Based on this locutionary sentence from the novel, the researcher analyzed the sociocultural aspects contained in this expressed sentence. By analyzing the sentence, the researcher concluded that the sociocultural approach reveals significant cultural and societal influences.

This statement highlights a child's ambition shaped by their environment and societal norms. In many cultures, children's aspirations are often influenced by their surroundings and the roles they see adults performing daily. The ambition to sell railroad tickets indicates an admiration for and a desire to participate in a recognizable and respected profession within the community. This reflects how societal roles and occupations can shape the dreams and goals of the younger generation, demonstrating the impact of cultural and social context on individual aspirations.

In Indonesia, children's aspirations are often influenced by cultural narratives and the occupations they see around them. For instance, children growing up in agricultural communities might express a desire to become farmers, reflecting the significant role of agriculture in their daily lives. Similarly, children in urban areas might aspire to become professionals like teachers, doctors, or engineers, mirroring the professions they encounter frequently. These ambitions are not just personal dreams but are deeply rooted in the cultural and social fabric of their communities.

Furthermore, traditional stories and folktales often shape children's understanding of the world and their place within it. For example, in Javanese culture, tales of brave heroes and wise figures can inspire children to adopt certain virtues and aspire to roles that are highly regarded in their society. These narratives play a crucial role in transmitting cultural values and shaping the future aspirations of the younger generation.

The researcher finally finds the linkages between some aspects analyzed from the primary and secondary data. People use speech acts to have conversations to fulfill their needs in life. However, some speech acts are influenced by the cultures, beliefs, and traditions within society. These influences become a part of the value and form of the speech act itself, giving meaning and values to the speech acts. Without sociocultural approaches in speech acts, people would lose something we call faith or the rule of life that governs society, providing a good structure to prevent bad habits and imparting valuable knowledge about Indonesian culture. This reminds people of the significant influence of their traditions and beliefs on their speech and helps keep them from engaging in bad acts for the sake of continuity.

CONCLUSIONS

The research findings reveal that sociocultural factors play a crucial role in shaping speech acts, as illustrated in Tetsuko Kuroyanagi's novel *Totto-Chan: The Girl at the Little Window*. The study highlights how socio-culture influences people's communication, guiding them to conform to societal norms and avoid inappropriate behaviour in public. It emphasizes the impact of customs, traditions, and civilizations on speech acts from diverse perspectives, including religious beliefs, the persistence of myths, and the preservation of long-standing customs. These elements collectively shape the way people express themselves within their

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cultural context. The recommendations suggest that the novel *Totto-Chan: The Girl at the Little Window* can significantly benefit researchers and readers alike. For researchers, the book offers a valuable reference that can enhance their understanding and skills in conducting studies, particularly those related to speech acts and sociocultural influences. It also provides a solid foundation for future research, encouraging further exploration of various speech act forms and their underlying causes. For general readers, the book serves as a practical resource, offering insights that can be applied in daily life, helping them better understand the interplay between language and culture.

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