

ANALYZING SPEECH ACT OF LECTURER AND STUDENTS IN CLASS DISCUSSION AT ENGLISH DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH MAKASSAR

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ABSTRACT

The aims from this research are to find out the kinds of speech acts that mostly appeared in class discussion. The approach employed in this research is qualitative approach. The type of this research belongs to discourse analysis (DA). Data collection of this research was conducted through (1) video recording, and (2) observation. The data gathered in analyzing kinds of speech acts, functions of speech acts, and implication of speech acts in class discussion. The research result shows that of all the kinds of speech acts used by lecturer and students, illocutionary act is the speech act that mostly appeared in class discussion.

Keywords: *Speech Act of Lecturer and Students, Class Discussion*

A. INTRODUCTION

Speech act is a kind of verbal communication. The words speech acts are derived from two words, they are speech and act. Speech is the utterance that occurs and act means action. Using a language is an activity of performing speech acts, the acts such as asking questions, giving commands, making statements, making promises and so on. We cannot get rid of using speech acts when speaking, explaining, giving information, showing our feelings and so on (Wajdi, 2012).

When people speak, they perform certain acts within speech even in a situation. In order to interpret any natural language utterance within a normal human conversation, it is not enough to know the grammatical category of all the words in the utterance, nor the conventional meaning associated with each word, nor even how such meanings combine to form an overall sentential meaning. Before being able to describe a particular meaning (specifically that intended by the speaker) to any utterance, a hearer must have a clear idea of the context in which such an utterance occurs.

According to standard theory, sentence never stand alone as simple proportional content, they are used to perform some functions. Every speech act will have associated with some set of possible proportional content (Jacobs, 1989: 345-365). That is the reason why people have to interpret the meaning of communication or language through speech acts. Many times, in conversation people not only say but also force the hearer to do something. According to Rozik (1989), learners of all languages tend to have difficulty in understanding the intended meaning communicated by a speech act, or producing a speech act using appropriate language and manner in the language being learned. Based on Austin's point of view in Levinson (1969: 12), speech acts are divided into three parts. They are locutionary act, illocutionary act and perlocutionary act.

Locutionary act means performing the act of saying something (Wijana, 1996: 17). The purpose of this is just to inform the reader. Usually locutionary is considered as linguistic meaning. Second is illocutionary act, it means that performing an act of doing something (Wijana 1996: 18). The illocutionary act is analyzed based on context; it is about what's going on behind the text. Context is the background knowledge assumed to be shared by speaker and hearer and which contributes to their interpretation of what is means by given utterance (Leech, 1983: 13). For example *It feels hot, isn't?"* To find the illocutionary aspect in this sentence, it ought to relate to the context when this utterance occurs. The

last one is perlocutionary act. Perlocutionary act means the act of affecting someone (Wijana, 1996: 20). In perlocutionary, there is an influence affect. The speaker tries to influence the hearer to do what he/she wants to do.

Communication between teacher and students can be in the form of spoken or written in teaching and learning process, It is called as teacher 's talk and students' talk. Commonly, most of teachers using spoken language in presenting the material. Those communication is more efficient and easy to be understood. As a model this case, teachers are not only demanded to have good competence in transferring the knowledge. Besides, teachers as a model have to use the language appropriately to achieve the learning objective and to build up effective communication between teacher and students in the classroom. The study of how teachers and students use language in classroom is important not only for teachers, but all those concerned with the social functions of education (Lemke, 1989). To a great extent, the language used by teachers and students in classroom determines what is learned and how learning takes place.

In daily social interaction, there is a time when person is required to organize the speech in order to be understood, accepted and even followed by someone as hearer. That's way many teachers or lecturer applied various methods in teaching English that require the students to speak in the classroom or build up interaction among them. One of methods that can be used in teaching English is class discussion. Discussion method is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation (Wilkinson, 2009). According to Sitarama (2001), during discussions, students bring out different explanations, hypotheses and arguments on the various issues in the case depending on their knowledge and experience. During this process of discussion, they get their explanations or hypotheses evaluated by the instructor and peers and also listen and evaluate other speakers' explanations. This process is crucial in the knowledge integration in the student.

Class discussion enables the exchange of information, thought, feeling and idea and requires students to speak more about an event and that becomes the reason that the researcher conducted a research under the title, "***Analyzing Speech Act of Lecturer and Students in Class Discussion at English Department of Universitas Muhammadiyah Makassar***".

