

SPEECH ACTS ANALYSIS ON COMMUNICATIVE BOARD GAME: AN
OBSERVATION STUDY ON WEREWOLF BOARD GAME

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DEDICATION

Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to our heart. My humble effort I dedicated to my sweet and loving Papa and Mama.

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ABSTRACT

The aim of this study is to identify the types and the most dominant illocutionary acts that occur during a communicative board game, using Werewolf board game. The respondents that participate as the players in this study involving six undergraduates' students from University Teknologi Malaysia (UTM) with Teaching As A second Language course background. The Werewolf game is also known as Mafia game were the setting takes place in a small town with a few numbers of townfolk. Using a role-playing method, the players will be assigned randomly for a role to play. The main characters that usually used during the game are Werewolf, Villager or Shaman. A descriptive qualitative study was done by observing the utterances spoken by the players while playing their respective characters during the game. The spoken utterances were then analysed based on these types of illocutionary acts representative, directive, commissive, expressive and declarative. The result of the study showed that all five types of illocutionary acts were found in the conversations that occur during the game play was conducted. The most frequently used illocutionary acts is representative with 64.23% of occurrences while the least used acts was commissive with 1.63%. The representative forces used during the game are varied. Representative acts mainly performed when the speaker are trying to express their belief of something that can be evaluated either to be true or false which can be found easily since the context of this game will always involve interrogating with a mission to identify the identity of the Werewolf.

ABSTRAK

Tujuan kajian ini adalah untuk mengenal pasti jenis dan tindakan ilokusi yang paling dominan yang berlaku semasa permainan yang melibatkan komunikasi, dengan menggunakan permainan papan '*Werewolf*'. Responden yang mengambil bahagian dalam kajian ini melibatkan enam pelajar sarjana muda dari Universiti Teknologi Malaysia (UTM) dengan latar belakang pengajian Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua. Permainan *Werewolf* juga dikenal sebagai permainan Mafia yang mengambil tempat di sebuah kota kecil dengan jumlah penduduk kota yang tidak ramai. Dengan menggunakan kaedah main peranan, pemain akan ditugaskan secara rawak untuk memainkan peranan yang diberikan. Watak utama yang biasanya digunakan semasa permainan adalah '*Werewolf*', penduduk kota atau ahli sihir. Kajian kualitatif deskriptif dilakukan dengan memerhatikan ujaran yang dituturkan oleh pemain semasa memainkan watak masing-masing semasa permainan berlangsung. Komunikasi yang dituturkan kemudian akan dianalisis berdasarkan jenis ilokusi yang mewakili, arahan, komisif, ekspresif dan deklaratif. Hasil kajian menunjukkan bahawa kelima-lima jenis ilokusi didapati dalam perbualan yang berlaku semasa permainan dijalankan. Ujaran yang paling kerap digunakan adalah perwakilan dengan 64.23% daripada keseluruhan sementara ilokusi yang paling jarang digunakan adalah komektif dengan 1.63%. Pasukan perwakilan yang digunakan semasa permainan adalah pelbagai. Perwakilan bertindak terutama ketika orang yang bertutur sedang berusaha untuk menyatakan kepercayaan mereka terhadap sesuatu yang dapat dinilai sama ada kenyataan tersebut benar atau salah ilokusi ini dikesan dengan mudah kerana konteks permainan ini akan selalu melibatkan soal siasat dengan misi untuk mengenal pasti pemain yang memegang identiti '*Werewolf*' .

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LIST OF ABBREVIATIONS

CEO	-	Chief Executive Officer
TESL	-	Teaching English As a Second Language
MUET	-	Malaysian English University Test
CEFR	-	Common European Framework Reference
UTM	-	Universiti Teknologi Malaysia
FSSH	-	Faculty of Social Sciences and Humanities
ESL	-	English Second Language
IELTS	-	International English Language Testing System
TOEFL	-	Test of English as a Foreign Language
CEQ	-	Cambridge English Qualification
PTE	-	Person Language Test
CIEP	-	Certified Intensive English Program

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter presents an overview of the whole study. It is organized according to the following sections which are background of the problem, problem statement, research objectives, research questions, significance of the study, scope of the study, theoretical framework and definitions of terms based on the purposed study, Speech Acts Analysis on Communicative Board game which will be conducted as an observation study on Werewolf Board Game.

