



Suggestion Acts Expressed By The Eleventh Grade Students

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ABSTRACT

This study aimed to analyze the social function, text structure, and language features of suggestion acts that expressed by the eleventh-grade students. This research was a descriptive qualitative research and used elicitation technique. The students were given four situations of suggestion acts, such as suggestion of appearance, suggestion of health, suggestion of leisure time, and suggestion of attitude. The results of analysis showed that there were 256 suggestion acts expressed by the eleventh-grade students. Most suggestion acts included recommendation of suggestion acts. There were 192 suggestions included this social function in which the percentage was 75%. Besides, most suggestion acts used text structure of (Subject + Modal Verb + Verb 1). There were 64 suggestion acts used this text structure in which the percentage was 25%. On the other hand, there were 186 suggestion acts used simple present tense in which the percentage was 72%, 109 suggestion acts used specific formula of interrogative form in which the percentage was 42%. Talking about using punctuation of suggestion acts, the most punctuation of suggestion acts that was used by the students was exclamation mark (!), there were 147 suggestion acts used this punctuation in which the percentage was 58%.

1. Introduction

Learning suggestion is a good way to improve the English conversational skills (Beare, 2018). People make suggestions when they want to give an idea for others. Giving suggestions commonly happen in daily interaction, whether in receiving suggestions from friends, family, and academic setting, like in learning teaching process. So that, learning how to make suggestion is important. Besides, making suggestion includes in the 2013 Curriculum. Based on the basic competency in the 2013 Curriculum about suggestion, the students are expected to be able to make suggestion correctly with paying attention social function, text structure, and language features (Kemdikbud., 2013). So, the students will achieve the learning objective if they already can make suggestion act correctly. Besides, they should understand about social function, text structure, and language features to make suggestion acts, because those aspects are very important. It was the reason why the researcher conducts this research. The researcher analyzed the social function, text structure, and language features of suggestion acts that expressed by the eleventh grade students at SMA Negeri 2 Banjar.

Based on the preliminary observation conducted in SMA Negeri 2 Banjar, some of students got difficulty to make sentences, especially making expression of suggestion. Most of students still cannot distinguish between suggestion and command. Besides, the students' suggestions were still less varied. Most of them only used one text structure. Even though, there are some text structures to make suggestion, but they did not use them. Most of the students also had problem in grammar, especially using simple present tense.

The researcher took research in SMA Negeri 2 Banjar because in there, the researcher found the problem of the students in which the students got difficulty in making suggestion acts. Besides, eleventh grade students were chosen because suggestion act was taught in eleventh grade students.

So, the researcher was interested to analyze the social function, text structure, and language features of suggestion acts expressed by the eleventh grade students at SMA Negeri 2 Banjar.

There were some researches of suggestion acts conducted by some researchers, which related to this research. One of the previous studies about suggestion acts was a research which was conducted by Shofwan, M. I., & Mujiyanto (2018). This research focused on the acts of suggestion produced by EFL

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Learners of University Negeri Semarang. This research analyzed 20 undergraduate as subject. The data were analyzed using Martinez-Flor (2005) taxonomy. The result showed that students realized their suggestion using conventionalized form more frequently than other strategies.

Melati & Nyimas (2017) conducted the similar research about suggestion acts. This research focused on students' sociocultural competence in delivering suggestion speech act. As the participants, there were 10 students of English Department becoming the respondents of this research. Discourse Completion Test (DCT) is used as data collection method. The finding suggests that most students employ conventionalized form of delivering suggestion, while others tend to be more direct.

Nugroho, M., Tarjana, S. S., & Purnanto (2018) also conducted the research about suggestion acts. This research focused on the realization of speech acts suggestion expressed by the Islamic preachers (da'i(-s)) in responding to the questioners' (mad'u) questions. The data were obtained by employing the methods of nonparticipative-observation and recording method. The obtained findings include the da'i expressed speech acts of suggestion into five distinguished forms, namely the imperatives, providing options, impersonal, hedging, and hints. The existing power and politeness factors surely affect the selection and use of the five distinguished types of speech acts suggestion.