B. LITERATURE REVIEW

1. Speech Act

The idea of speech acts has its roots in the Philosophy of Language. J.L. Austin (1962) was the first one who wanted to capture the fact that there is more in the function of language than semantics. Speech Act Theory is concerned with the ways in which language can be used. A speech act is an action performed by means of language. People perform speech acts when they offer an apology, a greeting, a request, a complaint, an invitation, a compliment or a refusal (Austin, 1962). According to Cohen (1996) a speech act is a minimal functional unit in human communication. Just as a word (refusal) is the smallest free form found in language and a morpheme is the smallest unit of language that carries information about meaning (in refusal makes it a noun), the basic unit of communication is a speech act (the speech act of refusal).

There are all sorts of things we can do with words. It may become statements, requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on. In his famous work, *How to do Things with Words 1953*), J. L. Austin outlined his Theory of Speech Acts and the concept of performative language, in which to say something is to do something. In uttering the sentences, we must first clarify in what ways in uttering a sentence, one might be said to be performing action. Austin isolated three kinds of acts that are simultaneously performed:

a. Locutionary

According to Austin (1969) in Pokharel (2009), in linguistics and the philosophy of mind, a locutionary act is the performance of an utterance, and hence of a speech act. A speech act should be analyzed as a locutionary act (i.e. the actual utterance and its ostensible meaning, comprising phonetic, phatic and rhetic acts corresponding to the verbal, syntactic and semantic aspects of any meaningful utterance).

b. Illocutionary act

Illocutionary act is considered as the core of the theory of speech act. An illocutionary act is the action performed by the speaker in producing certain a given utterance. The illocutionary act is closely connected with the speaker's intention. (Justova, 2006). According to Austin in Oishi (2006), the making of a statement, offer, and promise in uttering a sentence, by virtue of conventional force is associated with it (or with its explicit performative paraphrase).

c. Perlocutionary

According to Iwanov, perlocutionary act is an act by which the illocution produces a certain effect in or exerts a certain influence on the addressee. The perlocutionary act represents a consequence of the speaker's utterance. The speaker does not have full control over the perlocutionary effect though. The actual influence that is realized is not always predictable. A speaker may have control over illocutionary force in the utterance "open the safe now or else!" but the speaker cannot control what the perlocutionary effect will be. The addressee could open the safe or the addressee could have a heart attack. The effects on the audience by means of uttering the sentence have such effects being special to the circumstances of utterance.

2. Classroom Discussion

Discussions in the classroom can lead to greater student understanding but this does not automatically happen. Discussions can be fruitful when the teacher is clear on the reasons for conducting discussions, adopts approaches for making the discussions productive, and is comfortable with the various roles the teacher must play in discussions.

Discussions are well suited to facilitate a number of course goals. As stated by Lowman, "In addition to clarifying content, teaching rational thinking, and highlighting affective judgments, discussion is particularly effective at increasing student involvement and active learning in classes" (Lowman, 1995: 164). Discussion engages students in what they are presented with in lectures or other class assignments. Discussion approaches are effective in developing students' thinking skills and higher-level learning such as application, analysis, synthesis, and evaluation (Bloom, 1956) and also creativity (Anderson and Krathwohl, 2001; Bligh, 2000).

Discussion can help students acquire better communication skills as they learn to present their ideas clearly and briefly; it also provides opportunities to practice listening to, and following what, others are saying. In addition, discussions can contribute to students' affective development by increasing their interest in a variety of subjects, helping to clarify their values, and aiding in recognizing and perhaps changing some attitudes.

As a teaching method, discussion permits students to be active in their own learning, which increases their motivation to learn and makes the process more interesting. Finally, discussion provides feedback to you about your students' acquisition of learning through questions, comments, elaborations, and justifications. These interactions allow you to plumb the depths of students' understanding.

Like all teaching methods, discussion approaches have their limitations as well as their strengths. Discussions are not an effective way to cover a significant amount of content, and they are time consuming, requiring more preparation and class time. However, even when you are very well prepared, the discussion may not follow the direction you anticipated, resulting in less control. To some extent, you must go where the students' questions and interests take the group, which may not be consistent with your initial plan. It can also be difficult to get students to participate in a discussion, particularly when some of them may not even know how to effectively participate. Finally, a topic may be very controversial or elicit excessive emotional reactions. Discussion is a complex teaching method that requires careful planning and preparation for both you and your students (Brookfield and Preskill, 2005).

