Article

A Pragmatic Analysis of Speech Acts Used by English Lecturers in Languange Teaching at STKIP YDB Lubuk Alung

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A B S T R A C T

The research was intended to describe types of speech acts performed by English lecturers in learning process at STKIP YDB Lubuk Alung. This research was descriptive qualitative. The data of this research were the English utterances performed by English lecturers. The researcher obtained the data by means of note-taking technique. First, the researcher recorded the English teaching in the class using a video camera. Next, the researcher made transcripts of the dialogues. Then, the transcribed dialogues were recorded into the data sheet. Finally the data were classified according to Searle's classification of speech acts. In the data analysis the researcher applied interactive qualitative method and applied coding system. The research findings show that there were four types of speech acts performed by the English lecturers, namely representatives, directives, expressive and commissives, whereas declarations were not utilized by the English lecturer. The most frequently used illocutionary acts were directives (53%), while the least frequent illocutionary acts went to commissives (5%). The frequent use of directives indicates that the lecturer seemed to be aware of their status as a lecturer which was believed to be more powerful than her students. In such restricted context like classroom setting, it is common that the lecturer status is higher than her students since the relation between them is inherently asymmetrical. It was through directives the lecturers exerted her power over the students.

I. INTRODUCTION

Pragmatics is a part of linguistics which deals with meaning in context. In other words, pragmatics can also be defined as the study of the relationship between the linguistic form (structure) and the user of that form (Yule, 1996: 4). Pragmatics essentially deals with the use of the language in the context. In English

teaching and learning, it is clearly realized by the implementation of the language function in the materials.

Learning is a process whereby knowledge is created through the transformation of experience. The interaction of the experience and environment takes a role in developing the content of learning and instruction. Understanding language implies the understanding of pragmatics. Even the young children have to learn the pragmatics of language if they want to communicate effectively (Curtis and O'Hagan, 2005: 47-48). In addition, Wrench, et al. (2009) maintains that teaching is about establishing effective and affective communication relationships between lecturers and students.

Furthermore, the implementation of language function is not only directly realized in the materials because the teaching and learning of English in campus involves the use of English in the classroom. The lecturer not only teaches the language through the material but he or she also uses the language directly in the classroom. The lecturer's instruction itself is also realized by means of language functions such as greeting, sequencing, giving instructions, asking questions, and replying to questions (Hughes, 1984: 6-8).

The language functions themselves are essentially the speakers accomplished with language. The speaker may use the language for stating, requesting, responding, greeting, thanking and so on. Under the discussion of pragmatics, the language function is studied in speech acts (McCarthy, 1991: 9-10) Speech acts deals with the utterance to perform a specific action. In simple words, speech acts is often said as language in action (Kreidler, 2002). If we refer to other concept of speech acts, every utterance essentially contains three dimensions: locution, illocution, and perlocution. Locution is what the speaker says, illocution is the purpose of what speaker says, and perlocution is the effect of what the speaker says (Cutting, 2002: 16). From those three acts, Yule (1996: 49) states that the illocution are the

most often discussed acts in pragmatics. Even, the concept of speech acts is narrowed down to the illocutionary acts.

STKIP YDB Lubuk Alung is one of University level in Padang Pariaman Regency. The English teaching-learning process in that campus is conducted by seven English Lecturers, to make the students familiar with the use of English. It is expected that the students practice the English language at least at the campus during the English lesson. In the classroom, the English lecturers give various instructions to ask the college students to open the textbook, do the task, to collect the homework, and so on. All the instructions are mostly in English.

Those lecturers' instructions are in the form of language functions. In pragmatic study, it is related to the concept of speech acts, or narrowly, illocutionary acts. Therefore, the researcher is interested to investigate the speech acts implemented in classroom conversation. Speech acts are vitally important to the teaching and learning process. It is justified since the acts of transmitting knowledge, organizing activities, controlling classroom, and giving instructions are done through lecturers' talks that contain the speech acts.

