



## SPEECH ACTS IN PSYCHOLINGUISTICS CLASS SETTING IN POSTGRADUATE PROGRAM

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### **Abstract**

This article aims to identify forms of speech act in the lecture of psycholinguistics class setting and to elaborate types of speech act approaches in the lecture. The subjects of this research are an English instructor and 11 psycholinguistic participants of Post Graduate Program of UNM. Data taken from this study were the utterances produced by instructor/lecturer and the participants during the class discussion. Instruments of this study were observation format, field notes, tape recorder/and handy-camp, and the script of utterances. The result of analysis indicated that there were three types of speech acts: *locutionary act*, *illocutionary act*, and *perlocutionary act*. The speech acts has an effect on the feelings, thoughts or actions of either the speaker or the listener. The speech acts change readers or listeners mindset.

**Key-words:** speech act, locution, illocution, perlocution, maxim

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### **1. INTRODUCTION**

In communicating to one another by using spoken language, we produce sentences, or more precise utterances. These sentences or utterances can be classified in any one of a variety of ways. The classification can be by the length or counting the number of words in each utterance, but that appears to be of little interest except to those who believe that shorter utterances are more easily understood than longer ones. They can be also classified by grammatical structure along a number of dimensions, such as their clausal type and complexity: active–passive; statement–question–request–exclamatory; various combinations of these; and so on. Furthermore, each utterance can be worked out semantically or logically. Otherwise, in this case, it will be focused on to classify in terms of what sentences do (speech act), for example: to take a ‘functional’ approach, that goes beyond consideration of such functions (speech acts) as stating, questioning, requesting, and exclaiming. It seems that it is interesting things to search about what utterances do as well as mean.

Speech act theory has to do with the functions and uses of language, so in the broadest sense we might say that speech acts are all the acts we perform through speaking, all the things we do when we speak. Black (2011:37) describes that speech act refers not only speak actions but also refers to the overall situation of communication, including the context of speech (i.e. a situation in which the discourse occurs, the participants and all verbal or

physical interaction that happened before) and paralinguistic characteristics that could contribute to the significance of the interaction. Schmidt and Ricards clarifies, “We use speech in ceremonies, games, recipes, and lectures. On some occasions, e.g. social gatherings, we use language successively to introduce one person to another, carry on conversations, tell jokes, and so on”, (Schmidt and Richards, 1980:131).

As soon as we look closely at conversation in general, we see that it involves much more than using language to state propositions or convey facts. We also very rarely use language mono-logically and such uses are clearly marked. The unmarked use is dialogical, i.e., with another or others in various kinds of verbal give-and-take which we call conversation. Through conversation we establish relationships with others, achieve a measure of cooperation (or fail to do so), keep channels open for further relationships, and so on. The utterances we use in conversation enable us to do these kinds of things because conversation itself has certain properties which are well worth examining. Our concern in this chapter is therefore twofold: we will be concerned both with what utterances do and how they can be used, and, specifically, with how we use them in conversation.

Austin (in Wardhaugh, 2006:285) distinguished another kind of utterance which is called *performative utterance*. In using a performative utterance, a person is not just saying something but is actually doing something if certain real-world conditions are met. A speech act changes in some way the conditions that exist in the world. It does something, and it is not something that in itself is either true or false. Truth and falsity may be claims made about its having been done, but they cannot be made about the actual doing.

On the other hand, Searle 1969 stated that perform is different kind of acts when it is spoken. The utterances used are *locutions*. Most locutions express some intent that a speaker has. They are *illocutionary acts* and have an *illocutionary force*. A speaker can also use different locutions to achieve the same illocutionary force or use one locution for many different purposes. Leech (1983) also shows the right way to initiate a study of speech acts with the present distribution of Austin’s speech acts which uses three different types of speech acts, i.e. locution, illocution and perlocution.

To perform different kinds of acts when someone speaks, it is also determined by the event. Chaike (1982:70) terms as speech event which shows the situation calling forth particular ways of speaking. She used genre refers to the form of speaking. Usually, it has a label, such as joke, narrative, promise, riddle, prayer, even greeting or farewell. Schiffirin (1998:147) prefers to indicate speech event on questions. ‘Since questions are key part of interviews, we can also examine questions themselves as a way of understanding the structure of the speech events in which they are used. At the same time, we will learn a great deal about questions because we will see how they are used by (speakers) whose identities are relative to a particular speech event, to the goals defined by that speech event, and so the other acts accomplished during that speech event’.

In effort of uttering themselves, people not only produce utterances consist of words and grammatical structures but they also show acts through those utterances. Actions are performed through utterances commonly called speech acts (Brown& Yule, 1996). Speakers usually hope their utterances will be understood by the listeners. The speakers and the listeners are usually helped by the circumstance around the environment of the utterances.

This kind of circumstance and the other utterances are called speech event (Burns, 1996). In many cases, the features of speech event can determine different perception of an utterance when it is performed on a specific speech act. Related to the situation, utterances and conversations happened in the setting of classroom, how do utterances perform as speech acts in specific speech event.