C. METHOD

The design of this research was a descriptive qualitative method since it analyzed the data in the form of words descriptively, not in the form of percentage or numeral, based on the theory of speech acts. In analyzing the data, the researcher used the theory of speech acts proposed by J.L Austin (1962). The researcher analyzed and described the speech acts that mostly appear in class discussion produced by one lecturer and 35 students at English department of Muhammadiyah University of Makassar.

D. DISCUSSION

1. Kinds of Speech Acts in Class Discussion

a. Locutionary

This kind of speech acts which involves a speech at clause or sentence boundary. In this case one clause is in one language and the other in another language as the following extracts:

Extract 1

L	: <i>Class... I don't ask you to memorize your opinion. That is your own opinion... Why do you have to memorize? It's your opinion, don't memorize.</i>
L	: nadika....ok yes...can you stand up please? What is your point of view about early marriage?

The extract above reveals the use of locutionary speech acts. It is proved by the lecturer's speech in line one and two, "*Class... I don't ask you to memorize your opinion. That is your own opinion... Why do you have to memorize? It's your opinion, don't memorize*". In this case, the lecturer gave the explanation and instruction for the students without expecting from the students respond, she just reminded. The lecturer gave the condition without expecting respond from the students.

Extract 2

S	: <u>I think about...I think about the early marriage....this two couple...two couple who marriage under the age of eighteen years and they are still doing education. And then early because the position of parent, so the early marriage is because match making of parents</u>
L	: Okay, thank you. Good...yes next...what is your point of view about early marriage?

The above extract presents some locutionary acts. They reveals in line one when the students explained, "*I think about...I think about the early marriage....this two couple...two couple who marriage under the age of eighteen years and they are still doing education. And then early because the position of parent, so the early marriage is because match making of parents*". It is proven that the student used locutionary acts because he explained without expect to get the responds from the listeners. The other locutionary act in this extract is shown by the lecture's speech. The lecturer said "*okay, thank you. Good..*". It means the lecturer give statement without getting responding from the listener. She just gave reward without some expectations.

Extract 3

L	: <u>The other one, just now, oke there are two point. The first one, it's oke going steady is good as long as you know the limitation. The second one, going steady before married is really important because you have to know the family....the family of your boyfriend or girlfriend. You have to know the family. So if you eee....you will be regret, akan menyesal..ya... if you going steady after married because you don't know well about the family, the characteristic of your family....your candidate family...ya</u>
S	: I think mam....ee..without..e..e going study

The extract above shows the use of locutionary act. It is proven when the lecturer said "*The other one, just now, oke there are two point. The first one, it's oke going steady is good as long as you know the limitation. The second one, going steady before married is really important because you have to know the family....the family of your boyfriend or girlfriend. You have to know the family. So if you eee....you will be regret, akan menyesal..ya... if you going steady after married because you don't know well about the family, the characteristic of your family....your candidate family...ya*". In this case, the lecturer gave her opinion without expectation that her students gave the responds of her opinion. The lecturer just gave the explanation.

b. Illocutionary

This kind of illocutionary of different types occurring within the clause boundary, including within the word boundary, or translations of words or phrase substitution within a sentences the following extracts.

Extract 4

L	: <u>hi class...can you pick up the rubbish please?</u>
	(every one in the class are picking up the rubbish)
L	: ok..... well...good afternoon
Ss	: good afternoon

The extract above presents the use of illocutionary acts. It is proved when the lecturer comma. Ended to pick up the rubbish in line one, it means there is an utterance that ask to do something. In this case, the lecturer expected the students can pick up the rubbish, therefore the lecturer want to the listener (students) to do what she said by action. There is indirectly force that was used by the lecturer to make the students respond to her utterance or speech. This situation the lecturer has an authority to make the students do what she said because she controlled the class. The lecturer expected that the students can do what she has said.

Extract 5

L : oke riswanto....oke riswanto because ahmmmm you look like celebrity from korea I need your opinion about ee k pop. Please. What do you think about this....stand up please....stand up....try to say something about this one.

S : about?

