

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher present two points, first is finding and the second is discussion. Two points of this research presented are related to the objective of the study. The first was to describe forms of perlocutionary acts used by students in EFL university students' class, TEYL class. The second was to define the most dominant perlocutionary acts used in EFL university students' class, TEYL class. The last was to explain contexts that triggered the perlocutionary acts occurring in EFL university students' class, which was TEYL class. In the data findings, the researcher categorized students' perlocutionary acts used in EFL class, which is TEYL class, using a checklist table according to Austin's theory. The finding part presented the data in the table. Meanwhile, the discussion part showed the explanation of the data in the finding part.

A. Findings

Findings is next step after the researcher analysed all the data that had been collected. The finding presented data in the form of a table called the table data of findings. The table data of findings was important for the researcher to find the perlocutionary acts before going to the discussion.

1. Forms of perlocutionary acts

In this part, the researcher had obtained the data that consisted of the types of perlocutionary acts' forms. Moreover, this part explained the findings of the researcher's question about in what forms perlocutionary acts were used by students in EFL university students' class, TEYL class.

the data of students' perlocutionary acts that occurred in TEYL class were analysed and shown in the table below. See appendix no 2 in the passage after references.

Table 1 Forms of Perlocutionary Acts occurs during TEYL class

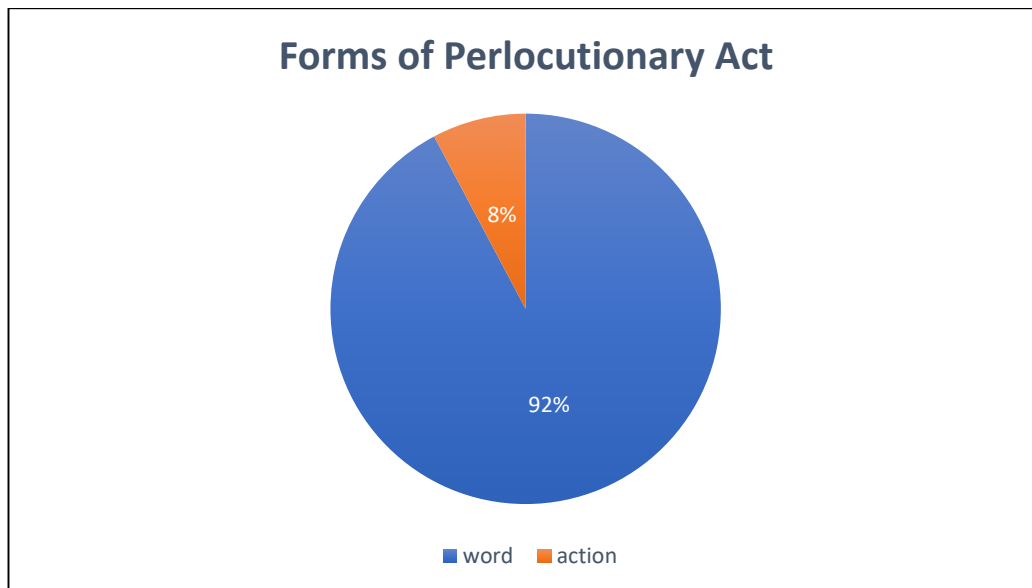
No	Forms of Perlocutionary acts	Frequency	Total
1	Word	36	38
2	Action	2	

From the table above, it show that the researcher was found two forms of perlocutionary acts occur during TEYL class. The first is perlocutionary acts in form of word with amount of 36 times, and the second is perlocutionary acts in form of action with amount of 2 times.

2. The Frequency of The Highest of Perlocutionary Acts

In this part, the researcher presented the frequency of the highest perlocutionary acts used in EFL university student class, which was TEYL class. To find the highest perlocutionary acts used in TEYL class, the researcher were calculated and the result were showed in graph below.