1.2 Background of Study

Language is an important component in fulfilling human daily communication needs as a way to interact with others and the capability to achieve at least one language to use as a tool to communicate with others in their daily lives including sign language. Approximately, there are more than seven thousand languages that currently identified and as time flies constant discovery of new languages were discovered continuously over the years (Giunchiglia, Batsuren & Freihat, 2018). People usually take the language learning process for granted, since the basic necessity for a human being regardless which language they are using and never really thought of the process that takes for an individual to acquire a language.

In Malaysia English language introduced as a second language in the education system. Some of them gained the language through a formal learning in school and others acquire the language as early as their childhood years due to the influence they receive from their surroundings. The birth of the new millennium has propagated the emergence of technological advances and the bombardment of

technology and this has been extended and exemplified in the fresh approaches to language teaching and learning. Nevertheless, the approaches in general attempt to reach and facilitate the students outside of the classroom in the light of informal setting, be it in digital or traditional approach.

The framework of 'out-of-class' in second language learning has been laid out by Benson (2011) highlighting the ideas of self-instruction, naturalistic learning and self-directed naturalistic learning. Furthermore, self-instruction concentrates only on language learning whereas minimal attention pertaining to language learning is being discussed in naturalistic learning. On the other hand, self-directed naturalistic learning focuses on creating opportunities with the purpose of language learning.

Second language acquisition concept in learning and teaching in gamification has been further explained by Chik (2011) and Sylven & Sundquist (2012), they addressed the communicative approach which is also known as the interactive approach in relation to language teaching. Along the same line, communicative approach follows the goal of teaching communicative competence. Al-Amide (2014) explained the understanding of communicative competence into all-around communicative competence consisting three different branches, namely linguistic, socio linguistic and pragmatic competence. In order to enhance student's speaking ability, it is suggested that if the teacher wishes to motivate the students to speak, using communicative approach may assist them to refrain students from focusing mainly on grammatical and vocabulary only, instead the students should focus on the importance on language features (Harmer, 2001). This approach will provide students a real communication experience, where the focus is more on the communicative task rather than the technical accuracy of the language (Dewi, Kultsum & Armadi, 2017).

Attracting student's attention can be tricky in teaching no matter which subject they are learning, even though the teachers used games as an approach. A suitable type of game should be put into consideration based on the student's level of English and knowledge. Harmer (2001) further added that the activities conducted should attract students in terms of speaking and communicating in English. The

advantages of social- learning theory, replacing the prefer mode in instructing using behaviourism and cognitivism, came to a change based on the strategy that was used by educators to create a better academic learning and opportunities (Cantu, 2019). O'Brennan, Bradshaw, & Furlong (2014), further explained where social learning theory focuses on the creation of a conducive learning setting to provide motivation between the educators and learners as well as the environment as a whole. Using board games can expose students with different types of new information as well as improve their social engagements. According to Nunan (2004) board game is an effective approach to be use in a language classroom to provide a less pressure and fun learning approach for learners to learn and use their communication skills as well as developing their communicative competence to apply it in the real world. English learners should be given the opportunities to use English in communicating, while engaging in board games provides flexibility for learners to use the language properly (Putri, Usman & Nasir 2016). Learners tend to use English differently in the classroom as a formal setting than outside of the classroom which is more informal in terms of setting. Therefore, it is possible that when learners immerse themselves with the game environment especially involving role playing they will use the language differently according to the demands from the instruction of the game. Thus, it would be interesting to analyse the elements of linguistic based on the communication that occur during the game is being conducted. Furthermore, the differences in terms of language use between male and female characters that have different number of use in linguistic features, (Janah, 2017). Consequently, in communication, there are a certain difference that can be identified accordingly based on gender through observing the linguistic element. Another interesting study that have been done by Saraswati (2015) on the use of board game to improve learner's language competence founded that through a fun learning environment using board game as a method increase student's language ability as well as motivating them to improve their language learning. The significant relation to this study is where learner's language use in a less pressure and casual environment to practice their second language may influence the occurrence of different elements of speech act features based on the communication while interacting with other players during the game compare to speaking in a formal setting.

