Types of Speech Act Performed by an English Lecturer in STKIP PGRI Sidoarjo.

Widya Eka Septiani
STKIP PGRI Sidoarjo
Widyaekaseptiani97@gmail.com

Abstract

This research aimed at identifying the types of speech act performed by an English lecturer in STKIP PGRI Sidoarjo and identifying the dominant types of speech act performed by an English lecturer in STKIP PGRI Sidoarjo. This research was descriptive qualitative research. The object of this research was the utterances uttered by an English lecturer in STKIP PGRI Sidoarjo during learning process. The data were in the form of words, phrases, and utterances employed by the lecturer. The data were obtained through conducting observation accompanied by video recording. The data were transcribed into written form, selected to fit the objectives of the study, recorded into the data sheets, interpreted and analyzed using the theory of speech acts proposed by Yule. The research findings showed that there were five types of speech act performed by the lecturer. They were declaratives, representatives, expressives, directives, and commissives. The dominant type of speech act performed by the lecturer was representative with the percentage was 54%. The topic of the discussion could be caused of what types of speech act were performed and what dominant type of speech act performed. Based on the researcher's observation, the intended meaning of utterances which used representatives were about express what the lecturer's believe to be the case or not dealing with the topic discussed. In this case, the topic was reading based. That was about Family: Types and Traditions. Thus, the lecturer should explain more in order the students could get the point of the discussion.

Key words: *pragmatics, speech acts, types of speech act, English lecturer*

Abstrak

Penelitian ini bertujuan mengidentifikasi jenis tindak tutur yang dilakukan oleh dosen bahasa Inggris di STKIP PGRI Sidoarjo dan mengidentifikasi jenis tindak tutur yang dominan dilakukan oleh dosen bahasa Inggris di STKIP PGRI Sidoarjo. Penelitian ini adalah penelitian deskriptif kualitatif. Objek penelitian ini adalah ucapan-ucapan yang diucapkan oleh dosen Bahasa Inggris di STKIP PGRI Sidoarjo selama proses pembelajaran. Data dalam bentuk kata-kata, frasa, dan ucapan yang digunakan oleh dosen. Data diperoleh melalui melakukan observasi disertai dengan rekaman video. Data ditranskripsi ke dalam bentuk tertulis, dipilih agar sesuai dengan tujuan penelitian, direkam ke dalam lembar data, ditafsirkan dan dianalisis menggunakan teori tindak tutur yang diusulkan oleh Yule. Temuan penelitian menunjukkan bahwa ada lima jenis tindak tutur yang dilakukan oleh dosen. Mereka adalah *declaratives, representatives, expressives, directives*, dan *commissives.* Jenis tindak tutur yang dominan dilakukan oleh dosen adalah *representatives* dengan persentase 54%. Topik diskusi dapat menjadi penyebab jenis tindak tutur apa yang dilakukan dan jenis tindak tutur dominan apa yang dilakukan. Berdasarkan pengamatan peneliti, makna ucapan yang dimaksud dengan menggunakan *representatives* adalah tentang mengungkapkan apa yang dosen yakini sebagai kasus atau tidak berurusan dengan topik yang dibahas. Dalam hal ini, topik berdasarkan

bacaan. Itu tentang *Family: Types and Traditions*. Dengan demikian, dosen harus menjelaskan lebih banyak agar mahasiswa dapat memperoleh poin diskusi.

Kata kunci: *pragmatik, tindak tutur, tipe tindak tutur, dosen bahasa Inggris*

INTRODUCTION

Language is used for many purposes. Language is a system of human communication which consists of the structured arrangement of sounds or the written representation into larger units, for instance morphemes, words, sentences, and utterances (Richard and Schmidth, 2010: 311). Language can express feelings, ask questions, make requests, protest, criticize, insult, apologize, promise, thank, and say hello and goodbye. Language is the important thing to communicate in learning process. Lecturer as the speaker will be easy to explain the material to the students as listener. Communication properly is one of the main points in a process of learning to achieve better learning outcomes. The lecturer will produce some utterances in order to convey the material to the students through their speech and the students have to know the context when the utterances convey the material.

In general, language is used to convey meaning. However, to understand meaning is sometimes not as easy as imagined. In a speech event, a speech can be interpreted differently. Tomas (2013) states that sometimes what is understood by the listener is different from what is intended by the speaker. Therefore, there is often a failure to deliver the intention. In brief, failure to convey intent can result in misunderstanding that impedes communication.