Chart 1. The Highest Perlocutionary Acts' Forms

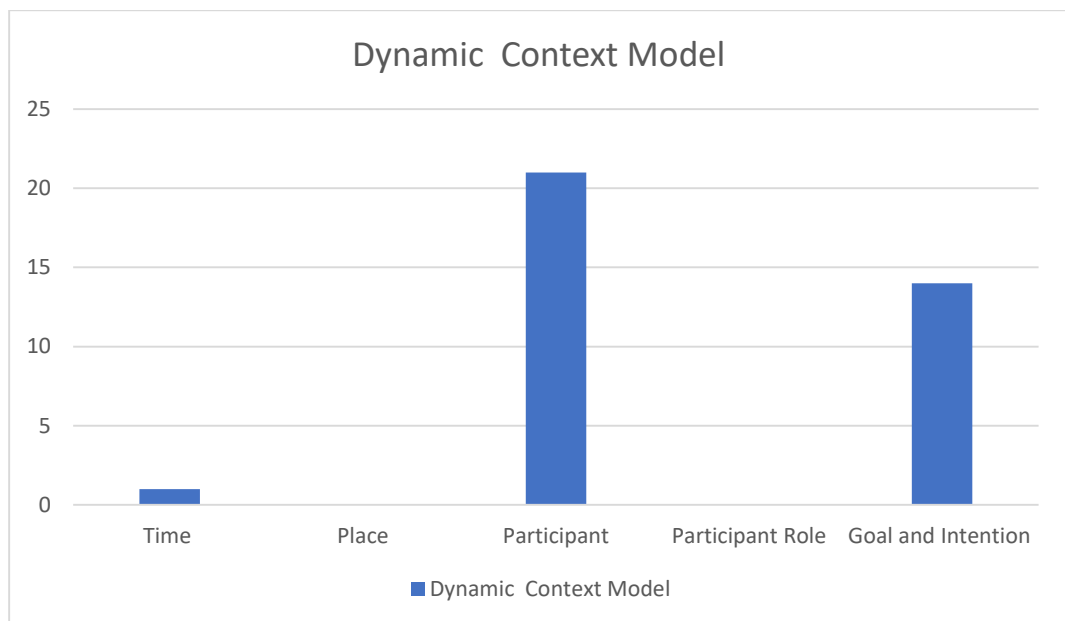


Based on chart above, it can be seen that the highest perlocutionary act forms used by the EFL students is the perlocutionary act in form of word with amount of 36 times (95%).

3. Types of Context That Trigger Perlocutionary Acts

In this part, the researcher presented the type of context that triggered perlocutionary acts that occurred in EFL university students' class, which was TEYL class. Djik (2009) in the book entitled "Society and Discourse: How Social Context Influence Text and Talk" introduced a context model, namely the dynamic context model. The dynamic context model was divided into time, place, participant, participant role, goal, and intention. The data of the context that triggered perlocutionary acts that occurred in EFL university students' class had been analysed and shown in the table below.

Chart 2. Types of Context That Trigger Perlocutionary Acts



From bar chart above, it shows that from the six contexts, only three of them were the causes of perlocutionary acts occurred in EFL university students' class, which was TEYL class. They are contexts of time, participant and intention. From 37 perlocutionary acts that occurred in TEYL class, the researcher found 1 context of time that trigger 1 perlocutionary acts occurred. After that, the researcher found zero context of place that trigger perlocutionary act occurred. Not only that, the researcher found 21 context of participant that trigger 21 perlocutionary acts occurred. Similar with context of place, the researcher found zero context of participant role that trigger perlocutionary act occurred. The last, the researcher found 16 context of goal and intention that trigger 16 perlocutionary acts occurred.

B. Discussion

The discussion part presented a deep explanation about the findings in this research. In this discussion, the forms of perlocutionary acts used by students in TEYL class and context that trigger perlocutionary acts occurred will be described as follow.

1. Forms of Perlocutionary acts

a) Perlocutionary acts in form of word

Perlocutionary in forms of word is response of hearer in form of saying something after the speaker saying or doing something. This is example of a perlocutionary act but in the form of words or sentences based on Austin (1962) in the book “how to do things with words”:

A1: what did he do?

B1: he shoot the donkey.

From the dialogue above, A1 asks to B1 about “what he do?”. After that B response A with saying that he shoot the donkey. The responses of B is classified as a perlocutionary act in the form of word. Perlocutionary acts in form of word used by students in TEYL class are as follows:

Reka : *happy*. (line 5)

Risky : *happy sir*. (line 7)

Risky : *yeah*. (line 9)

Reka : *yeah* (line 11)

Ivan : *ee.. so .. so...* (line 13)

Ivan : *yeah*. (line 15)

Putri : *Ee.... I am happy.. (line 17)*

Putri : *Yesss. (line 19)*

Putri : *e.. (line 25)*

b) Perlocutionary acts in form of action

Perlocutionary acts in forms of action is response of hearer in form of action or doing something after the speaker saying or doing something. This is an example of a Perlocution act in the form of action, based on Austin (1962) in the book “how to do things with words”:

A: shoot her !