The categories proposed by Searle (1969), instead are: Representatives (asserting, concluding, describing), Directives (requesting, questioning, ordering), Commissive (promising, offering), Expressive (thanking, apologizing) and Declarations (excommunicating, declaring war). Searle maintains that directive is a speech act that is frequently used in a classroom interaction. The lecturers use it to make the students do something. The types of speech act used are command, order, advice, request, warning, and so forth. The first is need statement. It is a declarative statement that is used to make the addressee (students) do whatever request of the speaker. The second is bald imperative. It occurs from a person who has higher status or superior to the addressee. That is, the addressee is a person who has lower status or subordinate

status. The third is the speech act with polite directions that is known as embedded imperative. This is indicated by an interrogative form and modals. The fourth is permission directives which occur in an interrogative sentence. This is used by the children and subordinate people. The fifth is question directives. The primary moves that occur in classroom are question and answer moves. Question directives is treated as the tool of turn taking mechanism in the classroom run well. The question directives usually occur in an interrogative structure form. The last of lecturer's directives is hint directives that are formed in a declarative statement. This involves a meaning that is implied the statement used by the teacher. It can be said that the teacher implicitly makes a request and so on.

II. METHODS

This research is done by qualitative and descriptive method. According to Sudaryanto (1993:620) descriptive research is based on the fact or phenomena of the speakers' speech in one area. In line with this, Selvilia (1993:71) argues that the descriptive research is analyzed the data based on material obtained without adding or reducing the data and this research tries to describe and analyze the data from the phases of collecting data, the preparation of data, and analysis.

Qualitative research is used to describe analysis by using statistic analysis. However, in the qualitative research, the data is all the information whether oral and written, which contribute to answer the research problem as stated in research question. Data is research of materials. This is in line with the opinion of Sudaryanto (1993:3) who says that the data is not as the object of the research, but this is a material of the research. Furthermore, Sudaryanto (1993:3) also added about the limitations of the data as material research, that is the final data. The final data is done, because of selection of speeches. Thus, the data is object of research plus context.

In this research, the data are speech act by English lecturer. They are seven English lecturers of STKIP YDB Lubuk Alung. The source of substantive data is similar to sample. In this research, data of substantive is uttered by English lecturer 'utterances. Data is collected by observational method. The data were largely collected through observation (in which recording and note taking were done).

The data were analyzed using interactive model of data analysis. That is, the data were analyzed through three cyclical steps, namely, data reduction, data display and conclusion drawing/verification. Before selecting and reducing the utterances, the researcher, transcribed the utterances occurring in the conversation or interaction of the lecturers in the classroom. Each of the selected utterances was entered into a profile in which all of its relevant characteristics are specified. The data were then classified and categorized based on specified characteristics.

III. RESULT

These data findings are related to the types of speech acts performed by the English lecturer during the English teaching and learning process at STKIP YDB Lubuk Alung. Searle's (1979) classifies speech acts into five categories: Representatives, directives, expressives, commisives, and declarations. However, the findings show that there were only four types of speech acts performed by the English lecturer, namely representatives, directives, expressives, and commisives. The distribution of each speech act performed by the English lecturer is illustrated in table 1:

Table 1
Types of Searle's speech acts performed by the English lecturer

No.	Speech Acts	Frequency	Percentage (%)
1	Declaratives	0	0
2	Representatives	63	30 %
3	Expressives	23	11 %
4	Directives	111	53 %
5	Commissives	11	5 %
		208	100

Table 1 show that there are four types of Searle's speech acts performed by the English lecturer during the English teaching and

learning process. They were representatives, directives, expressives, and commisives whereas declarations were not utilized by the lecturer. Furthermore, the table points out that the most dominant speech acts used by the lecturer was directives with 101 instances which represent 48% out of the total number of utterances.

Representative speech acts occupied the second place among the other types. They appeared in 63 utterances representing 30% out of the total utterances. The occurrence of expressives was revealed in 23 instances with the percentage of 11% out of the whole speech acts. Meanwhile, the least speech acts produced by the English lecturer during the process of English teaching and commisives. They were revealed only in 11 utterances with 5% out of the total utterances. Throughout the analysis of the data, there were no instances of declarations produced by the English lecturer.

Directives are those kinds of speech act which are used to get the hearer to take certain actions. The illocutionary forces performed by the lecturer were reminding, warning, suggesting, requesting, asking and ordering. The table shows that there were 111 instances of asking with the percentage 53% out of the total occurrence. The frequency shows that asking or questioning was the most dominant directives produced by the lecturer.