To avoid misunderstanding in communication, Yule (2006) states that communication clearly depends on not only to recognize the meaning of words in an utterance, but to recognize what speakers mean by their utterances. The study of what speakers mean is called pragmatics. Pragmatics is the study of the

relationship between linguistic forms and the user of the forms. Pragmatics is the study of invisible meaning, otherwise how people recognize what speaker meant even when it is not actually spoken or written. In order for that to happen, speakers or writers must be able to depend on a lot of shared assumptions and expectations when people try to communicate.

Speech act is a kind of verbal communications. Baktir (2012) states about that communications. That is a function of language and it is carried out by a speech in a spoken language. Also, Speech is represented by a shorter or a longer strings of linguistic items used in order to express particular purpose and that is includes both written and spoken text. Furthermore, Speech is dependent on the will of the speaker and therefore it is totally individual (Gallaway, 1994: 184). The words speech acts are derived from two words. They are speech and act. Speech is the utterance that occurs and the act means action. Searle in Rahardi (2005:

35-36) in Searle's book Speech Acts: An Essay in the Philosophy of Language, states that in practice the use of language there are at least three kinds of speech act. The three kinds of speech acts are locutionary acts, illocutionary acts, and perlocutionary acts. In line with Searle in Rahardi (2005), Yule (1996) explains that the one general classification system lists five types of general functions performed by speech acts. They are declarations, representatives, expressives, directives, and commissives.

Therefore, Austin (1962) made three folds distinction. They are locution, illocution, and perlocution. Locution is the actual words uttered, illocution is the force or intention behind the words, and perlocution is the effect of the illocution on the hearer. Each utterance can function only as an utterance without any invisible meaning. On the other hand, utterance can function as an action or command, as exemplified in Thomas' book (2013) in this utterance:

"It's hot in here!"

This utterance might be only an utterance without any intention behind it. Moreover, this utterance might has an intention behind if the speaker says the utterance with the intention of wanting someone to do something such as *open the door, turn on the fan*, or the other action which can decrease a hot sense in that place.

In the learning process, Khalid (2009) explains that the use of English in communicating learning material is the main media, but in its implementation there are still problems. Some constraints that occur related to students' understanding of the meaning conveyed in the form of speech act, where the response given is often not in line with the expectations of the lecturer as the speaker. Students often use speech that is not appropriate in making requests to lecturers, so that sometimes it creates an impolite impression. This condition often occurs in learning process. The students as the listener cannot accept the material conveyed by the lecturer as the speaker.

On the other hand, the lecturer's way of conveying the material is difficult to be accepted by the students. So that, there arises misunderstanding and misinterpreting. Moreover, in the class which not use English as a daily language. Nuraini (2015) in International Journal of Education written by Basra and Thoyyibah (2017) mentioned the use of speech acts in English classroom. She explained that the use of speech acts in Indonesian class indicates to a misunderstanding due to inappropriate use of the speech acts performed. Students may have different interpretations of an utterance performed by the lecturer.

From those simple examples, the researcher can conclude that every utterance uttered has various aims and objectives. Therefore, the researcher wants to identify the utterances uttered by the English lecturer during learning process in STKIP PGRI Sidoarjo. Then, the

researcher will analyze the types of speech act performed by the English lecturer and what dominant types of speech act performed by the English lecturer. In addition, the researcher will analyze the reason why that type of speech act is dominantly used in learning process. It is necessary to conduct this research, because as a lecturer, especially English lecturer needs to understand the utterances used during learning process. For the material conveyed can be understood by the students. In addition, every utterance has different meaning and function. An utterance not only has sense, but also force.

RESEARCH DESIGN

Every research needs a research design. Research design is the blueprint that is followed to complete the study and it ensures that the study is relevant to the problem and will use economical procedure. While conducting the present study, care has been taken to incorporate these concepts in the research design

(Kinnear & Taylor, 1996; Churchill & Iacobucci, 2005). A research design is a basic plan that guides the data collection and analysis phases of the research project. It provides the framework that specifies the type of information to be collected, its sources and collection procedure. Thus, the researcher describes a research design as a plan that describes how, when, and where data are to be collected and analysed. There are many kinds of research design such as qualitative research, quantitative research, and classroom action research. This research is focused to qualitative research only not the other.

Teherani (2015) defines qualitative research is the systematic inquiry into social phenomena in natural settings. These phenomena can include how people experience aspects of their lives, how individuals and groups behave, how organizations function, and how interactions shape relationships. In qualitative research, the researcher is the

main data collection instrument. The researcher examines why events occur, what happens, and what those events mean to the participants studied.