B: (I shoot her)

From the dialogue above, A order B to shoot another person or “her” in that dialogue. After that B do what A order to by shooting that person. The action of the B is categorized as a perlocutionary act in the form of action or doing something. Perlocutionary acts in form of word used by students in TEYL class are as follows:

(Andi stand up) (line 73)

(Andi press the fan’s switch) (line 153)

2. Types of Context That Trigger Perlocutionary Acts

a) Time

The first context that trigger perlocutionary act occurs is time. According to Djik (2009) communicative events may take place between

fixed time points, or have maximum duration. In this research, the researcher found one perlocutionary act that occurred because of the context of time. This is explained in detail below.

Ivan : 8 minutes. (Line 32)

In interview, Ivan said that because the question is about duration of children pay attention in listening. It meant that the perlocutionary act occurred was triggered by the time context because he was being asked about duration.

b) Place

The second context that triggered perlocutionary acts was place context. Place is an important aspect because it shows information about where the communication or conversation happened. In this research, the researcher found zero contexts of place that triggered perlocutionary acts in TEYL class. Therefore, no explanation is needed in this part.

c) Participant

The third context that triggered perlocutionary acts was the participant. A participant is necessary in the communication process or conversation because without a participant or speaker that starts speaking and hearing the speaker, there is no conversation or communication process. In this research, the researcher found 11 contexts of participants that triggered perlocutionary acts occurring in TEYL class. Each of them is explained in detail below.

Everyone : *Good morning sir.* (Line 2)

In the interview, the researcher asked one by one students the reason behind saying that, and all of them said the same reason. The reason was that the lecturer said good morning, so they answered with good morning too. This shows that the perlocutionary act occurred because of the participant context, which was the lecturer. If the lecturer did not greet them by saying good morning, they would not answer with good morning.

Reka : *Happy.* (line 5)

In the interview, it was mentioned by Reka that due to the lecturer standing in front of her and pointing his finger to her after saying, "I know you guys are fasting, but that doesn't mean you are unhappy, right?" she expressed that she was happy. This indicates that the perlocutionary act mentioned by Ivan took place as a result of the lecturer being in front of her and pointing his finger to her. Consequently, it falls under the category of a participant context.

Risky : *Happy sir* (line 7)

Similar to Reka, it was mentioned by Risky that because the lecturer was standing in front of him and pointing his finger to him after saying, "I know you guys are fasting, but that doesn't mean you are unhappy, right?" he perceived that the lecturer was inquiring about his feelings. Consequently, it falls under the category of a participant context because the lecturer was standing in front of him and pointing his finger to Risky.

Ivan : *Mm.. so .. so...* (Line 15)

In the interview, Ivan said that because the lecturer asked about his feeling at that time. Therefore, he shared his true feeling, which was that he felt so... so... or not bad and not good either. It shows that the perlocutionary act that Ivan said occurred because of his lecturer asking about his feeling. Therefore, it is categorized as a participant context.

Putri : *Ee.... I am happy.* (line 17)

In the interview, Putri gave the same opinion as Ivan did. She said that because the lecturer asked about her feeling at that time. Therefore, she shared her true feeling, which was that she felt happy at that time. Therefore, it is categorized as a participant context because the lecturer asked about her feeling.

Ivan : *8 minutes.*(line 33)

In the interview, Ivan said that because the lecturer asked him to say it again and more loudly than before. Therefore, it is categorized as a participant context because the lecturer asked him to say that utterance.

Putri : *No.*(line 36)

In the interview, Putri said that because the lecturer asked a question about paying attention, so she answered with her knowledge. Therefore, it is categorized as a participant context because the lecturer asked her a question.

(Andi stand up) (Line 66)

In the interview, Andi said that because the lecturer asked him to stand up, so he followed the instruction. This shows that the perlocutionary act occurred because of the participant context, which was the lecturer. If the lecturer had not commanded Andi to stand up, he would not have had to stand up.

Putri : a.. (line 79)

In the interview, Putri said that because the lecturer asked a question about a part of the story, so she answered spontaneously. Therefore, it is categorized as a participant context because the lecturer asked her a question.

