AN ANALYSIS OF PARENTS' SPEECH ACT IN SCOLDING THEIR CHILDREN

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Abstract

Considering that there are many various expressions of angry parents and also it have various meanings, the researcher tries to analyze the meanings of parents' utterance when scolding their children by using the Searle's theory in sociolinguistic context, in this case are Locution, Illocution, and Perlocution. It is because according to Austin (1962) states that when speakers utter an utterance, it is not always to describe something. By giving utterance, they actually do something. It can say a person is not just saying something but is actually doing something. Researcher use descriptive qualitative research and the data of this study collected through interview. The interview consists of only one question, which is what the sentence is that you often say when you scolding your children. The question's aim is to help the researcher to do analysis from the answers. The data were collected are defined into locution, illocution and perlocution. The result of this study is there are many meaning are implied in every speaker's utterances and every utterance has a different meaning.
Keywords*: Sociolinguistic, Locution, Illocution, Perlocution.*

A. INTRODUCTION

In daily life communication is needed to express several aims. One of verbal communication is utterance. It is done at anyplace and anytime. One of interesting thing that can be learned is communication base on pragmatic science, it is parents' utterance expressing all his/her feelings, and one of them is expressions of angry for their children in Banjar society.

Angry is one of the basic human traits, and of course we have been angry, but what needs to be understood is the real meaning of angry. Being angry in the sense of educating is not taking revenge especially for early childhood who doesn't understand anything. Hansten and Washburn, translated by Tjandrasa (2001: 94), argue that anger is an "unfulfilled hope". Related to the parents' unfulfilled expectations for their children, this is what becomes a strong impetus for parents to be angry with their children. Berger (2004:63) state that "Nagging and scolding are common manifestation of a sense of victimhood. The one on the receiving end feels like a victim too. There is a kind of closeness, finally, since then everybody feels bad, but there is no real communication, sharing, or intimacy." it can say that nagging and scolding are manifestations of the feelings of someone who feels himself a victim. The person who is scolded also feels himself a victim. In the beginning there was a kind of intimacy between the two parties. But since then both parties feel that the relationship is not good, because there is no communication, and the sense of sharing or intimacy that occurs when the two clash. The view differs from the previous opinion which emphasizes a

person's reasons for being angry, this opinion emphasizes the feelings or relationships of the two parties involved.

Wiryono (2008:37) also state that Scolding is the worst way to teach. When we scold a child, we are not educating, but rather, giving way to piles of frustration from parents for not being able to deal with problems properly. Therefore, scolding children in an uneducated way must be avoided. This does not make children understand what their mistakes are, but has a negative impact on their development. Based on the three opinions above, what is meant by scolding is a manifestation of the feelings of parents who feel that they are victims in wreaking a pile of resentment as a form of disappointment over the mismatch of expectations for their child.

According to Arifiany (2016: 2) a speech act is a person's language behavior in the form of utterance in a speech event. Speech acts are divided into three, namely locutionary acts, illocutionary acts, and perlocutionary acts. According to Rustono in Riswanti (2014:72) speech acts are central entities in pragmatics. Entity which means something that has a unique and distinct existence. According to Wiyatasari (2015: 46) speech act is one of the important parts that support the occurrence of speech situations. The theory of speech acts was first coined by Austin (1962) which was later developed by Searle (1969). Austin states that basically when someone says something, he or she also does something. Another definition of speech acts stated by Yule in Wiyatasari (2015: 46) speech acts are actions that are displayed through speech. Austin introduced three kinds of speech acts, namely locutionary acts, illocutions, and perlocutions.

According to Yule (2006:83), the action that is displayed by producing an utterance will contain three interrelated acts. The first is the locutionary act, which is the basic act of speech or produces a meaningful linguistic expression. Illocutionary acts are displayed through the communicative emphasis of an utterance. Perlocutionary acts create speech that has a function without meaning that the speech has consequences.

Speech act in this research means three kinds of speech act stated by Searle in Ronald (2006), there are: Locution, Illocution, and Perlocution. Locution is the utterance that we use or producing a literal meaning, illocution is the social function that the utterance has. For example it can be informing, ordering, warning, or undertaking or we can say illocution is the intention behind the words uttered. Illocution often make someone to do things, and perlocutionary is an effect of the illocution or an effect of the utterance. Speech act is a theory of a language develops by J.L. Austin and Searle. Speech act is the study that concern in the meaning of performed by speaker's utterance. Speech act can be describes as utterance what the speaker says. According to Austin (1962) he states that when speakers utter an utterance, it is not always to describe something. By giving utterance, they actually do something. It can say a person is not just saying something but is actually doing something.