In conducting this research, the researcher uses descriptive qualitative research. It is called qualitative since the collected data are in the form of sentences. As Bogdan and Biklen say in Sugiyono (2014: 21), that qualitative descriptive method is the method that used to collect the data in the form of words of pictures rather than number. According to Cobb and Forbes (2002) in their journal of gerontology, qualitative research requires the researcher to be engaged in the lives of the people studied to hear their stories, grasp their point of view, and understand their meanings. In this research, the researcher wants to describe all the events in the classroom during learning process and to describe the types of speech act performed by the English lecturer in learning process. Therefore, the researcher chooses qualitative research as a research

design to get the valid and depth data to answer the research questions.

FINDINGS

The Types of Speech Act Performed by an English Lecturer

Yule (1996) classified speech act into five categories. They were declaratives, representatives, expressives, directives, and commissives. Declaration act was the utterance produced by a speaker who had an authority to declare. Representative was like statements of fact, assertions, conclusions, and descriptions. Expressive was like pleasure, pain, likes, dislikes, joy, or sorrow. Directive was like commands, orders, requests, and suggestions. While commissive was like promises, threats, refusals, and pledges.

Based on the observation conducted by the researcher in STKIP PGRI Sidoarjo about types of speech act performed by an English lecturer especially the lecturer of *Cross Cultural Understanding* subject or usually called *CCU* in English Education

Study Program's class, the researcher found five type of speech acts performed by English lecturer according to Yule's theory. They were declaratives, respresentatives, expressives, directives, and commissives. In line with Yule's theory that there were five classification of speech act, it was clear that an English lecturer performed the whole types of speech act during learning process. Based on the researcher observation, there were 315 utterances performed by an English lecturer which were included in types of speech act based on Yule's theory. The researcher divided the finding's explanation into three parts based on the amount of the meetings. The findings of this research could be seen in the following data:

The First Meeting

The first meeting was conducted on Tuesday, 26th of November 2019 in STKIP PGRI Sidoarjo, especially in CCU's subject of English Education Study Program's class. This observation was held at 6.30 p.m. until 7.15 p.m. The topic of this meeting was *Family: Types and Traditions (Part 1)*. In this observation, the researcher found 92 utterances which included in types of speech act based on Yule's theory. The types of speech act that were used in this meeting were declaratives, representatives, expressives, directives, and commissives. Moreover, the most dominant type of speech act performed in this 1st meeting was representative which the percentage was 61% from 100%. The complete data would be explained by the table below.

Table 4.1 The Percentage of Types of Speech Act in 1st Meeting

No	The Types of Speech Act	The Total Occurrences	Percentages
1	Declaratives	12	13%
2	Representatives	56	61%
3	Expressives	11	12%
4	Directives	8	9%
5	Commissives	5	5%
Total		**92**	**100%**

From those data, it was clear that representative was the dominant types of speech act performed by the English

lecturer in STKIP PGRI Sidoarjo at the first meeting of the observation. There were 56 kinds of representative utterances that were used by the English lecturer during learning process which the percentage was 61%. Moreover, there were 12 kinds of declarative utterances performed which the percentage was 13%, 11 kinds of expressive utterances which the percentage was 12%, 8 kinds of directive utterance which the percentage was 9%, and the last, there were 5 kinds of commissive utterances which the percentage was 5%. It could be concluded that in the first observation conducted by the researcher, the English lecturer performed all types of speech act. Furthermore, the dominant type of speech act performed was representative.

The Second Meeting

In line with the first meeting, the second meeting was conducted on Tuesday, 3rd of December 2019 in STKIP PGRI Sidoarjo, in CCU's subject of English Education Study Program's class.

This observation was held at 6.30 p.m. until 7.15 p.m. The topic of this meeting was *Family: Types and Traditions (Part 2)*. In this observation, the researcher found 137 utterances which included in types of speech act based on Yule's theory. The types of speech act that were used in this meeting were declaratives, representatives, expressives, directives, and commissives. Moreover, the most dominant type of speech act performed in this 2nd meeting was representative which the percentage was 62% from 100%. The complete data will be explained by the table below.