1.3 Statement of the problem

Student often use the language differently in classroom and outside of the classroom. Therefore, their forms of chosen words in communicating tend to be different depending on their setting. The out of school participation culture has been significant witnessing the declining enthusiasm in learning among the students in the classroom (Jenkins et al., 2006; Lankshear & Knoebel, 2003) and games was regarded as another possible tool in education. Further stated by Dewi, Kultsum & Armadi (2017) the consistency on similarities and difficulties found in students English speaking skills mostly grounded by experiencing fear of being judge by their fellow peers with the lack of knowledge especially on grammar and pronunciation. They added that the constructed teaching approach by the teachers seems more traditional and less interesting to the students. Therefore, it is crucial to find solutions on other approaches and methods to conduct a more interesting learning environment to attract the student's attention and participation.

The elements in language learning are mainly focusing on four skills which are listening, speaking, reading and writing skills. In order to successfully acquire a language these are the main elements that should be put into account by educators and learners. Nevertheless, this paper will focus only on one of the elements which is the speaking skill and the underlining of this skill which consist of five components, pronunciation, grammar, vocabulary, fluency and comprehension. Hence the centre of attention of this paper is the speech acts analysis on the conversations that occur during the Werewolves board game. The capability in using a different language other than first language can be seen if the individual are given the opportunity to use the language (Nunan, 2004), where learners are able to successfully learn other languages by executing their ability in using the language properly (Putri, Usman & Nasir, 2016). The level of proficiency can be classified according to the Common European Framework Reference (CEFR) that was introduced by Council of Europe that is used widely across the country to help language educators in evaluating their learner's proficiency. According to the CEFR guideline the indication starts at 'Basic User' that has been divided into two separate level which are A1 and A2,

Independent User are classified as B1 and B2, and lastly the Proficient User graded as C1 and C2 (Council of Europe, 2020).

There are studies that have been done on how the board game can improve individual speaking skills. According to Putri, Usman & Nasir (2016) board games are found to be entertaining yet educational for the students at the same time, it assists the language users to improve their speaking components such as vocabulary, fluency, grammar and pronunciation. Based on several studies that have been conducted on how board games influence second language users speaking skills a gap has been identified, where researchers of familiar field suggested on further research should be conducted based on different elements of speaking skills using board games. One of the study on board games and speaking skills that have been done suggested that to prove more on how board games can be used as a suitable method of teaching language in boosting individual speaking skills by a more in detail research should be conducted on every aspect of speaking skills elements Putri, Usman & Nasir (2016). The same suggestion was appointed by another researcher, where the study they have done by conducting an evaluation in using games to teach grammar for first year English majored students in their local University. They proposed further investigation that can be conducted is on how different types of games can influence student's oral skills (Cam & Tran, 2017). Therefore, it is relevance for the proposed topic in this study to identify a more specific on one of the linguistic structure especially speaking skill context based on the conversation that occur during the communicative board game, which this paper has selected Werewolf board game as one of the most popular existing communicative table top games.

The account that students are enhancing their second language competency outside classroom setting through communicative board games, generate their use of language during communicating as well as engaging with the content of the game by immersing their character while interacting with other players and how the utterances of the targeted language expressed during the interactive game session is the central focus of this study.

1.4 Research objectives

The following are the objectives that are set to achieve for this study:

1. To identify the types of illocutionary acts occur based on the conversation during the communicative board game.
2. To identify the dominant types of illocutionary acts found in the conversations while playing Werewolves board game.

1.5 Research questions

The following are the research questions for the study:

1. What are the elements of illocutionary acts that occur during the gameplay?
2. What are the most dominant types of illocutionary act that are likely to occur in the conversation while playing Werewolves board game?