L : k pop

S : in my opinion about k pop in Indonesia. I think it is not good because k pop had broke the culture of Indonesia like fashion ee style and ...and life style and life. I think that's al;

L : oke thank you..next...hmmm wirdah

Extract 5 showed the use of illocutionary acts. It was proved in line one to four and line thirteen when the lecturer said '*oke Riswanto....oke riswanto because ahmmmm you look like celebrity from Korea I need your opinion about ee k pop. Please. What do you think about this....stand up please....stand up....try to say something about this one.*' And '*Oke thank you..next...hmmm wirdah*'. From this utterance, it can be revealed that the lecturer ask the students to state his opinion. It means that there is expectation that the lecturer wanted to get from the listener, in this case students. Not only that but also the lecturer gave thank to the students and asked the other student to state her opinion.

Extract 6

L : so what do you think about early marriage?

S : I think...agree with nurdiah...not problem early marriage so early marriage if not school, we have early marriage, we have effect, positive and negative.

The above extract revealed the use of illocutionary acts. It is proved by lecturer's utterance, '*so what do you think about early marriage?*'. In this case the lecturer asked the students to share the opinion in class discussion. The lecturer expected the students' respond by action. In this case the action was sharing her opinion. Therefore the lecturer used illocutionary in reiterate the student to do what she wanted.

c. Perlocutionary

The other type of speech acts is perlocutionary which includes action or feedback from the speaker to the listener. It reveals in the following extracts:

Extract 7

L	: Hi class...can you pick up the rubbish please?
	<u>(every one in the class were picking up the rubbish)</u>
L	: ok..... well...good afternoon
Ss	: good afternoon

Extract above revealed the usage of perlocutionary act. It was proven when the lecturer asked her students to pick up the rubbish and there were responds from the students. All the students directly picked the rubbish into the dustbins. After instructions from the teacher, the students gave feedback by doing the action. It means there is perlocutionary act because what the lectures expected would be true by the students' actions.

Extract 8

L	: Okay thank you...oke well class...you have good and smart idea and opinion, that's very nice. im proud of you.
Ss	: <u>Clap hand/ give applause</u>
L	: Ya...you can give applause. Because you can state your opinion by looking at the aspect like in positive and negative. Well...class...mmm...when you have same idea or...aaa... you don't think so about the idea, actually you can say...aaa...for example....aaa...what is your name?

The extract above revealed the use of perlocutionary act. It was proven in line two when the students clapped their hand or gave applause. It means there is perlocutionary acts before that said by the lecturer. The lecturer said "*okay thank you...oke well class...you have good and smart idea and opinion, that's very nice. I'm proud of you*". After saying that statement, the students gave applause to their friend. It means there is respond from the listener through the speaker (lecturer) has said.

Extract 9

L	: <u>oke I will count one until four please....</u>
	<i><u>Everybody was counting</u></i>
L	: <u>oke group one there, group two there, group three there and group four here. Okay now...hurry up</u>
	<i><u>Everyone was trying to find their group</u></i>
L	: <u>hello...make a small group</u>
	<i><u>All students were discussing their topic</u></i>

From the extracts above, it is shown that the lecturer gave instructions. The students responded by doing the action. It was proven when the lecturer said “*oke I will count one until four please....*” And the students gave respond by counting their selves. It means that this extract used perlocutionary act. It reveals from the lecturer’s utterance and the students’ actions.

After analyzing all the data of speech acts, the researcher had created a table about the frequencies of the types of speech acts that the teacher used in three recordings and observations. The table is described the use of speech acts in classroom discussion by using four phase in teaching-learning process.

From finding above the researcher found the use of kinds speech act in class discussion. It was found that there are three types of speech acts in finding. They are locutionary, illocutionary, and perlocutionary.

First, Locutionary act is the utterance that used of the lecturer without expectation in form of action from the students. It is can be found in extract 1, extract 2 , and extract 3. For example in extract 1, when the lecturer stated, “*Class... I don’t ask you to memorize your opinion. That is your own opinion...Why do you have to memorize? It’s your opinion, don’t memorize*”. In this case the lecturer used locutionary acts as kinds of speech acts. According to Austin (1962), locutionary is the performance of an utterance, and hence of a speech act. It means that the speaker just gives the statement without hoping anything from the listener in forming as action.

Second, Illocutionary act is the utterance that used of the lecturer that expect responds from what her said. Illocutionary acts can be found in extract 4, extract 5, and extract 6.

For example in extract 4, the lecturer commanded, “*hi class...can you pick up the rubbish please?*”, and the student responded by picking up the rubbish. According Austin (1962), Illocutionary is the action performed by the speaker in producing certain a given utterance. The illocutionary act is closely connected with the speaker’s intention. It means that there is an aim or purpose that the lecturer said by telling the utterance. All the extracts are the result of analysis in findings. The extract presents in data display and observation checklist.