IV. DISCUSSION

Based on the findings, there were four kinds of speech acts performed by the English lecturer during four meetings of the English teaching and learning process. They were representatives, directives, expressives and commisives. These types of speech acts are proposed by Searle who puts emphasis on the speech acts. Directives became the most dominant speech acts utilized by the lecturer because during the process of English teaching and learning, the teacher often asked the students to do something. It is in line with the notion of directive speech acts which are concerned with getting hearers to undertake some actions for speakers. On the other hand,

commisives were the least frequently used speech acts performed by the lecturer throughout the research. Meanwhile, declaratives were not performed at all by the lecturer.

Representatives

Representative acts deal with the lecturer's statement whether it is true or false. In classroom conversation, lecturers deliver their teaching materials. The teaching materials contain factual or nonfactual statements. Pragmatically, those true and false statements, of course, belong to representative acts. There are types of representative functions found in the data. They are stating an opinion, stating a fact, informing, explaining, and agreeing.
Informing is expressed by the lecturer to give the students information what the students are going to do in relation with the teaching and learning process. Datum (L2.31) And (L4.9) are an example of informing function performed by the English lecturer.

Data L2. 31
L : O.K. Class. We have finished our first topic or basic competence that is about politeness. Right? Now our agenda is that we will learn about utterances Implicature. Perhaps you find it in your daily life even when you converse with your friend. Let me take example I see you wear your new glasses; then I say something. Ayu, oh what a new glasses?
S : Thank you

As presented in the bold expression. The Lecturer informed the students that they had finished their previous materials about the politeness in English. Now the Lecturer was willing to continue the topic about expressing implicature or language function in speaking English. Those bold expressions are informing because they contain information related to the past and future activities done by the students in teaching-learning process.
Data L4.9
L : Next chapter, we will discuss your exercise about noun phrases. Please read, for you that have book. There are six

types of noun phrases. Read, Nurjani. Number one.

S : I saw a bird fly high."

The bold expression is classified as informing because it contains information for the students concerning what the class would do. That they were going to discuss the exercise about noun phrase are the information.

Expressives

Expressive acts deal with the statements of speaker's feeling or attitude of particular situation. Based on the research results, expressives are in the third rank of speech act frequency found in classroom communication in English teaching-learning process. There are five types of expressive functions found in the data. They are greeting, thanking, complimenting, joking, apologizing, and stating surprise. Greeting is an expression used to welcome someone. In classroom situation it is commonly found when a teacher starts the process of teaching and learning. An example of greeting is shown in Datum (L5:16).

Data L5.16

L : Good morning, everybody.
S : Good morning, miss.
T : How are you today?
S : So far so good, miss

As shown by the bold utterance in Datum (L5.16), the lecturer applied expression, Good morning, students. This expression is a greeting used to greet people in the morning, from 00.00 to 12.00. As the English lesson started at 10.00, the lecturer applied this greeting expression. The students responded the lecturer with the same expression "Good morning."
Leave-taking is expressed by the speaker to close a conversation. In teaching-learning process, the lecturer applies this function in the end of the lesson to close the lesson. The Datum (L4:26) is one of the examples.

Data L4:26

T : You may continue it at home. Don't forget Friday you will have a middle test and next Tuesday you perform your group. O.K. Thank you. Good bye.

S : Good bye

In Datum (L4:26), as presented by the bold expression, the lecturer applied an expressive function "Good bye". The lecturer closed the lesson by saying "Good bye." and the students replied with the similar expression, "Good bye." since the lecturer used that expression to close the conversation it is classified as leave-taking.

Directives

Directives are speech acts used by the speaker to get something done. These acts is the highest rank frequency because in classroom discourse, the English lecturer use a lot of instructions for the students to do a particular thing, such as asking the students to do the task, to collect the assignment, to open the textbook, or to erase the whiteboard. Nine types of directives function are found in the data. They are commanding, requesting, suggesting, forbidding, warning, questioning, permitting, and encouraging. Commanding is the function used to ask or order someone to do something in direct way. An example of commanding performed by the English lecturer is shown in the Datum (L7:37).