1.6 Significance of the study

The findings of this study will reduce the stigma circling around the function of playing board games out of classroom setting around the society in the present time of being irrelevant, while bringing the subject and application into the education field through observation on the element of linguistic mainly speech acts features that will be focusing on the occurrence of types of sentences and illocutionary acts. Autonomous learning in informal second language learning context and the competency and speaking ability achieved through table top board game can explore the ways to new effective approaches in language learning understanding that the new generation nowadays are easy to engage in speaking the language in a more informal setting in learning languages. In addition, this paper will also expose in terms of the appropriateness of the board game to be use in as part of language skills that can be apply into language learning in the classroom while delivering and

maintaining the fun as well as the entertaining aspect for the language users while manifesting high potential for second language learning activity.

1.7 Scope of the study

This study will be focusing on the speech acts features based on the communication occurrence during the communicative board game session using the Werewolf board game. The research will mainly highlight on the occurrence of types of sentences and illocutionary acts through observation on the conversation that happen during the game. This research will appoint several undergraduates of Universiti Teknologi Malaysia (Johor Campus) from Faculty of Social Sciences and Humanities (FSSH), Teaching for English As A Second Language (TESL) students to be part of the research and contribution towards the data that will be observe at the end of the paper.

1.8 Theoretical framework

The theory undertaking for this research is compose based on the Speech Act theory founded by a philosopher J.L Austin, where this theory emphasizes communications in languages that is use by many linguists to understand more on human communication. According to Austin (1975, p. 12) cited by Tuan et al., (2019) speech acts theory portrays that each acts of utterances show that “to say something is to do something”. Petrey (2016) further elaborate that the theory changes its focus from what the language is towards what a language does as well as its social process where the formal structure is seen by other linguist. Since J.L Austin introduced the theory he drew a different insight towards language and literary studies (Korkut-Nayki, 2012). In an act of utterance, Austin differentiates between three types of acts (Peregrin, 2012). As stated by Peregrin the first act known as ‘locutionary act’ which is giving a certain structure of a sentence with a specific sense and reference, ‘illocutionary act’ is another act of utterance that involve informing, warning, ordering, undertaking and etc that convey a specific

conventional force. Lastly, is the ‘perlocutionary act, which answers to ‘what we bring or achieve by uttering something like persuading, determine, convincing, or even misleading. Below is the illustrated speech act model based on J.L Austin Speech Act theory:

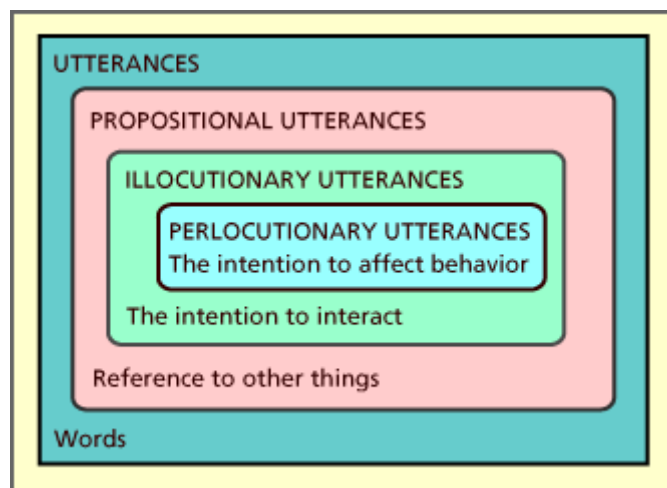


Figure 1.1 The Speech Act Theory Model by J.L Austin ‘How To do Things With Words’(1962)

In relation to this research will be looking at most is the illocutionary act, where the focus is mainly on the communicative points of an utterance as Searle (1985) mentioned that it acted as the minimal unit in human communication. For example, conversation will mainly involve assertive where this type of illocutionary act was further illustrated by Searle (1975) based on word to word direction of fit with the expression of beliefs, expressing how things are by stating an affair, for example statement, claims, hypothesizing, describing, insisting and telling (Kissine, 2013). Referring to this, it reflects the nature of the Werewolf game intention and interaction as well as the communication occur during the game will be analyse based on the occurrence of illocutionary acts which include the observation will be focusing on the types of illocutionary acts as well as the dominant forces according to their respective classification depending on the nature of the utterances as well as the types of sentence that occur during the games.