This article focused on discussing the identification of the forms of speech act raise in the lecturing process of psychology class setting of UNM English postgraduate students, and the elaboration of types of speech act approaches used in the lecturing process of psychology class setting of UNM English postgraduate students. This research is limited to the classroom interaction in the lecturing of psychology classroom setting between an English lecturer and his students of UNM English postgraduate program.

## **2. REVIEW OF LITERATURE**

### **2.1. Concept Speech Act**

Speech act theory has to do with the functions and uses of language, so in the broadest sense we might say that speech acts are all the acts we perform through speaking, all the things we do when we speak.... However, for the uses to which we put speech encompass most human activities. We use language to build bridges, to consolidate political regimes, to carry on arguments, to convey information from one person to another, to entertain, in short to communicate. We use speech in ceremonies, games, recipes, and lectures. On some occasions, e.g. social gatherings, we use language successively to introduce one person to another, carry on conversations, tell jokes, and son, (Schmidt and Richards, 1980:131).

One technical term that comes nearest to what we need is perhaps 'operative', as it is used strictly by lawyers (teachers or instructors) in referring to that part, i.e. those clauses (conveyance or what not) which is its main object, whereas the rest of the document merely 'recites' the circumstances in which the transaction is to be effected. But 'operative' has other meanings, and indeed is often used nowadays to mean little more than 'important', Austin, 1955:13). He divided performative into two, implicit performative and explicit performative, (1955:30). Since any such attempt to develop a taxonomy must take into account Austin's classification of illocutionary acts into his five basic categories of verdictive, expositive, exercitive, behabitive, and commissive (Searly, 1999:14).

Searly (1999:17) differentiate illocutionary point and illocutionary force. Illocutionary point is part of but not the same as illocutionary force. Thus, e.g., the illocutionary point of requests is the same as that of commands: both are attempts to get hearers to do something. But the illocutionary forces are clearly different. In general, one can say that the notion of illocutionary force is the resultant of several elements of which illocutionary point is only one. Smith (1990) tries to precise the different *levels* of a speech act as seen in Table 1.

Table 1. Levels of Speech Acts

Types	Definition	Example
Locution	The actual words uttered	What time do you call this?
Illocution	The interaction behind the words uttered	Wanting an apology/ explanation for someone being late.
Perlocution	The influence of the words on the listener	Listener apologies/ explains.

## 2.2. Classification of Speech Act

Austin advances his five categories very tentatively, more as a basis for discussion than as a set of established results, (Austin, 1955 in Schiffrin, 1997:50). Searle commented on Austin's five speech act categories, "I think they form an excellent basis for discussion but I also think that the taxonomy needs to be seriously revised because it contains several weaknesses", (Searly, 1999:2). Here are Austin's five categories:

*Verdictives*. These "consist in the delivering of a finding, official or unofficial, upon evidence or reasons as to value or fact so far as these are distinguishable". Examples of verbs in this class are: acquit, hold, calculate, describe, analyze, estimate, date, rank, assess, and characterize.

*Exercitives*. One of these "is the giving of a decision in favor of or against a certain course of action or advocacy of it...", "a decision that something is to be so, as distinct from a judgment that it is so". Some examples are: order, command, direct, plead, beg, recommend, entreat and advise. Request is also obvious examples appoint, dismiss, nominate, veto, declare closed, declare open, as well as announce, warn, proclaim, and give.

*Commissives*. "The whole point of a commissive is to commit the speaker to a certain course of action." Some of the obvious examples are: promise, vow, pledge, covenant, contract, guarantee, embrace, and swear.

*Expositives* "are used in acts of exposition involving the expounding of views, the conducting of arguments and the clarifying of usages and references". The examples of these, among which are: affirm, deny, emphatic *taxonomy of illocutionary acts* size, illustrate, answer, report, accept, object to, concede, describe, class, identify and call.

*Bebabitives*. This class includes the notion of reaction to other people's behavior and fortunes and of attitudes and expressions of attitudes to someone else's past conduct or imminent conduct. Among the examples are: apologize, thank, deplore, commiserate, congratulate, felicitate, welcome, applaud, criticize, bless, curse, toast and drink. But also, curiously: dare, defy, protest, and challenge.

William James (in Smith, 1990) agrees with Austin's classification of speech act. He always lecture these in his pragmatic class as in Table 2.

Table 2. Classification of Speech Acts

Types	Definition	Example
Verdictives	Giving a verdict	Guilty or not guilty
Exercitives	Exercising of powers, right or influence	Voting
Commissives	promising or otherwise undertaking	Betting
Behabitives	attitudes and social behavior	apologizing, congratulating
Expositives	conducting of arguments	I assume, I illustrate, I concede

On the other hand, Searle (1999) criticized Ausatin's speech act classification, then he stated five different forms which indicated certain types of verbs that indicate speech acts as in Table 3. These are all types of *performatives*, meaning they **make something happen**. To test for performatives, insert 'hereby' between the **agent** and the **verb**.

