Sabda
Jurnal Sastra dan Bahasa

THE DYNAMICS OF SPEECH ACTS IN MODERN COMMUNICATION: THE ROLE OF DIGITAL TECHNOLOGY IN HOME AND SCHOOL ENVIRONMENTS

Rahmi Safinatuz Zahroh [1], Fitri Syahidiyah [2]
Universitas Insan Budi Utomo

ABSTRACT

This study aims to explore the use of speech acts in modern communication, particularly in home and school settings, and the impact of communication technology on social interactions. With the increasing use of social media and instant messaging apps, the way individuals communicate has undergone a significant transformation, influencing their use of speech acts in daily life. The research employed surveys and interviews with respondents from various backgrounds, including family members and students. Results revealed that 75% of respondents use speech acts for daily requests, while 80% of teachers reported utilizing speech acts in instructions and feedback. Additionally, the study found that communication technology has altered how individuals express emotions and intentions, with the growing use of emojis and informal language. These findings emphasize the need to understand communication dynamics in the digital era and their implications for interpersonal relationships. This research aims to provide insights for educators and parents in developing effective communication strategies to support children's social and emotional development.

Keywords: Speech Act, Social Interaction, Digital Communication

Introduction

The concept of speech acts, introduced by philosopher J.L. Austin and later developed by John Searle, highlights that when people speak, they do more than convey information—they perform actions. For instance, saying "I need help" not only expresses a request but also enacts the act of asking. In communication, particularly within home and school environments, speech acts play a pivotal role in building relationships and conveying intentions.

Over recent decades, advancements in communication technology have significantly transformed how people interact. With the advent of social media, instant messaging apps, and other digital platforms, communication has shifted from face-to-face interactions to technology-facilitated exchanges. This transformation impacts not only how we convey information but also how we use speech acts in everyday life.

In the home environment, interactions among family members often involve various forms of speech acts. Traditionally, family communication relied heavily on direct conversations, where members would speak and listen to one another. However, the increasing use of smartphones and messaging apps has led many families to communicate more frequently via text or social media. Studies indicate that digital communication can reduce interaction depth, with family members opting for brief text exchanges over in-depth conversations.

In schools, speech acts have also evolved. Teachers and students now interact not only in classrooms but also through online platforms. Distance learning and the integration of technology in education have reshaped how teachers provide instructions and feedback. For instance, many teachers now use email or educational apps to assign tasks and give feedback, influencing how students perceive and respond to these instructions.

These changes in speech act usage not only affect how individuals communicate but also reflect broader social and cultural shifts. In an increasingly connected digital society, communication norms are also shifting. For example, the use of informal language and abbreviations in digital communication has become more common, influencing how

151

individuals interact in formal contexts. This raises questions about how younger generations understand and use speech acts in varying contexts.

Against this backdrop, research on speech acts in the digital era becomes crucial. Understanding how individuals use speech acts across different settings can provide valuable insights into modern communication dynamics. This study aims to explore this phenomenon further, focusing on how speech act usage has changed in home and school environments and how technology influences social interactions.

From past to present, the use of speech acts has evolved significantly. At home, family interactions often involve commands, requests, and expressions of affection. In schools, teachers and students engage in interactions that involve speech acts, influencing the learning process. The rise of communication technology, such as social media and instant messaging apps, has also reshaped how people interact and use speech acts. This article delves deeper into these phenomena.

Research Methods

This study employs a mixed-methods approach, combining qualitative and quantitative methods to comprehensively understand speech act phenomena in the modern era. Qualitative methods help explore the meaning and context of speech act usage, while quantitative methods provide statistical support for findings.

Research Procedures

1. **Data Collection:** Data were collected through surveys and interviews. Surveys involved 200 respondents, including students and parents, while interviews were conducted with 10 teachers.
2. **Data Analysis:** Quantitative data were analyzed using descriptive statistics, while qualitative data were examined thematically to identify emerging patterns and themes.

Findings

Most respondents reported using speech acts in the form of requests and expressions of affection. However, there has been a decline in traditional speech act usage, such as direct expressions, which have been replaced by text-based communication.

- **Daily Requests:** 75% of respondents indicated using speech acts for daily requests, such as "Please pass me the water" or "Can you help me with this task?"
- **Expressions of Affection:** 60% frequently used expressions like "I love you" in interactions with family members. However, 40% preferred texting over face-to-face communication, highlighting a shift toward digital interaction.

Speech Act Usage in Schools

In school environments, teachers predominantly used speech acts for instructions and feedback, while students favored informal language in peer communication.

- **Teachers:** 80% reported using speech acts like instructions ("Please open your books to page 10") and positive feedback ("Great job!") during class.
- **Students:** 70% preferred using abbreviations and emojis in peer communication, reflecting a shift in communication norms.

Impact of Technology

Communication technology, particularly social media, has transformed interaction patterns. Many respondents reported frequent use of emojis and abbreviations, which influenced their speech act expressions.

- **Emoji Usage:** 65% noted that emojis are commonly used to express emotions, such as a smiling face to convey gratitude or affection, replacing traditional verbal expressions.

Discussion

The findings indicate that speech act usage has adapted to social and technological changes. At home, while communication remains important, interactions have shifted to text-based platforms. In schools, speech acts maintain their significance in formal contexts, though students gravitate toward informal expressions.

These changes raise questions about the meaning and context of communication in the digital age. Do emojis and abbreviations reduce communication depth, or do they create new ways of self-expression? Further discussion is needed to understand how these shifts affect interpersonal relationships and educational interactions.

Conclusion

This study underscores the importance of understanding speech acts in the broader context of an evolving digital landscape. While communication technologies have transformed interaction methods, the foundational principles of speech acts remain relevant. The findings, supported by mixed-methods research combining surveys and interviews, reveal how individuals adapt to these changes by developing new ways to express intentions and emotions, such as through emojis and informal language.

The quantitative data, derived from surveys of 200 respondents, provides statistical evidence of prevalent speech act usage patterns in home and school environments. Meanwhile, the qualitative insights from interviews with teachers highlight the nuanced shifts in communication dynamics due to digital platforms. These complementary approaches validate the reliability of the study's findings.

Educators should explore innovative strategies for integrating traditional and digital communication methods. For instance, emphasizing the appropriate use of speech acts in both formal and informal contexts can enhance students' language skills and social interactions. Also, parents can foster meaningful family interactions by balancing the use of digital tools with face-to-face communication, ensuring that children develop both emotional depth and linguistic competence. For future studies, this study can build on this research by examining the long-term impacts of digital communication on interpersonal relationships and educational outcomes.

By understanding these shifts, educators and parents can guide the younger generation in navigating the complexities of modern communication while preserving the depth and meaning of interpersonal interactions.

Reference

1. Austin, J.L. (1962). How to Do Things with Words. Oxford University Press.
2. Searle, J.R. (1969). Speech Acts: An Essay in the Philosophy of Language. Cambridge University Press.
3. Yule, G. (1996). Pragmatics. Oxford University Press.
4. Holmes, J. (2013). An Introduction to Sociolinguistics. Routledge.
5. Crystal, D. (2006). Language and the Internet. Cambridge University Press.
6. Hadiwijaya, M., Amalyasari, M. R., & Yahmun, Y. (2021). Penggunaan Tindak Tutur Direktif Mahasiswa Multikultural dalam Konteks Kesantunan. Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya, 4(4), 413-424. https://doi.org/10.30872/diglosia.v4i4.230