The last is Perlocutionary acts. Perlocutionary act is the action that done by the listener or students when the lecturer gave commanding or asking to them. The perlocutionary acts can be found in extract 7, extract 8, and extract 9. For example in extract 7, when the teacher commanded to pick up the rubbish, the students picked up the rubbish into the dustbin. According to Iwanov (1985: 124), when the students responded what the lecturer said by doing an action , it means that there is perlocutionary act there. The proof of perlocutionary acts can be found in observation checklist. It means there are utterance that used by the lecturer in perlocutionary acts.

According to the finding above, the researcher found the lecturer and the students tended to use illocutionary acts more frequently than both locutionary and perlocutionary. It is proven by analysing in observation checklist. The kind of speech act that mostly appeared in class discussion is illocutionary because in class discussion, the lecturer always asked the students to respond her questions. The students responded what the lecturer asked by doing actions. According to Iwanov (1985), when the students responded what the lecturer said by doing an action, it means that there is perlocutionary act there. The proof of perlocutionary acts can be found in observation checklist.

E. CONCLUSION

This research reports the study of speech acts of lecturer and students at English Department of Universitas Muhammadiyah Makassar by using discourse analysis approach. The aims from the research are to find kinds of speech acts in class discussion. The researcher found the use of three kinds of speech acts. They are locutionary, illocutionary, and perlocutionary acts. The research result shows that of all the kinds of speech acts used by lecturer and students, illocutionary act is the speech act that mostly appeared in class discussion. This research also shows that there are five functions of

speech acts identified in class discussion; assertive or representative, directive, commissive, expressive, and declarative.

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last one is perlocutionary act. Perlocutionary act means the act of affecting someone (Wijana, 1996: 20). In perlocutionary, there is an influence affect. The speaker tries to influence the hearer to do what he/she wants to do.

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In daily social interaction, there is a time when person is required to organize the speech in order to be understood, accepted and even followed by someone as hearer. That's way many teachers or lecturer applied various methods in teaching English that require the students to speak in the classroom or build up interaction among them. One of methods that can be used in teaching English is class discussion. Discussion method is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation (Wilkinson, 2009). According to Sitarama (2001), during discussions, students bring out different explanations, hypotheses and arguments on the various issues in the case depending on their knowledge and experience. During this process of discussion, they get their explanations or hypotheses evaluated by the instructor and peers and also listen and evaluate other speakers' explanations. This process is crucial in the knowledge integration in the student.

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B. LITERATURE REVIEW

1. Speech Act

The idea of speech acts has its roots in the Philosophy of Language. J.L. Austin (1962) was the first one who wanted to capture the fact that there is more in the function of language than semantics. Speech Act Theory is concerned with the ways in which language can be used. A speech act is an action performed by means of language. People perform speech acts when they offer an apology, a greeting, a request, a complaint, an invitation, a compliment or a refusal (Austin, 1962). According to Cohen (1996) a speech act is a minimal functional unit in human communication. Just as a word (refusal) is the smallest free form found in language and a morpheme is the smallest unit of language that carries information about meaning (in refusal makes it a noun), the basic unit of communication is a speech act (the speech act of refusal).

There are all sorts of things we can do with words. It may become statements, requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on. In his famous work, *How to do Things with Words 1953*), J. L. Austin outlined his Theory of Speech Acts and the concept of performative language, in which to say something is to do something. In uttering the sentences, we must first clarify in what ways in uttering a sentence, one might be said to be performing action. Austin isolated three kinds of acts that are simultaneously performed:

a. Locutionary

According to Austin (1969) in Pokharel (2009), in linguistics and the philosophy of mind, a locutionary act is the performance of an utterance, and hence of a speech act. A speech act should be analyzed as a locutionary act (i.e. the actual utterance and its ostensible meaning, comprising phonetic, phatic and rhetic acts corresponding to the verbal, syntactic and semantic aspects of any meaningful utterance).

b. Illocutionary act

Illocutionary act is considered as the core of the theory of speech act. An illocutionary act is the action performed by the speaker in producing certain a given utterance. The illocutionary act is closely connected with the speaker's intention. (Justova, 2006). According to Austin in Oishi (2006), the making of a statement, offer, and promise in uttering a sentence, by virtue of conventional force is associated with it (or with its explicit performative paraphrase).

c. Perlocutionary

According to Iwanov, perlocutionary act is an act by which the illocution produces a certain effect in or exerts a certain influence on the addressee. The perlocutionary act represents a consequence of the speaker's utterance. The speaker does not have full control over the perlocutionary effect though. The actual influence that is realized is not always predictable. A speaker may have control over illocutionary force in the utterance "open the safe now or else!" but the speaker cannot control what the perlocutionary effect will be. The addressee could open the safe or the addressee could have a heart attack. The effects on the audience by means of uttering the sentence have such effects being special to the circumstances of utterance.