Table 4.2 The Percentage of Types of Speech Act in 2nd Meeting

No	The Types of Speech Act	The Total Occurrences	Percentages
1	Declaratives	15	11%
2	Representatives	85	62%
3	Expressives	16	12%
4	Directives	17	12%
5	Commissives	4	3%
Total		**137**	100%

This second data was taken by the researcher in the second meeting. The

result was similar to the first data before. In this data, representative was the dominant types of speech act performed by the English lecturer in STKIP PGRI Sidoarjo. There were 85 kinds of representative utterances that were used by the English lecturer during learning process which the percentage was 62%. Moreover, there were 17 kinds of directive utterances performed which the percentage was 12%, 16 kinds of expressive utterances which the percentage was 12%, 15 kinds of declarative utterance which the percentage was 11%, and the last, there were 4 kinds of commissive utterances which the percentage was 3%. It could be concluded that in the second observation conducted by the researcher, the English lecturer performed all types of speech act. Furthermore, the dominant type of speech act performed was representative.

The Third Meeting

The third meeting was the last observation. It was conducted on Tuesday, 10th of December 2019 in STKIP PGRI Sidoarjo, especially in CCU's subject of English Education Study Program's class. This observation was held at 6.30 p.m. until 7.15 p.m. The topic of this meeting was *Family: Types and Traditions (Part 3).* In this observation, the researcher found 86 utterances which included in types of speech act based on Yule's theory. The types of speech act that were used in this meeting were declaratives, representatives, expressives, directives, and commissives. Moreover, the most dominant type of speech act performed in this 3rd meeting was representative which the percentage was 35% from 100%. The complete data will be explained by the table below.

Table 4.3 The Percentage of Types of Speech Act in 3rd Meeting

No	The Types of Speech Act	The Total Occurrences	Percentages
1	Declaratives	25	29%
2	Representatives	30	35%
3	Expressives	18	21%
4	Directives	11	13%
5	Commissives	2	2%
	Total	**86**	100%

Seems like the first and the second data, this third result also had similarity. From this data, it was clear that representative was the dominant types of speech act performed by the English lecturer in STKIP PGRI Sidoarjo at the third meeting of the observation. There were 30 kinds of representative utterances that were used by the English lecturer during learning process which the percentage was 35%. Moreover, there were 25 kinds of declarative utterances performed which the percentage was 29%, 18 kinds of expressive utterances which the percentage was 21%, 11 kinds of directive utterance which the percentage was 13%, and the last, there were 2 kinds of commissive utterances which the percentage was 2%. It could be concluded that in the third observation conducted by the researcher, the English lecturer performed all types of speech act. Furthermore, the dominant type of speech act performed was representative.

The Dominant Types of Speech Act Performed by an English Lecturer

There were five types of speech act classified by Yule (1996) which were performed by the English lecturer in learning process. But, there was only one type of speech act which become the dominant type of speech act performed. From the percentages explained in findings before, from three times observations conducted by the researcher, representative was the dominant type of speech act performed by the lecturer.

Moreover, the whole data also calculated by the researcher. The researcher calculated the data from the whole observation. That was the first meeting to the third meeting. The researcher simplified the result of the observation by this following table.

Table 4.4 The Total Percentages of Types of Speech Act

No	The Types of Speech Act	The Total Occurences	Precentages
1	Declaratives	52	17%

2	Representatives	171	54%
3	Expressives	45	14%
4	Directives	36	11%
5	Commissives	11	4%
Total		**315**	100%

In this table, there were 315 utterances that could be classified as the types of speech act based on Yule's theory. The utterances that classified as representatives act were 171 utterances which the percentage was 54%. Thus, representative became the dominant types of speech act in learning process taught by the English lecturer, for the percentage of representative was the highest. In addition, the researcher also displayed the whole calculation of the types of speech act through the following diagram.
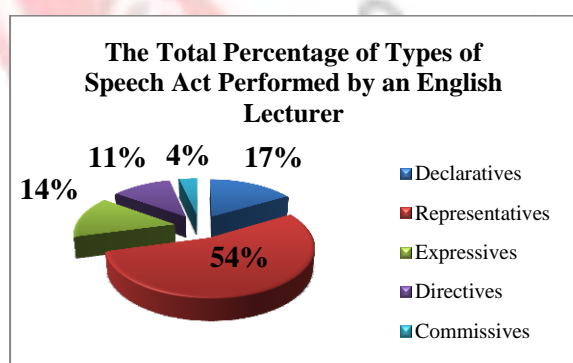
This diagram explained clearly about the types of speech acts classification analyzed by the researcher. Based on the observation, the researcher found 315 utterances performed by the lecturer which categorized as the types of speech acts according to Yule's theory. There were 52 utterances that classified as declaratives with the percentage was 17%, there were 171 utterances which classified as representatives with the percentage was 54%, there were 45 utterances which classified as expressives with the percentage was 14%, 36 utterances classified as directives with the percentage was 11%, and 11 utterances classified as commissives with the percentage was 4%.