Putri : *Snow white.*(line 80)

In the interview, Putri said that because the lecturer asked a question about the title of the story, so she answered with her knowledge. Therefore, it is categorized as a participant context because the lecturer asked her a question.

Ivan : *Snow white.* (line 81)

Similar to Putri, Ivan said that because the lecturer asked a question about the title of the story, so he answered with his knowledge. Therefore, it is categorized as a participant context because the lecturer asked him a question.

Risky : *Snow white.* (line 82)

Similar to Putri and Ivan, Risky said that because the lecturer asked a question about the title of the story and he knew the answer. Therefore, it is categorized as a participant context because the lecturer asked him a question.

Putri : *Hearing.* (line 89)

In the interview, Putri said that because the lecturer wanted the students to continue what he had said about "How to teach young learners?" So she answered with "hearing." Therefore, it is categorized as a participant context because the lecturer asked her and wanted them to continue what he had said.

Risky : *Listen.*(line 90)

Similar to Putri, Risky said that because the lecturer wanted the students to continue what he had said about "How to teach young learners?" Therefore, it is categorized as a participant context because the lecturer wanted them to continue what he had said.

Venska: *To listen.* (line 91)

In the interview, Venska gave a different explanation about her reason. She said, "I said that because Risky said that." This explains that if Risky had not said "listen," the perlocutionary act would not have occurred. Therefore, it is categorized as a participant context.

Ivan : *Listening.* (line 92)

Similar to Putri and Risky, Ivan said that because the lecturer wanted the students to continue what he had said about "How to teach young

learners?". Therefore, it is categorized as a participant context because the lecturer wanted them to continue what he had said.

Risky : No. (line 109)

In the interview, Risky said that because the lecturer asked the students whether they had a question and he didn't have any questions to ask. Therefore, it is categorized as a participant context because the lecturer asked students whether they had a question or not.

Venska : No. (line 112)

In the interview, Venska answered like that because the lecturer asked validation about students' answers. Therefore, it is categorized as a participant context because the lecturer asked students for validation.

Salsa: Morning.. (line 135)

In the interview, Salsa said that the reason for her answer was because the lecturer said good morning, so she answered with "morning." This shows that the perlocutionary act occurred because of the participant context, which was the lecturer. If the lecturer had not greeted Salsa by saying good morning, she would not have answered with "*morning..*".

(Andi press the fan's switch) (Line 140)

Same as the previous reason, Andi did that because the lecturer asked him to turn off the fan by pointing his finger to the fan's switch and saying, "so I just pressed the fan's switch," said Andi. It means that the perlocutionary

act by Andi occurred because the lecturer asked him, and it is categorized as a participant context.

Risky: *Yes sir.* (line 143)

In the interview, Risky explained that he said "yes sir" because he followed Ivan. This explains that if Ivan had not said "yes sir," the perlocutionary act would not have occurred. Therefore, it is categorized as a participant context.

d) Participant Role

The fourth context that trigger perlocutionary act occurs is participant role. In this research, the researcher found zero participant role context that triggered perlocutionary acts in TEYL class. Therefore, no explanation is needed in this part.

e) Goal and Intention

The last context that trigger perlocutionary occurs is goal and intention. In this research, the researcher found 16 context goal and intention that trigger perlocutionary acts that occur because of intention's context. Each of them are explained as follow.

Risky : *Yeah* (line 9)

In the interview, Risky answered like that because he wanted to make the teacher believe what he felt. It means that the perlocutionary act of this utterance occurred because he had the intention, which was to make the teacher believe. Therefore, it is categorized as a goal and intention context.

Reka : Yeah. (Line 11)

Similar to Risky, Reka, in the interview, answered like that because the lecturer asked her twice about her feeling, and she wanted to make the lecturer believe her, so she said that. It means that the perlocutionary act of this utterance occurred because she had the intention, which was to make the teacher believe. Therefore, it is categorized as a goal and intention context.

Ivan : Yeah. (line 15)

Similar to Risky and Reka, Ivan answered like that because he wanted to make the teacher believe what he felt. It means that the perlocutionary act of this utterance occurred because he had the intention, which was to make the teacher believe. Therefore, it is categorized as a goal and intention context.