2. Classroom Discussion

Discussions in the classroom can lead to greater student understanding but this does not automatically happen. Discussions can be fruitful when the teacher is clear on the reasons for conducting discussions, adopts approaches for making the discussions productive, and is comfortable with the various roles the teacher must play in discussions.

Discussions are well suited to facilitate a number of course goals. As stated by Lowman, "In addition to clarifying content, teaching rational thinking, and highlighting affective judgments, discussion is particularly effective at increasing student involvement and active learning in classes" (Lowman, 1995: 164). Discussion engages students in what they are presented with in lectures or other class assignments. Discussion approaches are effective in developing students' thinking skills and higher-level learning such as application, analysis, synthesis, and evaluation (Bloom, 1956) and also creativity (Anderson and Krathwohl, 2001; Bligh, 2000).

Discussion can help students acquire better communication skills as they learn to present their ideas clearly and briefly; it also provides opportunities to practice listening to, and following what, others are saying. In addition, discussions can contribute to students' affective development by increasing their interest in a variety of subjects, helping to clarify their values, and aiding in recognizing and perhaps changing some attitudes.

As a teaching method, discussion permits students to be active in their own learning, which increases their motivation to learn and makes the process more interesting. Finally, discussion provides feedback to you about your students' acquisition of learning through questions, comments, elaborations, and justifications. These interactions allow you to plumb the depths of students' understanding.

Like all teaching methods, discussion approaches have their limitations as well as their strengths. Discussions are not an effective way to cover a significant amount of content, and they are time consuming, requiring more preparation and class time. However, even when you are very well prepared, the discussion may not follow the direction you anticipated, resulting in less control. To some extent, you must go where the students' questions and interests take the group, which may not be consistent with your initial plan. It can also be difficult to get students to participate in a discussion, particularly when some of them may not even know how to effectively participate. Finally, a topic may be very controversial or elicit excessive emotional reactions. Discussion is a complex teaching method that requires careful planning and preparation for both you and your students (Brookfield and Preskill, 2005).

C. METHOD

The design of this research was a descriptive qualitative method since it analyzed the data in the form of words descriptively, not in the form of percentage or numeral, based on the theory of speech acts. In analyzing the data, the researcher used the theory of speech acts proposed by J.L Austin (1962). The researcher analyzed and described the speech acts that mostly appear in class discussion produced by one lecturer and 35 students at English department of Muhammadiyah University of Makassar.

D. DISCUSSION

1. Kinds of Speech Acts in Class Discussion

a. Locutionary

This kind of speech acts which involves a speech at clause or sentence boundary. In this case one clause is in one language and the other in another language as the following extracts:

Extract 1

L	: <i>Class... I don't ask you to memorize your opinion. That is your own opinion... Why do you have to memorize? It's your opinion, don't memorize.</i>
L	: nadika....ok yes...can you stand up please? What is your point of view about early marriage?

The extract above reveals the use of locutionary speech acts. It is proved by the lecturer's speech in line one and two, "*Class... I don't ask you to memorize your opinion. That is your own opinion... Why do you have to memorize? It's your opinion, don't memorize*". In this case, the lecturer gave the explanation and instruction for the students without expecting from the students respond, she just reminded. The lecturer gave the condition without expecting respond from the students.

Extract 2

S	: <u>I think about...I think about the early marriage....this two couple...two couple who marriage under the age of eighteen years and they are still doing education. And then early because the position of parent, so the early marriage is because match making of parents</u>
L	: Okay, thank you. Good...yes next...what is your point of view about early marriage?