Discussion

The types of Speech Act Performed by an English Lecturer

The observation was conducted three times to make sure the result of the data. The research questions were the types of speech act performed by the lecturer during learning process and the dominant types of speech act performed. This

research took Yule's theory to conduct this research. Yule (1996) classified the types of speech act into five categories. They were declaratives, representatives, expressives, directives, and commissives.

Declaratives

Declarative was those illocutionary acts which when it was said, something would change. Yule (1996) defined that declarative was those kinds of speech acts that changed the world via their utterance. In this case, by the utterances the speakers produced, they immediately changed the world. This type of speech act usually occurs in case like marriage and court. People who could do this type of speech acts were people who had special position by which they could change the world via their utterances. In this research, the lecturer was one of those people who could perform this type of speech act. 17% from the whole observations of the lecturer's utterances in learning process were categorized as declaratives act. In the first meeting, the utterances that were

categorized as declarative was 13%. The example was as follow:

Now, we go on in pre-reading discussion.

From the utterance, it could be seen how the lecturer changed the situation of the class. Generally, the students go on in pre-reading discussion. It meant that the lecturer changed the students' behaviour by her utterances. The lecturer could do this because she was the person with the highest social level in the class. Lecturers were socially higher than students. Therefore, the lecturer was able to perform declaratives act.

Another example of declaratives act performed by the lecturer could also be seen from the second meeting. Here, 11% utterances uttered by the lecturer in learning process. The example was as follow:

We go to a case study: Youth and the Family

The lecturer's words above were a good example of declaratives act. That example showed how the lecturer changed the situations by her utterances. Here, what she done was changing the topic discussion in learning process. The students would move to the next topic instructed by the lecturer. The lecturer in the class was the person with the most powerful position to rule the class then changed the topic discussion. She did it via her utterances meaning that she performed speech acts, in this case, declaratives act.

On the other hand, in the third meeting, declaratives act were performed 29%. This was the highest percentage of declaratives act performed than the first and the second meeting. The example was as follow:

See Common Problem among

Family Members.

By this utterance, the lecturer changed the world. Thus, this utterance was included in declaratives act. She made

the students ruled by her. This showed that she had that power of doing so which could not be done by anyone who does not have that kind of power to make rules or change the situations as what she wants. Therefore, declaratives act could only be performed by ones who have powerful position in a specific place or setting in which those declarative acts were performed. The lecturer, in this case, fulfilled such requirement to perform declarative acts.

Representatives

Representatives were those kinds of speech acts that state what the speaker believes to be the case or not (Yule, 1996 p. 53). Here the speaker stated something that the speaker believed to be true. This type of speech acts was found in the lecturer's utterances when teaching as the highest frequently occurring type which was up to 54% from the first to the third meetings. In the first meeting, representative acts performed 61%. It could be seen the example of

representative acts performed by the lecturer in the following example:

This is not kinds of family, but the function of the family.

What the lecturer said above was clearly categorized as a representative. However, still, if we followed what Yule (1996) presented, that would be acceptable to be included in representative acts. Interpreted as her belief that *this* was not kinds of family based on in her opinion, but *this* was the function of the family.

Another example also found in the second meeting. In this meeting representative acts performed 62%. It could be seen in the following:

Now talking about single parent family, I have told you last week that it is near same with what happened in Indonesia.

It could be seen clearly that this example was representatives. What the lecturer said in the example was clearly

what she believed to be the case. Here, she stated her belief about the fact that *single parent family* that they were discussing was near same with what happened in Indonesia. This was one of a good example of representatives. She could say that because she really believed that she understood about the condition of Indonesia.

By saying the utterance above, the lecturer was actually trying to remind the students and to ask the students to agree about what she said. She wanted the students to have the same idea with her about what they were discussing, that was *single parent family*. Thus, this example was categorized as representatives.

Meanwhile, in the third meeting, representative acts performed 35%. This was also the highest frequently occurring type of speech acts performed during learning process. The example was as follow:

Actually, there is different problem faced by boys and girls dealing with achievement.

As like the first and second examples, the third example here also showed that the lecturer believed about something, in this case, about the achievement of boys and girls. She believed that in achievement field, the problems faced by boys and girls were not same. That was different. The lecturer wanted to show the students about what she believed in the case. Thus, it could be said that the lecturer in the example above was performing representatives.