Schmidt Richard W. and Recharads, J.C. 1980, Yule (1996:92-94) also classified speech act into five categories. They are: declarative, representative, expressive, directive, and commissive. *Declarative* is a kind of speech act which changes the world through an utterance. This case describes a speaker should have specific institutional role, in particular context to perform declarative appropriately. When the speaker uses declarative, he/she must change the world with words.

Table 3. Types of Verbs Indicating Speech Acts

Types	Definition	Example
Commissives	The speaker commits themselves to performing an action they have to then carry out	promises, oaths
Declarations	To bring something about in the world, a statement	pronouncing someone man and wife, pronouncing someone guilty
Directives	To influence the listener to do something	requests, commands, advice
Expressives	A psychological state is expressed which has an impact on the listener or speaker	congratulations, thanks
Representatives	A belief is expressed	reciting a creed (religious beliefs shared by a community)

*Representative* is one of the basic things we do with language is tell people how things are. It describes what is believed, such as claim, say, report, and the like. The point or purpose of this class of representatives is to commit the speaker in varying degrees (suggest, doubt, and deny are members of this class also) to the truth of something. One test of a representative is whether it can be characterized as true or false.

Expressive is a psychological state which is expressed and has an impact on the listener or speaker related to congratulations, thanks, happiness, like and dislike. A speech act might be caused by speaker or listener, but all depend on speaker' world or experiences (feeling).

*Directives*. When we use language, we do not just refer to the world and make statements about it. Among our most important uses for languages is trying to get people to do things. The class of directives includes all speech acts whose primary point is that they count as attempts on the part of the speaker to get the hearer to do something. Suggestions, requests and commands are all directives. They differ in the force of the attempt, but are all attempts by the speaker to get the hearer to do something.

Commissives are those illocutionary acts whose point is to commit the speaker to do something. Promises and threats both fall into this category, the difference between them being the speaker's assumption about whether or not the promised action is desired by the hearer. This kind of speech act can include, appointment, promise, threat and refusal. When the speaker using commissive speech act, he/she has to suite his/her world with words.

Searly (1999:24) criticized Austin's taxonomy, he stated that even granting that the lists are of illocutionary verbs and not necessarily of different illocutionary acts, it seems to me, one can level the following criticisms against it.

*First*, a minor cavil, but one worth noting. Not all of the verbs listed are even illocutionary verbs. For example, "sympathize", "regard as", "mean to", "intend", and "shall". Take, "intend": it is clearly not performative. Saying, "Intend" is not intending; nor in the third person does it name an illocutionary act: "His intention does not report a speech act. Of course there is an illocutionary act of *expressing an intention*, but the illocutionary verb phrase is: "express an intention", not "intend". Intending is never a speech act; expressing an intention usually, but not always, is. *A taxonomy of illocutionary acts*.

*Second*, the most important weakness of the taxonomy is simply this. There is no clear or consistent principle or set of principles on the basis of which the taxonomy is constructed. Only in the case of *commissives* has Austin clearly and unambiguously used illocutionary point as the basis of the definition of a category, (Shiffrin, 1997:51).

### **2.3 Direct and Indirect Speech Act**

Geis (1995:135) However, there exist two classes of utterances which will be thought by some to present significant problems for this theory, namely performative sentences and indirect speech act forms, for in each case, speakers seem to be able to perform actions like making requests, offers, promises, and the like in uttering single sentences. Indeed, Searle (1975) has argued that there exists a set of indirect speech act forms which have developed conventionalized uses as request forms, offer forms, etc.

Geis (1995:136) Austin (1962), recall, argued that a request or order to turn out the lights can be communicated directly, not only by using explicit performative sentences like (1a) and (1b), respectively, but also by employing implicit performative sentences such as (2a) and (2b). (1) a. I request you to turn out the lights, b. I order you to turn out the lights. (2) a. Please turn out the lights, b. Turn out the lights.

According to Searle (1975), indirect speech acts arise in cases in which "a sentence that contains the illocutionary force indicators for one kind of illocutionary act" is "uttered to perform, in addition, another type of illocutionary act." However, the results one gets employing this criterion depend critically on one's speech act taxonomy, (Geis 1995:138)

There are three theories of indirect speech acts worth special attention: Gordon and Lakoffs theory employing conversational postulates; Morgan's theory employing conventions of use; and the more recent conversation-analytic approach of Levinson (Geis, 1995:138). The principal strength of Gordon and Lakoff's approach is that it can capture certain very important semantic generalizations. Arguably, *Will you open the door?*, *Would you open the door?*, and *Do you want to open the door?* would all be mapped into the input condition of postulate, thereby capturing the generalization that they are making essentially the same type of request - a willingness-based request.

The connection between the approach of Gordon and Lakoff to the analysis of indirect speech acts and my view of the transactional significance of utterances should be clear. According to Gordon and Lakoff, an utterance can be used to perform an indirect request if it specifies a felicity condition on requesting (Geis, 1995:138).