This study is never been done before. The researcher analyze how does parents' speech act when scolding their children by using the Searle's theory in sociolinguistic context and it is hoped that the language which is said doesn't give bad effect to the children language that will be in contradiction with banjar culture, which is one of Banjar society's culture is the choosing of polite language. Yayuk cited in Jahdiah (2018:166) stated that for Banjar society, the culture of using polite language in the family can be done through everyday speech act uttered by parent and their children.

This research use descriptive qualitative as a method and the data of this study collected through interview. The interview consists of only one question, which is what the sentence is that you often say when you scolding your children. The question's aim is to help the researcher to do analysis from the answers. The data were collected are defined into locution, illocution and perlocution. The findings of this study can be additional knowledge for other researcher and also the readers who interest in sociolinguistic research and the findings will add the concept about one of communication form in Banjarese culture.

B. METHOD

The researcher analyze the meanings of parents' utterance when scolding their children by using descriptive qualitative as a method and the data of this study collected through interview. This research conducted in village of Tanah Bumbu regency, South Kalimantan Selatan. There are 10 parents as interviewee, including 7 mothers and 3 fathers. The interview consists of only one question, which is what the sentence is that you often say when you scolding your children. The question's aim is to help the researcher to do analysis from the answers. The interview has done at 16 may 2021. This research was conducted through several stages, namely data collection, data selection, analysis, and presentation. Presentation of data is using common words.

C. THEORY
1. Definition of Speech Act

Communication has always been a necessity in human life. Through communication, the trade of thought among people, which directly contributes to the development of the quality of life itself, can be performed. The ability to percept utterances in communication can determine the actions followed. Communication can be conveyed through verbal and nonverbal communication. Buck (2002) states that there are two types of communication, they are verbal and nonverbal communication. Verbal communication is the way of communicating messages by using words as elements. Nonverbal communication is the way of communicating messages by using gesture, body movements, eye contact, facial expression, or general appearances as the elements.

Speech act is a variety of verbal communication and also a subdivision of pragmatics, often takes place in verbal and nonverbal communication. Yule (1996) states that speech acts are a study of how the speakers and hearers use language. Bach (1979) explains that an action in verbal communication has message in itself, so the communication is not only about language but also with action. In conclusion speech act is the utterance that occurs and act refers to an action.

Searle (in Rusminto 2009: 74-75), says that speech act is a theory that examines the meaning of language based on the relationship between the actions and speech of the speaker. Speech act is a theory that examines the meaning of language based on the relationship between speech and actions taken by the speaker. Speech acts are pragmatic elements that involve speakers and listeners or writers and readers and what is being discussed. Utterance can be said as an activity, because it may have a specific purpose. Speech is the main means of communication and has a real meaning in communication, with the form of speech involving two parties under certain conditions (Chaer, 2010: 61).

Another definition from Crystal in Soekemi (1995:121) mentions that speech act is a theory which analysis the role of utterance in relation to the behavior of speaker and listener in interpersonal communication.

There are certain aims beyond the words or phrases when a speaker says something. Austin (in Tsui, 1994: 4) explains that speech acts are acts that refer to the action performed by produced utterances. In line with this, Yule (1996: 47) states that speech acts is action which is performed via utterances. Stating the same idea, Birner (2013) also says that uttering something means doing something. Here, people can perform an action by saying something. Through speech acts, the speaker can convey physical action merely through words and phrases. The conveyed utterances are paramount to the actions performed.

From this explanation, it can be concluded that the speech act is a language that can be understood well if it is in line with the situation and context of the language. Speech can also be said to be meaningful, if it is carried out or realized in communication. Based on a certain condition and in relation to the activity between the action and the speech.

2. Types of Speech Act

There are three types of acts in the speech acts, they are locutionary, illocutionary, and perlocutionary (Hidayat, 2016).

a. Locutionary

Locutionary speech act is roughly equivalent to uttering certain utterance with certain sense and reference, which again is roughly equivalent to meaning in traditional sense (Austin, 1962: 108). In line with this, Cutting (2002: 16) states that locutionary is what is said. Also proposed by Yule (1996) who states that locutionary act is the act of producing meaningful utterances.

In other hand, Tarigan (2009:35) state that locutionary acts are actions used to express something. While, Rahardi (2009: 17) stated locutionary speech act is the act of saying something that prioritizes the content of the speech delivered by the speaker. So, locutionary is the delivery of information conveyed by the speaker. Locutionary acts can be said to be the easiest speech acts to identify, because they can be done without including the context of the speech in the speech situation (Wijana and Rohmadi, 2011: 22).