Next research was conducted by Trisnawati, I. D., Tantra, D. K., & Adnyani (2018) that focused on suggestion acts expressed by the eleventh grade students at Sekolah Menengah Atas Negeri 4 Singaraja. This study used theory of Martinez-Flor (2005) about types and strategies of suggestion acts. This study used a descriptive qualitative research and an elicitation technique to collect the students' suggestions and responses through simulated speech encounters. The students were asked to make suggestions and give responses based on five different situations. The results showed that mostly the suggestions contained subject, object and action verb (modal) and they preferred a Conventionalized Form, as a suggestion type. Modal and Obligation was mostly chosen by the students as action verbs of verbal acts strategy. In responding, most of the students were accepting the suggestion. Most of the students used statements of agreement, in confirming the agreement. Whereas, some of the students indirectly refused and gave reasons why they refused the suggestions

Meldin (2019) conducted similar study that focused on the suggestion acts that were spoken by English instructors in conversation classes at the Andalas University Language Center. This research used theory of Martinez-Flor (2005). This study was descriptive study which data are taken from two conversation class instructors in language centre of Andalas University. The findings indicated that the two instructors expressed different suggestions at each meeting. The highest intensity of appearance of suggestion acts was seen in the first meeting of the first instructor and the third meeting of the second instructor. Furthermore, the two instructors also expressed the same type of taxonomy/suggestion acts as conventionalized forms.

So, all of those researchers analyzed the type of suggestion act, but the current research did not analyze about suggestion acts, the current research analyzed the social function, text structure, and language features of suggestion act. So that it became the novelty of the current research

Analyzing social function, text structures, and language features used theory of Martinez-Flor (2005). Social function is conceptual framework that plays a role in differentiating several types of text based on the communicative objectives (Oxford, 2010). There are two social functions of suggestion acts, namely recommendation and advice. Text structure is the form of composition of writing a text in accordance with social function or communicative objective (Oxford, 2010). There are eight text structures of suggestion acts, namely (Why don't + Verb 1?), (How about + Verb 1 ing?), (Subject + suggest/recommend + Verb 1), (Try to + Verb1), (Don't try to + Verb 1), (If I were you, I would + Verb 1), (It would be helpful if you + Verb 1), (Subject + Modal Verb (should) + Verb 1). Besides, language features focus on grammar and punctuation in which language features are certain language elements that give special markers to a text so that it distinguishes it from other types of text (Oxford, 2010).

In general, the main research objective was to analyze the social function, text structure, and language features of suggestion acts expressed by the eleventh-grade students at SMA Negeri 2 Banjar.

2. Methods

This research used a descriptive qualitative research. A qualitative research is the method that is used to collect the data with data take the form of words or pictures rather than a number. In this case, the data explained descriptively. This research aimed to analyze the social function, text structure, and language features of suggestion acts that expressed by the eleventh-grade students at SMA Negeri 2 Banjar This research took 32 students in SMA Negeri 2 Banjar as the subject. The students in SMA Negeri 2 Banjar are dividing into several classes, but in this research focused on one class, namely XI Bahasa dan

Budaya (IBB) 2. Based on the pre-observation, this class was considered as the most active class in English Lesson. The students of this class have motivation to learn English, so that they always try to use English during teaching and learning process. Therefore, this class was selected as the most suitable class to conduct this research.

This research used elicitation technique in order to collect the data. It is the technique that is used to collect the data through the conversation of the students. In this case, elicitation will be done in order to collect the suggestions of the students. They were asked to give four suggestion acts based on the situation given. There are some steps in collecting the data, such as:

- 1) The students were asked to make four suggestion acts
- 2) The researcher gave four situations of suggestion acts, namely suggestion of health, suggestion of appearance, suggestion of leisure time, and suggestion of attitude, but the researcher gave the situation one by one.
- 3) When the researcher gave a situation, the students directly said the suggestion acts based on the situation given.
- 4) The students made two different ways from each situation
- 5) The researcher recorded the students' speech act

After the researcher got the students' speech act, the researcher rewrote the students' suggestion acts into observation sheet. Then doing classify the suggestion acts based on the two social functions, eight text structures, grammar, and two punctuations. The conclusion was drawn from the finding about the most frequency of types of social function, text structure, and language features of suggestion acts expressed by the students.