1.9 Conceptual framework

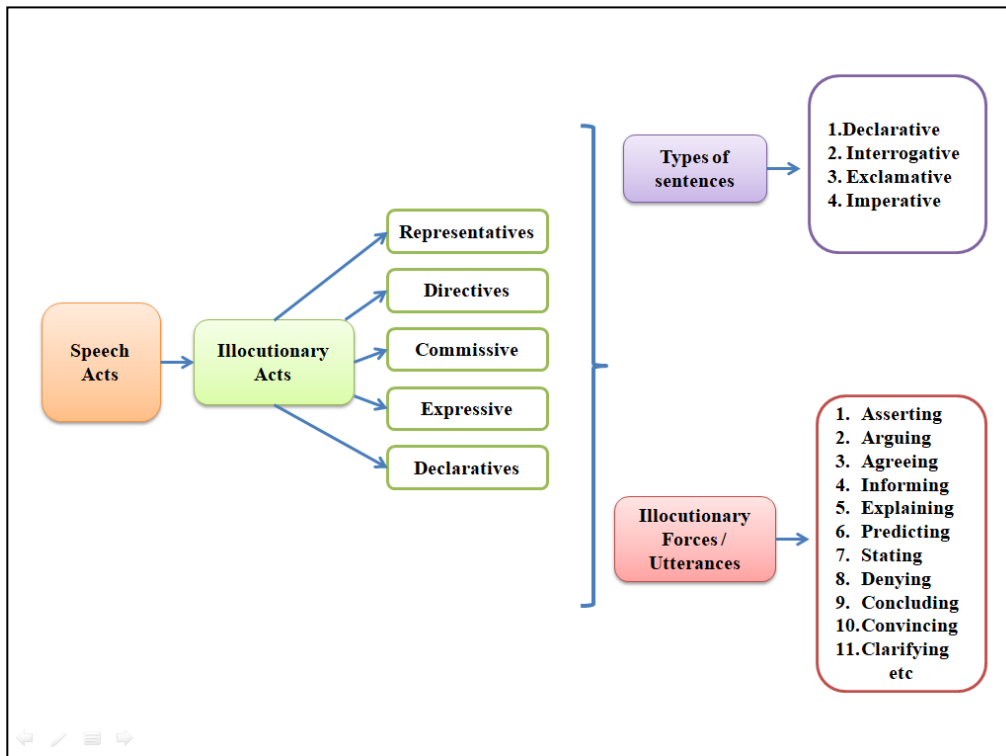


Figure 1.2 Conceptual Framework: Speech Acts Analysis on Communicative Board game (An observation study on Werewolf Board Game)

Based on the figure 1.2 above it can be seen that this study is trying to observe the types of illocutionary acts based on communication that occur during communicative board game Werewolf that play by the students. From the conversation an analysis through observation will be conducted to identify the types of illocutionary acts as well as its subtypes accordingly. The observation will be focusing on the types of illocutionary acts based on the Searle (1979) classification of illocutionary acts that include five speech acts representative, commissives, directives, expressive and declarative. Thus the outcome of the observation will identify the most dominant acts that occur during the game. The occurrence of utterances based on the communication will be highlighted namely as the illocutionary subtypes. According to Aarts (2011) stated that how board game was adjusting to the quality of playability and its replay value through communication engagement. Therefore, the finding should indicate this board game can utilize the language use among language learners in communicating using the language successfully engage themselves in participating in the Werewolf board game.

1.10 Operational Definition

Speech Acts

Speech act is known for its utterances that define the language users attention that may have a particular effect on the receiver according to the meaning of the speech. When a language user produces utterances they are also performing an act. In speech act theory is concern on how the words are being use in a conversation not just in terms of delivery messages but also presenting the actions.