The concept of locutionary speech acts looks at the form of an utterance or sentence. There are three forms of locutionary action, namely: (a) declarative means statements that function only for, so that they get attention; (b) Interrogative means works to ask something to the listener and is expected to provide answers to the questions raised by the narrative; (c) Imperative, for the listener to respond in the form of the desired action or action.

From this explanation, it can be said that a locutionary speech act is an action that has been clearly carried out. The locutionary speech act does not pay attention to the involvement of the context in it, but pays attention to the adjustment of meaning or content according to the utterance of the narrative.

The example of the lucutionary speech act can be seen in the following sentences:

1. It's so dark in this room.
2. The box is heavy.

The above two sentences represent the actual condition. The first sentence refers to the lighting of the room and the second sentence refers to the weight of the box.

b. Illocutionary

The illocutionary act is performed via the communicative force of an utterance, such as promising, apologizing, offering (Yule, 1996:48). Meanwhile, Tarigan (2009: 35) stated illocutionary speech acts are speech acts that contain the power to perform an action by saying something. According to Leech (in Sinaga et al, 2013: 16), illocutionary speech acts are forms of speech that have the function of expressing and providing information in an action. This act is also called the act of doing something in saying something. The most significant level of action in a speech act is the illocutionary act because the force, which has been desired by the speakers, determines this act.

Illocutionary speech act is real speech acts carried out by speech such as promises, greetings and warnings (Moore in Rusminto, 2009: 75-76). In understanding speech acts, illocutionary act is a very important part. According to Chaer (2010: 53), illocutionary act is speech acts identified with performative sentences. Illocutionary act is classified in speaking activities into five forms of speech (Searle in Rahardi, 2009: 17), namely: (a) assertive speech acts, (b) directive speech acts, (c) commissive speech acts, (d) expressive speech acts. , and (e) declarative speech acts.

Assertive speech act is speech act related to the truth of what is said. A directive speech act is a speech act in which the interlocutor does something. Commissive speech act is speech acts that are said between their narratives and an action that will be carried out in the future by doing all the things mentioned in the speech. Expressive speech act is speech that is done so that the speech is interpreted as an evaluation. Declarative speech act is speeches that have power in their speech and with the intention of creating new things.

From the explanation above, it can be concluded that an illocutionary act is an utterance to state something in carrying out a real action. Illocutionary speech acts use performative sentences and aim to inform or express an action in the form of speech.

Illocutionary act can be the real description of interaction condition. For example:

1. It's so dark in this room.
2. The box is heavy.

Based on the examples above, the first sentence shows a request to switch the light on and the second sentence shows a request to lift up the box.

c. Perlocutionary

Hufford and Heasley (1983:250) stated that perlocutionary act is the act that is carried out by a speaker when making an utterance causes in certain effect on the hearer and others. Perlocutionary act is also the act offering someone. Perlocutionary act refers to the effect the utterance has on the thoughts or actions of the other person. A perlocutionary act is specific to the circumstances of issuance, and is therefore not

conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended, often indeterminate, that some particular utterance in a particular situation cause.

In others, perlocutionary is doing an action by stating something (Tarigan, 2009: 35). This perlocutionary act has an influence on the speech partner who listens to the speech (Chaer, 2010: 28). As a result of this influence, the response of the speech partner is not only in the form of words, but also in the form of actions or deeds. Perlocutionary acts are referred to as the act of affective someone. The perlocutionary speech act is the effect on the listener (Wijana, 1996: 19). According to Nadar (2013: 15), perlocutionary acts are actions that used to influence the speech partner such as embarrassing, intimidating, persuading and others. Perlocutionary acts are speeches that have an effect or influence on speakers with the form of their speech (Sherry et al, 2012: 62).

From that explanation, it can be concluded that the perlocutionary speech act is an utterance that has an influence on the interlocutor on the stated utterance. The effect is in the form of the influence of the expression heard by the interlocutor according to the situation and conditions.

For example:
1.   It's so dark in this room.
2.   The box is heavy.

Based on the example it can be inferred that the first sentence is uttered by someone while switching the light on and the second sentence is done by someone while lifting up the box.

D. RESULT AND DISCUSSION

The findings from the interview there are some rude sentences from parents in scolding their children and it has many meanings. The sentences as described in the following table.