Geis (1995:146) further said that to have an indirect speech act when the speaker employs an utterance with the illocutionary force indicators of one sort of act (usually, sentence type indicators) but means to perform some other act. Thus, *Can you pass the salt?* is said to be an indirect request because the utterance has the illocutionary force indicators of a question, but the utterance is being used to make a request. However, as Good (MS) has pointed out, the illocutionary forces of many indirect speech acts "are so transparent that to call them 'indirect' seems perverse".

## 2.4 Speech Events

Austin (1955) the boundary between 'inappropriate persons' and inappropriate circumstances' will necessarily not be a very hard and fast one. Indeed "circumstances' can clearly be extended to cover in general 'the natures' of all persons participating. But we must distinguish between cases where the inappropriateness of persons, objects, names, (and so on) is a matter of 'incapacity' and simpler cases. Where the object or 'performer' is of the wrong kind or type, this again is a roughish and vanishing distinction, yet not without importance.

Burns (1996:42) Spoken language forms a part of the sequences of events which make up our daily lives. Each encounter we have with another person can be seen as a language event. As ethnographic researchers, we are interested in analysing how native speakers use language in these language events. As language teachers, this knowledge enables us to understand what second language learners will need to learn in order to participate in similar events.

Austin divides the linguistic act into three components. First, there is the locutionary act, "the act of 'saying' something." Second, there is the illocutionary act, "the performance of an act in saying something as opposed to the performance of an act of saying something." Third, there is the perlocutionary act, for "saying something will often, or even normally, produce certain consequential effects upon the feelings, thoughts, or actions of the audience, of the speaker, or of other persons." In other words, a locutionary act has meaning; it produces an understandable utterance. An illocutionary act has force; it is informed with a certain tone, attitude, feeling, motive, or intention. A perlocutionary act has consequence; it has an effect upon the addressee. By describing an imminently dangerous situation (locutionary component) in a tone that is designed to have the force of a warning (illocutionary component), the addresser may actually frighten the addressee into moving (perlocutionary component), (Henderson and Brown, 1997:2)

Hymes 1972 (Schmidt and Richards, 1980:130) has proposed a useful distinction between speech situations, speech event, and speech act. Within a community one finds many situations associated with speech, such as fight, hunts, meals, parties, etc. The term speech event can be restricted to activities that are directly governed by rules or norms for the use of speech, events such as two party conversations (face to face or on the telephone), lectures, introductions, religious rites, and the like. This notion of speech event is related to the traditional concept of genre. ...Speech acts (in a narrow sense now) are the minimal terms of the set: speech situation/event/act. When we speak we perform acts such as giving reports, making statements, asking questions, giving warning, making promises, approving, regretting, and apologizing.

Further, Schmidt and Richards, (1980:131) stated that both speech acts and speech events have been studied extensively in recent years and have constituted topical foci for scholars from great number of disciplines. Speech events have been investigated by anthropologists and ethnographers. The most detailed and perhaps the most provocative of analyses of speech events have been provided by those sociologists who work within the area of sociology term ethno-methodology, the primary goal of which is to give rigorous sociological formulation to the interactional basis of the things people say and do in the settings of everyday life.

### **3. METHOD**

This study used ethnography design and qualitative approach to analyze data. The subjects of this research are an English instructor and psycholinguistic participants of Post Graduate Program of Makassar State University (MSU). The subjects of the research are as the source of data. The data of this study were utterances produced by instructor and participants during the class sessions. The data were collected through observation, tape recorder/and handy-camp, and transcript of utterances. The data of the study were utterances between an English lecturer and her/his students during the class, collected using observation, interview, and tape-recording using a voice recorder and handy-camp. The data were analyzed using Discourse Analysis suggested by John Austin (1995). Prior to analysis, data were sorted out and classified into the speech act and speech event. Then, the researcher interpret the data to answer the research problems. Methodology triangulation was used to



recheck data and interpretation made by the researcher in accordance with other sources. The purpose was to check the reliability of data collecting and finding. Besides, it was conducted to reduce the subjectivity of the qualitative content analysis (Bogdan and Biklen, 1998:104).

#### 4. FINDINGS AND DISCUSSION

In communication, people use utterances to express what they have in their mind toward the listener. Utterance produced by speaker does not only function to explain the speaker mind toward the listener but also means to show the relationship between them. When we want to know people's relationship through their utterance, we can see it from speech act. According to Austin (1960), speech act is a theory of performative language, in which to say something is to do something. On any occasion, the action performed by producing an utterance will consist three related acts: locution, illocution and per locution (Yule, 1996:48).

In this research, the researcher analyzed the speech acts in the lecturing process of psycholinguistics postgraduate class addressed by Prof. Muh. Amin, because in his psycholinguistics lecture, the researcher found promise, happiness, worrying and hope for change those are identified by the illocutionary act. The researcher focuses on Searle's theory for this research. Searle proposes five macro classes of illocutionary acts. Those are (1) Commissives, (2) Derectives (3) Declaratives (4) Expressives, and (5) Representatives (Yule, 1996: 48-49).

