

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter aims at discussing the finding of the research based on the result analysis the types of speech act performed by an English lecturer in STKIP PGRI Sidoarjo. There are two points that will be explained in this chapter. They are findings and discussion.

#### **4.1 Findings**

This part was related to the findings of the research conducted by the researcher that was the type of speech act performed by an English lecturer in STKIP PGRI Sidoarjo during learning process. The researcher divided the findings into two parts. They were the types of speech act performed by an English lecturer and the dominant types of speech act performed by an English lecturer.

##### **4.1.1 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, representatives, 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:

#### **4.1.1.1 The First Meeting**

The first meeting was conducted on Tuesday, 26<sup>th</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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%
<b>Total</b>		<b>92</b>	<b>100%</b>

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.

#### 4.1.1.2 The Second Meeting

In line with the first meeting, the second meeting was conducted on Tuesday, 3<sup>rd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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%
<b>Total</b>		<b>137</b>	<b>100%</b>

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.

#### 4.1.1.3 The Third Meeting

The third meeting was the last observation. It was conducted on Tuesday, 10<sup>th</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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%
<b>Total</b>		<b>86</b>	<b>100%</b>

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.

#### **4.1.2 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.

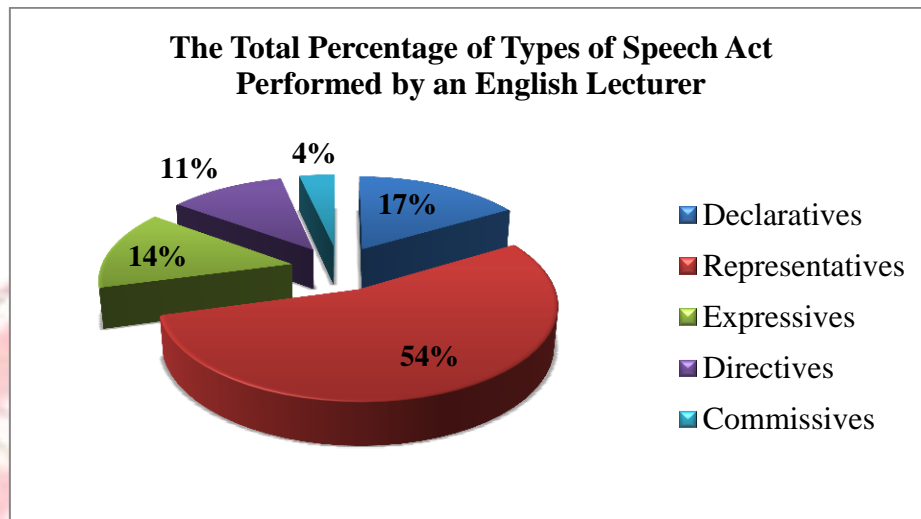
**Table 4.4 The Total Percentages of Types of Speech Act**

No	The Types of Speech Act	The Total Occurences	Percentages
1	Declaratives	52	17%
2	Representatives	171	54%
3	Expressives	45	14%
4	Directives	36	11%
5	Commissives	11	4%
<b>Total</b>		<b>315</b>	<b>100%</b>

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.



**Figure 4.1 The Total Percentage of Types of Speech Act Performed by an English Lecturer**



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%.

#### **4.2 Discussion**

This part consisted of the discussion of this research. This research was conducted in STKIP PGRI Sidoarjo. The English lecturer was the subject of

this research. The object was the lecturer's utterance performed during learning process. This research was qualitative research, because it was the best research design to get the valid data and depth data to answer the research questions. Seems like findings, in this section, the researcher clarified this discussion into two parts. They were the types of speech act performed by an English lecturer and the dominant types of speech act performed by an English lecturer.

#### **4.2.1 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.

##### **4.2.1.1 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.

#### 4.2.1.2 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.

#### **4.2.1.3 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.

#### 4.2.1.4 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 controlled 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 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.

#### **4.2.1.5 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%.

## 4.2.2 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.