Participants	Sentence	Analysis
Mother 1	Bila nangis, ku tambahi	**Locution Act**: to inform that if the child cries, it will get something extra **Illocution Act**: The mom wants the child to do something for her. The mom tries to warn the child to not cries anymore. **Perlocution Act**: sentence uttered by te mom was not responded by the child. The child cried even more than before
Mother 2	Kuciak lagi nyaringi, kancangi lagi bekuciak	**Locution Act**: to ask the child to scream even more **Illocution Act**: to request something from the children. The mom hopes that the child

		understand what she want. **Perlocution Act**: the child stop scream
Mother 3	Beranai nak, bila kada mama pukul	**Locution Act**: to threaten the child to shut up, otherwise the mother will hit him **Illocution Act**: to warn to be quiet, not to act a lot **Perlocution Act**: the child to be quiet
Mother 4	Uhh anakku yang pintar, ampih sudah nak bemainan HP	**Locution Act**: to ask the children to stop playing phone. It is a command expression. **Illocution Act**: to request something from the children. The mom hopes that the child understands what she wants. It is directive speech act. **Perlocution Act**: the child responded to what is desired by the mom, the child stop playing phone.
Mother 5	Hadang ikam lah, sekali lagi nah aku besuara, bila kada measi, awas ikam laah	**Locution Act**: to inform that the child must be careful if the child does not obey the words of his mother **Illocution Act**: to warn the child to not do something wrong. It is commissive speech act. **Perlocution Act**: the child obeys
Mother 6	Measi nak, kena mama padahi abah	**Locution Act**: the mom commands her child to obey her. **Illocution Act**: to warn the child to tell his/her father. It is directive speech act. **Perlocution Act**: the child obeys
Mother 7	Ampih sudah anak mama menangis lah	**Locution Act**: to inform the child that has to stop crying. It is command expression. **Illocution Act**: to order the child to stop crying. It is directive speech act. **Perlocution Act**: the child stop crying
Father 1	Main Hp tarus, andak kada! Kalopina ku ambil HP km tu.	**Locution Act**: to inform if the child do not stop playing Handphone, his phone will be taken by his father. It is command expressions. **Illocution Act**: to warn the child has to stop playing Handphone. It is directive speech act. **Perlocution Act**: the child respond the given by the father. The child stop playing Handphone

Father 2	Makanya mun ditagur abah tu measi	**Locution Act**: to inform that if you have been admonished, you must obey **Illocution Act**: the father hoped that the listener understands what he wants and to order the child must obey **Perlocution Act**: the sentence said by the father was responded and the child obeys.
Father 3	Lakian tu kuat, jangan menangis	**Locution Act**: The father told the child that boys are strong **Illocution Act**: The father wants the child to do something for him. The father order the boys are not crying. Is is directive speech act. **Perlocution Act**: The child responded to what is desired by the father, the boys don't cry.

Based on data analysis it is found that there are several aims inside speech act uttered by a mother and father to her/his children when scolding their children. Those aims are warning their children to not cries, ask their child to stop paying phone, to command their child to do something, and to order that the boys are not crying and this study find that the sentence can be inversely proportional to what will happen (Perlocution). This example could explain it.

In the table number one, is describing a mother who uttered locution with the aim to inform that if the child cries, it will get something extra and the perlocution show that the child cried even more. It means that, the locution inversely proportional to the perlocution. From all the data showed that the locution act is always directly proportional to the perlocution act, but not infrequently it is not appropriate.

The researcher also found that used of speech acts such locutionary act, illocutionary act and perlocutionary act. From those aspects analyzed by the researcher, illocutionary act: directive speech act was the most often used by the parents in scolding their children.

Also, there is found parents' utterance which a bit rude for children, which is contradiction with banjar culture. For example, in the table number three, is describing a mother who uttered locution with the aim to threaten the child, the word 'hit' will be rude for children and it's not good if it becomes a habit or everyday language between parents and children (Yayuk, 2006:104)

E. CONCLUSION

To sum up the explanation above, there are several aims inside specch act uttered by a mother and father to her/his children when scolding their children. Those aims are warning their children to not scream, to be quite, to not do something wrong, and to order that the boys are not crying and there is also found parents' utterance which a bit rude for children, which is not in accordance with banjar culture. From all the speech act uttered by a mothers and fathers there are many meanings from the sentences. The sentence can be inversely

proportional to what will happen (Perlocution) or we can say that locution is not always directly proportional to perlocution.

As the finding of this research, being angry in the sense of educating is not taking revenge especially for early childhood who doesn't understand anything, but in this case, some parents do not use a good utterance in scolding their children even though in the end their children obeys what his/her parents wants. When we as a parents, do not too rude in scolding children, because if we do that actually we are not educating, also it does not make children understand what their mistakes are, it will only have a negative impact on their development.

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