The above extract presents some locutionary acts. They reveals in line one when the students explained, "*I think about...I think about the early marriage....this two couple...two couple who marriage under the age of eighteen years and they are still doing education. And then early because the position of parent, so the early marriage is because match making of parents*". It is proven that the student used locutionary acts because he explained without expect to get the responds from the listeners. The other locutionary act in this extract is shown by the lecture's speech. The lecturer said "*okay, thank you. Good..*". It means the lecturer give statement without getting responding from the listener. She just gave reward without some expectations.

Extract 3

L	: <u>The other one, just now, oke there are two point. The first one, it's oke going steady is good as long as you know the limitation. The second one, going steady before married is really important because you have to know the family....the family of your boyfriend or girlfriend. You have to know the family. So if you eee....you will be regret, akan menyesal..ya... if you going steady after married because you don't know well about the family, the characteristic of your family....your candidate family...ya</u>
S	: I think mam....ee..without..e..e going study

The extract above shows the use of locutionary act. It is proven when the lecturer said "*The other one, just now, oke there are two point. The first one, it's oke going steady is good as long as you know the limitation. The second one, going steady before married is really important because you have to know the family....the family of your boyfriend or girlfriend. You have to know the family. So if you eee....you will be regret, akan menyesal..ya... if you going steady after married because you don't know well about the family, the characteristic of your family....your candidate family...ya*". In this case, the lecturer gave her opinion without expectation that her students gave the responds of her opinion. The lecturer just gave the explanation.

b. Illocutionary

This kind of illocutionary of different types occurring within the clause boundary, including within the word boundary, or translations of words or phrase substitution within a sentences the following extracts.

Extract 4

L	: <u>hi class...can you pick up the rubbish please?</u>
	(every one in the class are picking up the rubbish)
L	: ok..... well...good afternoon
Ss	: good afternoon

The extract above presents the use of illocutionary acts. It is proved when the lecturer comma. Ended to pick up the rubbish in line one, it means there is an utterance that ask to do something. In this case, the lecturer expected the students can pick up the rubbish, therefore the lecturer want to the listener (students) to do what she said by action. There is indirectly force that was used by the lecturer to make the students respond to her utterance or speech. This situation the lecturer has an authority to make the students do what she said because she controlled the class. The lecturer expected that the students can do what she has said.

Extract 5

L	: <u>oke riswanto....oke riswanto because ahmmmm you look like celebrity from korea I need your opinion about ee k pop. Please. What do you think about this....stand up please....stand up....try to say something about this one.</u>
S	: about?
L	: k pop
S	: in my opinion about k pop in Indonesia. I think it is not good because k pop had broke the culture of Indonesia like fashion ee style and ...and life style and life. I think that's al;
L	: <u>oke thank you..next...hmmm wirdah</u>

Extract 5 showed the use of illocutionary acts. It was proved in line one to four and line thirteen when the lecturer said '*oke Riswanto....oke riswanto because ahmmmm you look like celebrity from Korea I need your opinion about ee k pop. Please. What do you think about this....stand up please....stand up....try to say something about this one.*' And '*Oke thank you..next...hmmm wirdah*'. From this utterance, it can be revealed that the lecturer ask the students to state his opinion. It means that there is expectation that the lecturer wanted to get from the listener, in this case students. Not only that but also the lecturer gave thank to the students and asked the other student to state her opinion.

Extract 6

L	: <u>so what do you think about early marriage?</u>
S	: I think...agree with nurdiah...not problem early marriage so early marriage if not school, we have early marriage, we have effect, positive and negative.

The above extract revealed the use of illocutionary acts. It is proved by lecturer's utterance, '*so what do you think about early marriage?*'. In this case the lecturer asked the students to share the opinion in class discussion. The lecturer expected the students' respond by action. In this case the action was sharing her opinion. Therefore the lecturer used illocutionary in reiterate the student to do what she wanted.

c. Perlocutionary

The other type of speech acts is perlocutionary which includes action or feedback from the speaker to the listener. It reveals in the following extracts:

Extract 7

L	: Hi class...can you pick up the rubbish please?
	<u>(every one in the class were picking up the rubbish)</u>
L	: ok..... well...good afternoon
Ss	: good afternoon

Extract above revealed the usage of perlocutionary act. It was proven when the lecturer asked her students to pick up the rubbish and there were responds from the students. All the students directly picked the rubbish into the dustbins. After instructions from the teacher, the students gave feedback by doing the action. It means there is perlocutionary act because what the lectures expected would be true by the students' actions.