##### 4.1 Commissive

The speaker commits himself to performing an action he has to then carry out, such as appointment, threat, refusing, and declaration.

Commissives are those illocutionary acts which point to commit the speaker to do something. Promises and threats both fall into this category, the difference between them being the speaker's assumption about whether or not the promised action is desired by the hearer. This kind of speech act can include, appointment, promise, threat and refusal. When the speaker using commissive speech act, he/she has to suite his/her world with words, (Searly, 1999:24, Yule, 1996:94). The speaker committed himself to performing an action he has to carry out, such as appointments and refusals.

Commissive act of extract 1 shows the illocution of the speaker indicate that he tightened himself with the appointments and refusal utterances. This illocution indicated speech act appointed and refused for the future action. The speaker ordered the mid- term test for next week. ***“okey, so we agree++ Sunday what that what ++ two weeks again already starting to present. The presentation aa that's individual paper ++ and all are ready, there is no this first this first..If we really pay deep attention to this speaker's (instructor's) utterance, it intended not to refer to the speaker's need or importance, but it was for the audiences' importance or need. It was clear that, those utterances or promises would be acted by audiences.***

The instructor (as speaker) emphasized that two weeks in the future everyone should be ready to present. The paper presentation should be individually, not group work or group presentation. That's why the instructor reminded the audiences (students), ***“The***

**presentation as that's individual paper".** The speaker also wanted all the audiences were ready without any excuses as what commonly Indonesian students' culture. Therefore, again the speaker in this case reminded the audiences not to point each other but all should be ready at the same time on the date line of submission task. **"... and all are ready, there is no this first this first..."**. He did not want that on the hour of presentation the students asking for excuses by saying, 'you are first, she is the second, I am at the end, etc.'. The illocution act here that the speaker hoped the audiences should perform the trust and adult. Especially for this group of students, the speaker did not want they made any excuses by saying, **"there is no this first this first..."**.

It seems that the Instructor's utterances made an audience worry, and did not believe what the Instructor had declared, by asking, *<NI> not appropriate with the sequence number Prof.?* NI (Nuridah) wanted clarification the turn and the stages of paper presentation. Normally and commonly in presenting a paper based on Nurindah experience maximally three students could present for a period of time instruction. In this case, the Instructor refused the student request by uttering *<INST>: "Oh no, don't do like that, it's wrong...that not ++ there are topics."* It was clear that the Instructor wanted all students were ready because each of them had his/her own topics. He emphasized and clarified again, it was wrong to ask a student to present based on the sequence number of the attendance list. This was ordinary and commonly practiced forever. The illocution of the speaker's refusing statement that he committed that the audience acted/performed something different from ordinary actions, and acted as what the speaker really committed.

## 4.2 Directives

To influence the listener to do something in form of suggestions, requests and commands.

The objective of this illocution is to produce the effect of an action which acted by the speaker. When we use language, we do not just refer to the world and make statements about it. Among our most important uses for languages is trying to get people to do things. The class of directives includes all speech acts whose primary point is that they count as attempts on the part of the speaker to get the hearer to do something. Suggestions, requests and commands are all directives. They differ in the force of the attempt, but are all attempts by the speaker to get the hearer to do something.

The Instructor utterances sound like polite suggestion and command. The illocution act of these utterances influenced the audiences to act as what the speaker directed. In this case the speaker's speech act was to suggest/command the audiences to 'swallow' to process or to learn something should base on the references or theories. As what he said, **"this one I mean in order you swallow psychologically that..... yea, try this, see from its theory..."**. The previous topic was about meaning, how meaning be proceed, should be related with the psycholinguistics and should be supported by theory. the illocutionary act of this utterance suggested the audiences to act of swallowing or processing understanding meaning psycholinguistically and trying or seeing (expressing) ideas should be depended on theory. On the other hand, the speaker tried to avoid his audiences to do something without any goal and without any evidence.

Instead of suggestion, the speaker also tried to request, “*okeyibu Nurindah, we want to listen language Production*”. In this case, the illocution act of the utterance indicated that the speaker would act by himself. But when he used subject ‘we’, all audiences acted listening together, except ibu Nurindah had to explain language production. The speaker did not asked some audiences to listen ibu Indah explicitly, but the circumstance of using ‘we’ as subject used by the speaker forced all the audiences acted listening except ibu Indah because she herself asked to elaborate what language production is.

### 4.3 Declarations

To bring something about in the world, a statement. This case describes a speaker should have specific institutional role, in particular context to perform declarative appropriately. When the speaker using declarative, he/she must change the world with words.