Illocutionary Acts

Illocutionary acts are likely to be synonymous with speech acts, where after Austin (1962) introduced the speech act theory, Searle (1969) has classified five types of illocutionary act namely representative, expressive, directive, commissive and declarative. These acts indicate the meaning if the sentence in terms of a certain function that is also known as illocutionary force or subtypes, for example promising, threatening, convincing, pleading, denying and etc.

Communicative Board Games

Board game is considered as one of the table-top game that came with various forms and design. It is one of the oldest games that existed since the middle age. Communicative board game usually required communication interaction between players in order to complete the task and play the game.

Werewolf Board Game

Mafia is another name for Werewolf board game. This game required Player to do role-playing based on their designated characters as they need to act accordingly. This game took place in a specific setting which is a small town where a minority of the people in that town hold a dangerous secret. Each player will be secretly assigned a role which is Werewolf, Villager, or Seer (a special villager). The game will be conducted by a moderator who controls the flow of the game. The game will take place in a night and day phases. At night, the players who play the Werewolf will secretly choose a villager to kill. Meanwhile the Seer (if the character

is still alive) will asks whether the other players a Werewolf or not. When the day light come, the villager who got killed will be revealed and will be out from the game. The remaining Villagers who are still alive during the game can take vote on the player that they suspected to be the Werewolf. The chosen player will reveal their role and then he or she will be out from the game. If the number of villagers and werewolves are equal Werewolves will win the game but the villagers will win if they managed to kill all of the Werewolves. This game is considered as a social game, where it did not require any equipment to play except for the cards as a reference to their roles and character. This game can be play by a large number of players and they are able to choose which characters to be included in the game. The table below shows the list of character existed in the Werewolf board game along with their characteristic and roles:

Table 1.1 Characters and Roles in Werewolf Board Game

Characters	Roles
The Moderator	The flow of the Werewolf board game lives and dies based on the moderator. This character acted as the sole player that are allow knowing all roles assigned for each player, and guide them throughout the day, night, and the death by the following morning. The moderator job is to continue keeping the momentum of the game moving.
The Villagers	The role is the most common role, where they go through the game guessing who is the werewolves and also other fellow villagers. They are not require to lie, and mostly on having the keen sense to detect their fellow players mistakes and flaws.
The Werewolves	This character is usually outnumbered by villagers for example 2 to 1. Therefore, of the game play by 6 players the number of werewolves should be 2. The Werewolf's goal is to choose one villagers to kill during the night, while during the day they acted to be one of the villagers to avoid being kill. They will kill the villagers one by one and they will win when they are either at the same number of villagers and werewolves or all of the villagers have died. This role is the crucial one to maintain throughout the game because they need to keep lying during the whole game.
The Seer (Shaman)	The seer has the ability to see who is the Werewolves once the night time come. This character will be call awake by the moderator and he or she are able to freely point at any of the chosen player to identify whether that particular player is the Werewolf or not and the moderator will answer it nodding yes or no. This character can choose whether to keep the information or exposed his or her identity and use the information gained to defend themselves. The decision is up to the playing on applying their own strategy to stay alive during the game.
The Doctor	This character is also a fellow villager with the ability to heal themselves or another villager when the moderator calls them to be awaken during the night. They have the option to heal themselves and stay safe from being killed by the werewolves or they can prove themselves as the doctor or keep the advantage to themselves.
Special Roles & Wild Cards	These cards are optional to use during the game as an additional role of their choice. These cards can be use to add an additional Werewolf character or special ability and disability.

Second Language

Individual second language is a language that is not their native language which is the first language of the speaker. Second language is usually a foreign language that was learned later after the first language.

Speaking Skills

This is one of the four skills in mastering and using a language where this skill allows users to communicate effectively. The skill gives users the ability to convey messages in a meaningful manner to avoid misunderstanding by the receiver of the message.

1.11 Chapter Summary

This chapter presented the introduction towards the study that will be conducted which includes background of the study, statement of problem, research objectives, research questions, the significance of the study, theoretical framework, conceptual framework and operational definition. Readers will be able to have an overview of the study and better understanding by reading this chapter as it introduces the topic of this research.

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