Putri : Yesss.. (Line 19)

In the interview, Putri said that because the lecturer did not believe what she felt, so she said "yesss" to make the lecturer believe what she felt at that time. It means that Putri's intention behind saying "yesss" was to achieve her goal, which was to make the lecturer believe her. Therefore, the perlocutionary act of that utterance occurred because of a goal and intention context.

Andi : a.. excuse me sir?. (Line 67)

In the interview, Andi answered like that because the lecturer asked him suddenly, and that made him nervous. Moreover, he added that "my mind was blank at that time, so I said that to make Mr. Delano repeat what he said." It means Andi's intention behind saying that utterance was to achieve his goal, which was that he wanted the lecturer or Mr. Delano to repeat what he said before. Therefore, the context that triggered the perlocutionary act of Andi occurred was the goal and intention context.

Andi : *Stories what ?.* (line 69)

In the interview, Andi said that because he could not think of anything after the lecturer asked him about telling a story, so he bought time to think. It means Andi's intention behind saying that utterance was to achieve his goal, which was that he wanted to buy time to think. Therefore, the context that triggered the perlocutionary act of Andi occurred was the goal and intention context.

Andi : *a thus.. I never teach sir.* (line 71)

In the interview, Andi said that because he could not think of anything; he didn't want to be asked anymore. It means Andi's intention behind saying that utterance was to achieve his goal, which was that he didn't want to be asked anymore. Therefore, the context that triggered the perlocutionary act of Andi occurred was the goal and intention context.

Venska : *Yeah.* (line 93)

In the interview, Venska said that because the teacher asked for validation about the answer, and she wanted the question to end. It means Venska's intention behind saying that utterance was to achieve her goal, which was that she wanted the question to end. Therefore, the context that triggered the perlocutionary act of Venska occurred was the goal and intention context.

Ana : *Emm emm..* (line 101)

In the interview, Ana said, "emm emm..." because she agreed with the lecturer's opinion, and she wanted to share that. It means Ana's intention behind saying that utterance was to achieve her goal, which was that she wanted to share her opinion. Therefore, the context that triggered the perlocutionary act of Ana occurred was the goal and intention context.

Andi : *No.* (Line 108)

In the interview, Andi answered "no" because "I just wanted this class to finish quickly," said Andi. It means Andi's intention behind saying that utterance was to achieve his goal, which was that he wanted the class to finish quickly. Therefore, the context that triggered the perlocutionary act of Andi occurred was the goal and intention context.

Venska : *No.* (line 110)

Similar to Andi, Venska answered "No" because she wanted this class to finish quickly. It means Venska's intention behind saying that utterance was to achieve her goal, which was that she wanted the class to finish

quickly. Therefore, the context that triggered the perlocutionary act of Venska occurred was the goal and intention context.

Venska : No.(line 114)

In the interview, Venska answered "No" because she didn't want Mr. Delano to give her a question. It means Venska's intention behind saying that utterance was to achieve her goal, which was that she didn't want Mr. Delano to give her a question. Therefore, the context that triggered the perlocutionary act of Venska occurred was the goal and intention context.

Venska: Ok. (line 120)

In the interview, Venska answered "Ok" because she agreed with Mr. Delano and wanted to share her opinion. It means Venska's intention behind saying that utterance was to achieve her goal, which was that she wanted the class to finish quickly to share her opinion. Therefore, the context that triggered the perlocutionary act of Venska occurred was the goal and intention context.

Venska , Ana and Andi :Nooo.. (line 139)

In the interview, Venska, Ana, and Andi gave a similar opinion that they were bored and thought that if they said that, the lecturer wouldn't ask them anymore and would end the learning process. It means Venska, Ana, and Andi's intention behind saying "Nooo" was to achieve their goal, which was they did not want the lecturer to ask many questions, and they wanted the

learning process to end. This shows that the context that triggered the perlocutionary act was the goal and intention context.

Ivan : *Yes sir.* (line 142)

In the interview, Ivan explained that the reason he said it was because he simply wanted to reply. It meant he had an intention, which was to reply to the lecturer. This explains that the perlocutionary act of that utterance occurred because of Ivan's intention and it was categorized as a goal and intention context.

Putri : *Yes sir, thank you.* (line 144)

In the interview, Putri explained that the reason she said it was because she simply wanted to reply and express gratitude to the lecturer. It meant she had an intention, which was to reply and give thanks to the lecturer. This explains that the perlocutionary act of that utterance occurred because of Putri's intention and it was categorized as a goal and intention context.