When the speaker using declarative speech act, it means that he/she actually changes the world with words (Yule, 1996:92). *Declaratives*: statements that attempt to change the world by “representing it as having been changed” (Searle cited in Geis, 1995:18). It was clear case that the speaker had specific institutional role in a particular context to perform declarative appropriately as a teacher of a group students. We absolutely know what a teacher tasks, duties. A teacher in the classroom has to explain or declare some activities those have to be done clearly. The extract 3 indicates that the role of speaker here as a teacher, where he explained how language to be produced. “*Yaah, yah ++ that I said just now by imitation or by learning or by creativity. But, you have to have the idea and you have to have schema or what this schemata ..... must be existence + yah, that is to hear language, to exit language but must be with the process ++ that must be a set of process*”. This declarative utterances appeared because of a student when he explained about language production and language process did not clear enough. The speaker (role as a teacher) tried to make clear distinct cut of language product and language process. The important things of producing and processing language are imitation or repetition and creativity. The speaker also indicated his agreement to the student’s opinion about the importance of schemata in producing and processing language. But the most important aspect in producing and processing language should be begun with listening the language phonetic and imitate the phonetic repeatedly.

### 4.4 Expressives

Expressive is a psychological state is expressed which has an impact on the listener or speaker, happy, hate, sad, suffering, (Yule, 1995:93). This kind of speech act states something felt by the speaker. As illustrated in the data display of extract 4, the speech act was possibly caused of something done by speaker or audiences, but all related to speaker’s experiences. “*Alhamdulillah (thanks), that is the way already done by lecturer ++ teacher to make people learn*”. This statements indicated the speaker’s experiences as a teacher, he said ‘*Alhamdulillah*’ (thanked to God) that he felt proud because what he had suggested on the previous days in order the students had to study for mid test, had been practiced by the students. That’s why happily and proudly he said that, “*that is the way already done by lecturer ++ teacher to make people learn*”. It appeared that the teacher’s face looked very

happy when he stated this utterances, and he was really aware that he was a teacher. One of the pride of a teacher is, if the students obey what the teacher has been instructed.

On this occasion, the teacher/instructor also expressed his worried by seeing his wrist watch, and listening the praying call (azan) for Moslems by stating words," **already nearly zuhur, teaching task again at Gunung Sari....**". The teacher wanted to close class discussion because of he still had other lesson to be taught for graduate students at Gunung Sari. Actually, he wanted his students to remind him if the time was over, but on the other side the students concentrated on the teacher' lecture. The teacher felt worried because whether he could arrived on time or not at Gunung Sari from Parang Tambung. The distance between Parang Tambung and Gunung Sari was not too far, around 3 kilometers. Normally, it could be taken 10 minutes, but if it were traffic jam, the teacher could not arrived on time (the teacher could take more minutes).

After expressing his worrying, he immediately shifted the situation with his happiness by uttering, "**Alhamdulillah , still can... can stand ++ in the classroom (smile and laugh)**". He thanked to the Lord, because he was still strong enough to teach and standing in front of the class. Standing in front of the classroom indicated that the teacher is energetic, but it is also the task of teacher. The teacher did not say, '**seat or sitting in the classroom**' because we know sitting is not the task of a teacher, even the teacher may sit. In this context sitting would probably meaning lazy, while standing indicates creativity and well classroom management.

#### 4.5 Representatives

The teacher in this case, explained about the meaning of comprehension and comprehensible input theory. The instructor seems that a little bit worry about the explanation of a students without referring the resources and references. He actually wanted his students stated something should be based on some references. Implicitly, he warned his students in expressing ideas or opinions should be rationally by and supported by references. Furthermore, the instructor gave stressing a kind of REPRESENTATIVE speech act, (Yule, 1996:92) as cited at the above extract, '**that's very important**'. This statement is as stressing and the conclusion of the speaker and it brings perlocutionary act, whereas the listeners or students are able to act messages brought by the utterance. In this extract, the speaker (instructor) added a few stressing utterances by uttering a question but it did not need answers from the audiences, as stated above, '**but what help us there? our senses or linguistic knowledge?. various literal comprehension**'. The speaker then repeated the stressing by saying '**this is important**'. What was important according to the speaker that the audiences should act. Based on the speech event or the circumstances, both speaker and the audiences of this context, especially the future effect for the audiences have to study seriously to find, to read relevance books or references related to the topics discussed.

Representative speech act also covers inference, such as stated in extract 5 above, '**I know you practice that in your teaching.++ I know that's deep ++**. terutama yang mengajarkan ini skills ++ reading.= **especially whose teaching this skill ++ reading**.' Why the speaker stated these utterances that sound to understand all the audiences' capacity and also their academic backgrounds. All audiences were senior lecturers and teachers where their daily activities were teaching. That's why, the speaker (instructor) in this case without

worrying to infer those audiences (English postgraduate students) actually had understood related to 'meaning' especially in teaching reading skill. Richard W. and Richards, J.C. (1980) and Yule (1996:92-94) clarifies *Representative* speech act is one of the basic things we do with language is tell people how things are. It describes what is believed, such as claim, (infer, clarify/stressing), describe, and the like. The point or purpose of this class of representatives is to commit the speaker in varying degrees (suggest, doubt, and deny are members of this class also) to the truth of something. One test of a representative is whether it can be characterized as true or false.