Extract 8

L	: Okay thank you...oke well class...you have good and smart idea and opinion, that's very nice. im proud of you.
Ss	: <u>Clap hand/ give applause</u>
L	: Ya...you can give applause. Because you can state your opinion by looking at the aspect like in positive and negative. Well...class...mmm...when you have same idea or...aaa... you don't think so about the idea, actually you can say...aaa...for example....aaa...what is your name?

The extract above revealed the use of perlocutionary act. It was proven in line two when the students clapped their hand or gave applause. It means there is perlocutionary acts before that said by the lecturer. The lecturer said "*okay thank you...oke well class...you have good and smart idea and opinion, that's very nice. I'm proud of you*". After saying that statement, the students gave applause to their friend. It means there is respond from the listener through the speaker (lecturer) has said.

Extract 9

L	: <u>oke I will count one until four please....</u>
	<i><u>Everybody was counting</u></i>
L	: <u>oke group one there, group two there, group three there and group four here. Okay now...hurry up</u>
	<i><u>Everyone was trying to find their group</u></i>
L	: <u>hello...make a small group</u>
	<i><u>All students were discussing their topic</u></i>

From the extracts above, it is shown that the lecturer gave instructions. The students responded by doing the action. It was proven when the lecturer said “*oke I will count one until four please....*” And the students gave respond by counting their selves. It means that this extract used perlocutionary act. It reveals from the lecturer’s utterance and the students’ actions.

After analyzing all the data of speech acts, the researcher had created a table about the frequencies of the types of speech acts that the teacher used in three recordings and observations. The table is described the use of speech acts in classroom discussion by using four phase in teaching-learning process.

From finding above the researcher found the use of kinds speech act in class discussion. It was found that there are three types of speech acts in finding. They are locutionary, illocutionary, and perlocutionary.

First, Locutionary act is the utterance that used of the lecturer without expectation in form of action from the students. It is can be found in extract 1, extract 2 , and extract 3. For example in extract 1, when the lecturer stated, “*Class... I don’t ask you to memorize your opinion. That is your own opinion...Why do you have to memorize? It’s your opinion, don’t memorize*”. In this case the lecturer used locutionary acts as kinds of speech acts. According to Austin (1962), locutionary is the performance of an utterance, and hence of a speech act. It means that the speaker just gives the statement without hoping anything from the listener in forming as action.

Second, Illocutionary act is the utterance that used of the lecturer that expect responds from what her said. Illocutionary acts can be found in extract 4, extract 5, and extract 6.

For example in extract 4, the lecturer commanded, “*hi class...can you pick up the rubbish please?*”, and the student responded by picking up the rubbish. According Austin (1962), Illocutionary is the action performed by the speaker in producing certain a given utterance. The illocutionary act is closely connected with the speaker’s intention. It means that there is an aim or purpose that the lecturer said by telling the utterance. All the extracts are the result of analysis in findings. The extract presents in data display and observation checklist.

The last is Perlocutionary acts. Perlocutionary act is the action that done by the listener or students when the lecturer gave commanding or asking to them. The perlocutionary acts can be found in extract 7, extract 8, and extract 9. For example in extract 7, when the teacher commanded to pick up the rubbish, the students picked up the rubbish into the dustbin. According to Iwanov (1985: 124), when the students responded what the lecturer said by doing an action , it means that there is perlocutionary act there. The proof of perlocutionary acts can be found in observation checklist. It means there are utterance that used by the lecturer in perlocutionary acts.

According to the finding above, the researcher found the lecturer and the students tended to use illocutionary acts more frequently than both locutionary and perlocutionary. It is proven by analysing in observation checklist. The kind of speech act that mostly appeared in class discussion is illocutionary because in class discussion, the lecturer always asked the students to respond her questions. The students responded what the lecturer asked by doing actions. According to Iwanov (1985), when the students responded what the lecturer said by doing an action, it means that there is perlocutionary act there. The proof of perlocutionary acts can be found in observation checklist.

E. CONCLUSION

This research reports the study of speech acts of lecturer and students at English Department of Universitas Muhammadiyah Makassar by using discourse analysis approach. The aims from the research are to find kinds of speech acts in class discussion. The researcher found the use of three kinds of speech acts. They are locutionary, illocutionary, and perlocutionary acts. The research result shows that of all the kinds of speech acts used by lecturer and students, illocutionary act is the speech act that mostly appeared in class discussion. This research also shows that there are five functions of

speech acts identified in class discussion; assertive or representative, directive, commissive, expressive, and declarative.

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