Expressives

When the speakers said something about what they felt like "I'm sorry", "It's wonderful!", or "Great!" they actually were performing expressives speech acts. Yule (1996) stated that they may express pleasure, pain, likes, dislikes, joy, or sorrow. In this research, the researcher found 45 utterances which categorized as

expressives act in the whole meetings. It could be said 14% from 100%.

In the first meeting, expressive acts were performed 12% by the lecturer. This was no wonder since the lecturer was also one of humans being who needs to express what they felt. She even did this as well when teaching. The following was the example of the lecturer utterances recognized as expressives.

Mbak Aida, read pre-reading vocabulary definitions!

...

Okay good.

In this example, the lecturer gave her response about something in the class done by the students. Her response here recognized as expressives. A certain condition was done by the students in the class and the lecturer felt that this situation was good as what she said. Here, it could be seen how the lecturer express what she felt through the words she said. Therefore,

this utterance was one of expressives that the lecturer performed.

On the other hand, appreciating what the students' done and make them feel good for it were important in teaching. They would encourage the students and make them feel confident to try to share their ideas. This was the situation in this class. The students could be enthusiastic to join the class and enjoy the class, even though only say "Good!". This was then the result when the teacher always appreciated the students. This created an enjoyable atmosphere to study.

Another example was found in the second meeting. In this meeting, expressives act performed 12%. The following was the example.

What were the problems between

Carol and her parents?

.....

Yeah. A Love Story between Carol

and Bill.

The situation of the example was that the lecturer asked to the students about the problems happened between Carol and her parents. By the answer given by the students, the lecturer agreed with that. Then the lecturer responded *yeah, a love story between Carol and Bill.* This utterance showed that the lecturer expressed her agreement of the answer given by her students. In this case, the lecturer was performing expressives act.

In the third meeting, expressives also performed by the lecturer. In this session, expressives performed 21%. The example was in the following:

Alright, in two hundred and one, could you please read number 1?

.....

Thank you.

In this example, the situation was the lecturer asked her students to read something on page two hundred and one. For this, the lecturer expressed her thankfulness by saying *thank you* to her

students. Therefore, this part was also categorized into expressives.

In addition, this example showed that the lecturer appreciated every single thing that her students done even if it was only a little thing. She said *thank you* to her students in order to show that she appreciates what her students have done. This certainly made the students feel respected and it was good to build a good relationship between a teacher and students. This was one of the lecturer strong points as a good lecturer.

Directives

Directives were those kinds of speech acts that speakers use to get someone else to do something (Yule, 1996 p. 54). This was the speech acts classification which could be used to perform a command, request, suggestion, and so on. If it was used, it could be used to make someone to do something by an utterance. In this research, the lecturer was in a position in which it was acceptable for

her to ask someone, in this case, her students, to do something as what she told the students to do. This was because lecturers socially had the highest position in the class. They ruled the class, managed the class, and controled it. This was also what works on the lecturer as a lecturer. The researcher found this type of speech act in learning process, which was up to 11% from the three meetings.

In the first meeting, it was conducted by the researcher, 9% utterances performed by the lecturer which were included in directives act. This was not really high frequently occurring type of speech acts performed during learning process, but this was always performed in learning process. The example was as follow:

Mbak Dinny, can you read the first paragraph for the whole class?

In this example, the lecturer asked her student, *Mbak Dinny*, to read the first paragraph for the whole class. This was

clear that the lecturer made her student do what she told her to do. By her utterance, she managed to make *Mbak Dinny* do something. Thus, this utterance was categorized into directives.

Moreover, being able to make someone, in this case, the students, to do something, was also one of important things for a lecturer. When the students really do exactly what the lecturer asks them to do, it may proves some points like the students really respect the lecturer and there was a good relationship among the students and the teacher. It was good to create an effective teaching-learning process.

Meanwhile, in the second meeting, directives were also performed. 12% utterances performed were categorized into directives act. The example was as in the following:

What I mean here is you have to

listen to your children and you have

to involve your children in every

discussion and something or

discussion or decision.

From this example, it could be seen that there was intended meaning from the utterance performed by the lecturer. In this example, the lecturer asked the students to have a good communication or discussion to their children in all condition. The lecturer gave a command to her students indirectly by saying "*you have to listen to your children and you have to involve your children in every discussion ...*". This meant that the lecturer made the students did something by her utterances. For this reason then these utterances were categorized into directives.

In addition, seeing more carefully, this example was different from the previous one. In the previous example, the lecturer asked the students to do something in the same time. She asked her students to read a paragraph. However, in this example, the lecturer asked her students to do something beyond the learning process. It seems like suggestion that must be done

by the students. This was because the topic discussion in the class was about family. It was one more good point of the lecturer that in the class, during learning process, the students did not only learn something theoretically, but also related it into the real life.