## 5. CONCLUSION

When we speak, our words do not have meaning in and of themselves. They are very much affected by the situation, the speaker and the listener. Thus words alone do not have a simple fixed meaning. The performative words called speech acts. There are three types of speech acts. *Locutionary act*: saying something (the locution) with a certain meaning in traditional sense. This may not constitute a speech act. *Illocutionary act*: the performance of an act in saying something (vs. the general act of saying something). The *illocutionary force* is the speaker's intent. A true 'speech act'. e.g. informing, ordering, warning, undertaking. *Perlocutionary acts*: Speech acts that have an effect on the feelings, thoughts or actions of either the speaker or the listener. In other words, they seek to change minds. These three types of speech acts discussed in five basic kinds of actions: a) Commissive, b) Deregatives, c) Declaratives, d) Expressives, and e) Representatives.

## 6. SUGGESTIONS

From the findings and the discussion, the researcher offers the following suggestion:

- 1) Due to the limited time, the data in this small research might be insufficient to represent all kinds of speech acts. Therefore, it is suggested for further researchers to enlarge the number of population and sample.
- 2). According to the findings of this research, it is suggested that the findings will become additional references in the field of discourse. It is also recommended that the next researchers use Austin's and Searle's speech acts to conduct the research on the other areas. In addition, it is also suggested to the next researchers use other relevance theories to investigate different topics in the same area of the research.

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APPENDIXES

EXTRACT: 1 INST.

INST.: Okejadikitasepakatmingguapaituapa++ duaminggulagisudahmulaipersentasi .persentasinyaaaitu individual paper yah individual paper ++ dansemuasiap, tidakadainiduluinidulu = *okey, so we agree Sunday what that what ++ two weeks again already starting to present. The presentation aa that's individual paper ++ and all are ready, there is no this first this first...*

NA: Bukansesuai no urut Prof ? + *not appropriate with the sequence number Prof.?*

INST: Oh tidakjanganbegitu, salahitudidak ++ kansudahada topic-topiknya = *Oh no, don't do like that, wrong that not ++ there are topics.*

Table 1. Data display of extract 1

SPEECH ACT	PROPERTIES OF SPEECH ACT	EXAMPLE
COMMISSIVE	The speaker commits himself to performing an action he/she has to then carry out, such as appointment, threat, refusing, and declaration.	<p>INST: <i>okey, so we agree++ Sunday what that what ++ two weeks again already starting to present. The presentation aa that's individual paper ++ and all are ready, there is no this first this first...</i></p> <p>NI: <i>not appropriate with the sequence number Prof.?</i></p> <p>INST: <i>Oh no, don't do like that, it'swrong that not ++ there are topics.</i></p>

*Note: INST = Instructor NI = NurIndah*

*Conventions: marks: + = pause for a second, ++ = 2 seconds, +++= longer or more than 2 seconds, ...indicatessentences/ utterances after or before.*

EXTRACT: 2 (Instructor talking about reading comprehension and meaning)

INST: Well e .e. I would like to graduation this on especially reading, because reading when we are read we need to comprehend what we are read, write and the meaning that we are going to comprehend . Itu yang menyatakan = that states reading in the line + + reading between the line dan = and reading beyond the line . Nah ini yang sayamaksudkansupayaapakibumencernasecarapsikologisitu.=eeh, *this one I mean in order you swallow psychologically that.* + + + + Bagaimanaitu reading = how's that reading + + reading the line + + reading beyond the line. What processes ?yah. Are they + + adaitu

proses-preses = there are processes + + psychologiall process yea ++ right . + + Nah inicobainihatdariteorinyaitu= *yea, try this, see from its theory* + + ituitu = that that comprehension itu = that because what we comprehend is the meaning.(see appendix script no. 10)

INST: OkeyibuNurindah, kitamaudengarkan = *okeyibuNurindah, we want to listen language*

**Production**

NI : We start from the concept first.

INST : yea.

Table 2. Data display of extract 2

SPEECH ACT	PROPERTIES OF SPEECH ACT	EXAMPLE
DIRECTIVE	The speaker/sender get the listener to influence the listener to do something in form of suggestions, requests and commands.	INST: ... <b>this one I mean in order you swallow psychologically that..... yea, try this, see from its theory...</b> INST: <i>okeyibuNurindah, we want to listen language Production</i>

**Note: INST = Instructor**

**Conventions: marks: + = pause for a second, ++ = 2 seconds, +++= longer or more than 2 seconds, ...indicatessentences/ utterances after or before.**

3EXTRACT: 3 (Instructoe explain abaout language production).