Data L7:37

T : Look at the example. I am hoping for good weather tomorrow." Hope plus for plus noun phrases. Good weather tomorrow. Number two I'm hoping for a good grade in English. Good grade?

S : Good grade

The bold expression in Datum (L7:37) is obviously a commanding function. The expression Look at the example is created by means of imperative form: verb 1 + object / adverb. That is the basic formula in performing a commanding function. The reason of the lecturer performed this function was to order the students to look at the example shown in the textbook.

Requesting is a speech act function which is used to ask or order someone to do something

in indirect or polite way. Request can also be defined as polite or indirect command. An example of directive function of requesting performed by English lecturer in classroom communication is presented in Datum (L1:152).

Data L1:152
L : Alright. O.K. I think I gave you some assignments to collect to make a home recording. Have you finished doing?
S : No
L : Why not?
S : Nothing. Busy.
L : Very, very busy. So would you please collect it if you are finishing? You can revise you can record if you have. You haven't?

Datum (L1:152) contains an example of requesting function. The bold expression so would you please collect it if you are finishing? Requesting because it is in interrogative mood and it has auxiliary verb, would and exclamation please. Construction would + subject + verb + please in interrogative form is a way to express a requesting function. The lecturer's purpose of those expressions is to politely order the students to collect the recording

Commissives
Commisives are those kinds of speech acts performed by speakers to commit themselves to future actions. In this study. The commissives found in this study were offering, promising and granting. Offering was the most used commissives utilized by the lecturer during the English teaching and learning process. Offering is performed to ask someone whether they would like to do or to have something. An example of the act of offering is shown in the following utterances (L6:200):

Data L6:200
L : Understand? Dimas, do you understand?
S : Yes.
L : Or should I change into Indonesian?

Lecturer expression in the bold form above indicates that the lecturer performed an act of offering. In performing the act, she used interrogative mood. This is similar to the case of request but in the case of offering it is the speaker who will undertake the action. In this case, the teacher offered to change her utterances into Indonesian. She also operated preparatory condition, content condition, sincerity condition and essential condition to indicate that she was serious about her intention of making an offer.

V. CONCLUSION

This research is concerned with the pragmatic analysis of speech acts used by the English lecturer in the teaching-learning process at STKIP YDB Lubuk Alung to identify speech acts used by the English lecturer in classroom conversation. The research results can be concluded as follow.

There are four types of speech acts used by the English lecturer. They are representatives, expressives, directives, and commissives. The declaratives did not find. The directives are the most frequent speech acts, while the commissives are the fewest.

Directives were used by the lecturer to get the students to undertake some actions. Asking or questioning became the most dominant directives produced by the lecturer which was realized in 111 instances (53%). The frequent use of directives indicates that the lecturer seemed to be aware of her status as a lecturer which was believed to be more powerful than her students. In such restricted context like classroom setting, it is common that the lecturer status is higher than her students since the relation between them is inherently asymmetrical. It was through directives the lecturers exerted her power over the students.

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BIOGRAPHY

She was born in Padang Panjang on October 22th 1989. She completed her bachelor's in English Education from State Institute for Islamic Studies (IAIN) Imam Bonjol Padang in 2011. In 2014 she took her master's degree linguistics program at Andalas University Padang. For her master's thesis, she wrote on the relationship sociololinguistics and education issue. She has been serving as a lecturer of English Department at STKIP YDB Lubuk Alung since 2015. She has been teaching Phonology, Morphology, Sociolinguistics and Semantics Pramatics. She has conducted several researches in linguistics in the area of Sociolinguistics and Pragmatics. She has presented some linguistics paper in International Seminars. her publications are "Code Switching by English Teachers at Senior High School 3 Padang Panjang" (a paper on International Seminar ISOL-II Andalas University 2015, proceeding), "Politeness Strategies in Classroom Interation in ELT at MAN 3 Padang Panjang (a paper on International Conference on Culture Jambi University 2016, proceeding) and "an Analysis of Code Mixing Used by English Department Students 2016/2017 Academic year in STKIP YDB Lubuk Alung (a paper on International Conference (ADRI),