Another example also found by the researcher in the third meeting. Here, 13% utterances were recognized as directives. The example of directives in this meeting could be seen as follows:

In pairs or small groups, discuss the situations and answer the questions that followed.

This example showed that the lecturer asked her students to do something. Firstly, the lecturer asked the students to make a small group or pairs. Then, she asked her students to discuss the certain situations. After that, the students were asked to answer the questions that followed. This was also categorized as directives since what the lecturer said

make someone, in this case, the students, do something.

Looking this example from another point of view, it would be found that this was one of the lecturer's strong points as a a good lecturer. She knew how to create her students' critical thinking by doing group discussion. She knew how to bring back her students confidence in arguing something. She wanted her students to be able to understand, face, or even take an action of a certain situation in a good ways. Discussing in group meant that every person was social humans. Everything would be easier if there were more than one mind handling some case.

Commissives

Yule (1996) explained that commissives were kinds of speech acts that could be used to commit what we had planned to do in future time. He also proposed some kinds of expressions of commissives like promises, threats, refusals, and pledges. In this research, this

type of speech acts was the lowest type performed by the lecturer in learning process based on the observation conducted by the researcher. The percentage of this type of speech acts from the whole meeting was 4%. In the first meeting, only 5% utterances performed that categorized as commissives. The example of utterance was as follow:

Today I'm going to talk about rescheduling our schedule in this second mid-term.

This example was found by the researcher in the first meeting of learning process which was categorized as commissives. In this situation, the lecturer uttered the utterance which consisted of a statement about future action. It was what she stated to do in the future time that in this case was rescheduling their schedule. Thus, this example was included in commissive acts.

Another example also found in the second meeting. With the same lowest type from the other type of speech act performed in this meeting. 3% utterances performed known as commissives act. The example was as follow:

Now we are going to talk about how parents in United States educate the children and the way they are communicating with the children.

This example showed that the lecturer told the topic that would be discussed at that time. That was the way parents in United States educated and communicated with the children. This was important to tell the students at the beginning what were going to discuss in a learning process. This was to make the students easier to specify the topic discussion in a learning process.

See in more detail this example, although there was no word 'will' which indicated a future action or promise, the word 'are going to' could also be treated as an indication of a future action. "We are going to talk" here meant the same as "We

will talk". Moreover, 'are going to' was stronger than 'will'. 'Will' was used to explain planning which that was still a plan. There was no certainty it would be really done or not. Meanwhile, 'be going to' was used to explain planning that would be really done. This was because the lecturer had the highest social position in the class, so that she had an authority to decide what topic that would be discussed. For this reason, this example was categorized as commissives.

Commissive acts were also found in the third meeting. 2% utterances performed in learning process which known as commissives. This was the lowest frequently occurring type of speech acts performed in this research. The example of commissives in this meeting could be seen as follows:

If you have no question, if you

have time, please read chapter 2,

Education: Values and

Expectations.

That will be discussed next week.

This example was very clear recognized as commissives act. The last utterance from this example, the lecturer said that the next topic discussion in that class was chapter two, that was about *Education: Values and Expectations*, and it would be discussed next week. Thus this example was recognized as commissives.

Moreover, this example showed that the lecturer gave the students clue about the topic discussion for next meeting. It made the students prepare about the topic. The lecturer gave the students chance to learn personally first about the topic before discussed in the class. This was again, one of the lecturer strong points as a good lecturer.

Conducting the observation, the data result from the first to the third observation was same even though the percentages were different. The types of speech act performed by the lecturer were declaratives, representatives, expressives,

directives, and commissives. This was the proof that all types of speech act written by Yule (1996) were performed in learning process. While the dominant type of speech act performed from the first to the third observation was representative act. The percentage of the representative act in the first observation was 61%, the second observation was 62%, and the third observation was 35%. Moreover, the total percentage of representative act from the three observations was 54%.

The Dominant Type of Speech Act Performed by an English Lecturer

In findings and discussion, the data showed the dominant type of speech act performed by the lecturer was representative. This could be proven by the result of observations conducted by the researcher. There were 315 utterances found by the researcher. 171 utterances were classified as representative with the percentage was 54%. This was even more than a half of total percentage or utterances performed by the lecturer. Thus,

representative was the dominant types of speech act performed by the lecturer.