<INST> What pakSahril that what is ++ the students or the children have already got impact linguistically. *Yaah, yah ++ that I said just now by imitation or by learning or by creativity. But, you have to have the idea and you have to have schema or what this schemata . ++Harusada +yah ituuntukmelahirkanbahasamengeluarkanbahasatapiharusada proses = ++ must be existence + yah, that is to bear language, to exit language but must be with the process ++ that must be a set of process.++* Inisebenarnyatidakperlu di anudulu you youharusmencobamenggaliiitu yah jangandaridesainsemua= this actually , it doesn't need to do first, you you must try to dig that, yah ++ aren't from all designs, enhance your curiosity. (see appendix sript 28).



Table 3. Data display of extract 3

SPEECH ACT	PROPERTIES OF SPEECH ACT	EXAMPLE
DECLARATIVE	To bring something about in the world of a statement. This case describes a speaker should have specific institutional role, in particular context to perform declarative appropriately. When the speaker using declarative, he/she must change the world with words.	<i>Yaah, yah ++ that I said just now by imitation or by learning or by creativity. But, you have to have the idea and you have to have schema or what this schemata ..... must be existence + yah, that is to hear language, to exit language but must be with the process ++ that must be a set of process (teacher's role)</i>

*Note: INST = Instructor*

*Conventions: marks: + = pause for a second, ++ = 2 seconds, +++ = longer or more than 2 seconds, ...indicatessentences/ utterances after or before.*

4EXTRACT: 4 (Instructor expressed his thanks to God)

<SR>SamapakLalusampe jam tiga eh jam 12 = with pakLalu till 3 o'clock eh 12 o'clock. (telling that he learned last night at ParangTambung). Alhamdulillahituseduhcara yang sudahdilakukanoleh dosen ++ guru untuk membuat orang belajar. = *Alhamdulillah (thaks), that is the way already done by lecturer ++ teacher to make people learn.*

.... if there is no again +++ sudahmenjelanzuhur , tugasmengajarlagi di Gunung sari+++ = *already nearly zuhur, teaching task again at Gunung Sari* +++ 15 matakuliah. = 15 subject matters +++ Alhamdulillah masihbisa+++ = *Alhamdulillah , still can* +++ bisaberdiri ++ di kelas = *can stand ++ in the classroom (smile and laugh)*

Table 4 Data display of extract 4

SPEECH ACT	PROPERTIES OF SPEECH ACT	EXAMPLE
EXPRESSIVE	A psychological state is expressed which has an impact on the listener or speaker, happy, hate, sad, suffering.	<i>Alhamdulillah (thaks), that is the way already done by lecturer ++ teacher to make people learn... already nearly zuhur, teaching task again at Gunung Sari.... Alhamdulillah , still can... can stand ++ in the classroom (smile and laugh)</i>

*Note: INST = Instructor*

*Conventions: marks: + = pause for a second, ++ = 2 seconds, +++ = longer or more than 2 seconds, ...indicatesentences/ utterances after or before.*

5EXTRACT: 5 (Instructor explaining the meaning of comprehension)

+ + Bukancumantaxonomi Bloom itu + + adaistilah +istilah lain itucobabiasa literal + + = Not only Bloom Taxonomy ++ there is term + another term commonly literal ++. Apalagiitu? + i' i' itusmuaitu + + + nah ini-ini yang turundariitusemua.= what's that again? + i, i, that all that +++ yea + this this falls from that all.Comprehensionini yah janganhanyadilihtadariapaituphysicolinguistiknyatapididak tau dasarnya + += this comprehension yea + not only seen from its psycholinguistics but we don't know the basis ++.Itu yang sangatpenting + + + nah bagaimanaitu + + += **that's very important** +++ yea + how's that? +++ . And they are related to the materials + + + **but what help us there?** + +. Apa yang membantukitadisana? + + + **our senses + + + or linguistic knowledge?** .= +++ Macam-macamituitu+ += **various literal comprehension.** + + Apalagisesudahnya + + waahiniperlu. = what else after that ++ waah ++ **this is important.** + + + a ah, **I know you practice that in your teaching.** + + **I know that's deep** ++.terutama yang mengajarkanini skills + + reading.= **especially whose teaching this skill + + reading.** Ada yang lain? = Anyone else? (see script number 4)

Table 5. Data display of extract 5

SPEECH ACT	PROPERTIES OF SPEECH ACT	EXAMPLE
REPRESENTATIVE	It describes what is believed, such as claim, (infer, clarify/stressing), describe, and the like	<b>that's very important.... but <i>what help us there?</i> + <i>our senses</i> + + + <i>or linguistic knowledge?</i>.= +++ Macam-macamituitu+ += <i>various literal comprehension.... this is important.</i> + + + a ah, <i>I know you practice that in your teaching.</i>+ + <b>I know that's deep.....this is important.</b> + + + a ah, <i>I know you practice that in your teaching.</i>+ + <b>I know that's deep</b></b>

*Note: INST = Instructor*

*Conventions: marks: + = pause for a second, ++ = 2 seconds, +++= longer or more than 2 seconds, ...indicatessentences/ utterances after or before.*