3. Result and Discussion

The data, which were obtained, were analyzed in terms of the social functions, text structures, and language features of suggestion acts.

Referring to the first objective of the research, in the finding the researcher found that the most students expressed recommendation as the social function of the suggestion acts. There were 192 suggestions acts that included recommendation. The percentage was 75%. Talking about the sentence, the students were more familiar using words that indicated as recommendation, like recommend, how about, why don't, etc.

The second objective focused on the text structure of suggestion acts. The finding showed that the most students used text structure of "Subject + Modal Verb + Verb1" more often than others. There were 64 suggestions used this text structure in which the percentage was 25%. It was because this text structure was almost the same with the suggestion formula in foreign language that the students used in daily conversation. Based on the finding of data collection, most of students used modal verb "should" to express the suggestion because from some modal verbs, the students were more familiar with this modal verb "should", so that they used it to express the suggestion acts.

The last objective focused on the language features of suggestion acts. The finding showed that most students used simple present tense to express the suggestion act. There were 186 suggestion acts included using simple present tense in which the percentage was 73%. It was because the students more understand about using simple present tense, so that they implemented it to express the suggestion acts. Besides, most suggestion acts were indicated using specific formula of interrogative form. It was looked from using interrogative form, like "how" and "why". Talking about using punctuation, the suggestion acts of the students more dominant used exclamation mark (!) rather than question mark (?). There were 147 suggestion acts used exclamation mark (!). The percentage was 58%.

4. Conclusion

Referring to the research finding and discussion, the conclusions of this research were stated as follows:

1. There were 256 suggestion acts that expressed by the eleventh-grade students at SMA Negeri 2 Banjar. Talking about social function, there were 192 suggestions that included recommendation. The percentage was 75%. 64 suggestions included advice in which the percentage was 25%.
2. There were eight text structures of suggestion acts, but the students only used seven text structures in which most suggestion acts given by the students used the text structure of (You +

modal verb (should)) +Verb1). There were total 64 suggestions used this text structure. The percentage was 25%. Besides, there were total 61 suggestion acts used (How about + Verb ing) in which the percentage was 24%. 60 suggestion acts used (Subject + Suggest/Recommend/Suppose) in which the percentage was 24%. 48 suggestion acts used (Why don't + Verb 1) in which the percentage was 18%. 15 suggestion acts used (Don't try to + Verb 1) in which the percentage was 6%. 6 suggestion acts used (If I were you I would...) in which the percentage was 2%. 2 suggestion acts used (Try to + Verb 1) in which the percentage was 1%.

3. Based on the suggestion acts that expressed by the eleventh-grade students at SMA Negeri 2 Banjar, there were 186 suggestion acts used simple present tense in which percentage was 73%. Besides, there were 64 used simple past future in which the percentage was 25% and there were 6 suggestion acts used two tenses in one suggestion. They used simple past tense and simple past future. The percentage was 2%. In addition, there were 109 suggestion acts used specific formula of interrogative form in which the percentage was 42%, 64 suggestions acts used modal verb in which the percentage was 25%, 60 suggestion acts used performative in which the percentage was 24%, 15 suggestion acts used negative imperative in which the percentage was 6%, 6 suggestion acts used conditional sentences in which the percentage was 2%, and 2 suggestion acts used imperative in which the percentage was 1%. Talking about punctuation, there were 147 suggestion acts used exclamation mark (!) in which the percentage was 58%, and 109 suggestion acts used question mark in which the percentage was 42%.

Related to the research conclusion above, some suggestions were provided for the students, the teacher, and the other researchers. The teachers used this result to teach the students about how make suggestion correctly by paying attention the social functions, text structures, and language features. Besides, the students used this study to practice to make suggestions with using all of text structure in this study, so that the suggestion can be more varied. In addition, this study provided information and can be a reference for other researchers who want to conduct research in Pragmatics, especially in suggestions act

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