Therefore, the researcher concluded that representative act could not be separated from people in communication. The topic of the discussion could be one of the causes of what types of speech act were performed and what dominant type of speech act performed. Based on the researcher observation, the intended meaning of utterances which used representatives were about expressed what the lecturer's believe to be the case or not dealing with the topic discussed.

Moreover, the topic discussed in this research was reading based, where the lecturer should explain more to make the students got the point of the discussion. The topic was about *Family: Types and Traditions*. There was discussion between the lecturer and the students in this learning process, but the lecturer explained more to make them clear and understand about what they were discussing. The lecturer chose the proper speech act to be

delivered to this class. The lecturer performed the chosen utterances that will be understood easily by the students. The lecturer took the suitable way to teach this class in order the teaching learning process could run well. This was to minimize misunderstanding and misinterpreting between the lecturer and the students in the class.

After conducted a quick interview with the lecturer as the subject of this research, the researcher could state that in this research, the lecturer explained the material more. It happened because the material conveyed by the lecturer in those meetings should be explained more by the lecturer. This was done in order the students would be easier to understand the material conveyed. Here, the lecturer applied teacher centre classroom strategy, where in this learning process, the lecturer's action would be more dominant than the students'. This also depended on what class the lecturer taught. In this case, the class that the lecturer taught was

evening class, which the atmosphere and the students' condition were different from the other class, let's say morning class. The students in evening class have done their activity in whole day which make them sometimes tired or sleepy in the class. Therefore, lecturing was chosen by the lecturer to teach this class. Thus, the lecturer should threat them differently. When the lecturer applied speech act, she would apply not based on her condition, but the students' condition. She had to understand the students' condition, and then she could choose the suitable speech act performed in teaching. This was also the reason why representative became the dominant type of speech act performed by the lecturer in this research.

REFERENCES

Altikriti, S. F. (2011). Speech Act Analysis to Short Stories. *Journal of Language Teaching and Research*, Vol. 2, No. 6, pp. 1374-1384.

Austin, J. L. (1962). *How to do things with words.* Oxford: Oxford University Press.

Baktir, H. (2012). SPEECH ACT THEORY; AUSTIN AND SEARLE: DERRIDA'S RESPONSE AND. *Military Technical Academy Publishing House*, Vo. V No. 2.

Garcez, A. (2011). Production and Analysis of Video Recordings in Qualitative Research. *Educação e Pesquisa, São Paulo*, 251.

Igwedibia, A. (2017). Grice'sConversational Implicature: A Pragmatics Analysis of Selected Poems of Audre Lorde. *International Journal of Applied Linguistics & English Literature*, 7(1):120-129.

Larocca, A. M. (2004). Autoscopia: um procedimento de pesquisa e de formação. *Educação e Pesquisa, São Paulo*.

Paltridge, B. (2006). *"Discourse Analysis"*. New York: British Library Cataloguing-in-.

Rahardi, K. (2005). *"PRAGMATIK Kesatuan Imperatif Bahasa Indonesia"*. Jakarta: Penerbit Erlangga.

Richard, J. C. (2003). *Longman Dictionary of LanguageTeaching and Applied Linguistics, 3rd Edition.* London: Longman.

Searle, J. R. (1969). *SPEECH ACTS "An Essay in the Philosophy of Language"*. United Kingdom: Cambridge University Press.

Searle, J. R. (1975). A Taxonomy of Illocutionary Acts. In Günderson, K. (ed.). *Language, Mind, and Knowledge, Minneapolis*, 7.

Searle, J. R. (1979). *A Classification of Illocutionary Acts. In Andy Rogers Bob Wall and P. Murphy (ed.s), Proceeding of Texts Conference on Performatives. Prepositions and Implicatures.* Washington, Dc: Center for Applied Linguistics.

SHOLAWAT, L. F. (2017). *AN ANALYSIS TYPES OF SPEECH ACT USED BY ENGLISH TEACHER IN ENGLISH TEACHING LEARNING PROCESS AT MTS AL-WAHHAB BAGO KRADENAN IN ACADEMIC YEAR 2016/2017.* Surakarta: THE STATE ISLAMIC INSTITUTE OF SURAKARTA.

Thomas, J. (2013). *Meaning In Interaction: An Introduction to Pragmatics.* USA: Routledge.

UMAR, T. F. (2016). *The Analysis of Speech Act of President Joko Widodo at APEC Forum.* Makassar: ALAUDDIN STATE ISLAMIC UNIVERSITY MAKASSAR.

Yule, G. (1996). *Pragmatics.* Oxford: Oxford University Press.