

THE ILLOCUTIONARY ACTS USED BY AN ENGLISH LECTURER IN THE TEACHING AND LEARNING PROCESS AT THE ENGLISH STUDY PROGRAM OF NUSA CENDANA UNIVERSITY

Yuliana Krisanti Lotu^(a.1)

Elisna Huan^(b.2*)

Dewi I.N. Bili Bora^(b.3)

^{a,b}: University of Nusa Cendana

²elisna@staff.undana.ac.id*

³dewi.bilibora@staf.undana.ac.id

KEYWORDS	ABSTRACT
<i>Speech act, teaching and learning process, illocutionary acts</i>	This research is conducted to find out the types of illocutionary acts used by an English Study Program lecturer of Nusa Cendana University in the teaching and learning process and the mostly used types of illocutionary acts by an English Study Program lecturer of Nusa Cendana University in teaching and learning process. The subject of the research is a professor whose expertise is to teach a Listening class. The lecturer is one of the popular educators in the English Study Program who is famous for his interactive teaching in his English Classes. The researcher used the descriptive qualitative method in this research. The teaching and learning processes for several meetings were recorded and transcribed. From the data analysis, the researcher found that there were four types of illocutionary acts performed by the lecturer, namely directive, representative, commissive, and expressive. The lecturer used 174 utterances of types of illocutionary acts. From 174 utterances, directive was used 128 times (73%), representatives were used 27 times (16%), expressive was used 17 times (10%), and commissive were used 2 times (1%). Among the percentage result from the four types of illocutionary acts performed by the lecturer in the teaching and learning process, it showed that directives were the most frequently illocutionary acts used by an English lecturer in the teaching and learning process.
How to cite: Lotu, Y., Huan, E., & Bili Bora, D. (2023). The Illocutionary Acts Used by An English Lecturer in the Teaching and Learning Process at The English Study Program of Nusa Cendana University. <i>SPARKLE Journal of Language, Education and Culture</i> , 2 (1) page 34-41.	

INTRODUCTION

The teaching and learning process can be defined as a transformation of knowledge from teachers to students. According to Amidon (1967), teaching is defined as a communicative process that happens between teachers and students in which there is communication and it occurs systematically. In teaching, the teacher shares and gives information or knowledge by communicating with students through language. In the teaching and learning process, both teachers and students will produce utterances in teaching and learning activity. They produce utterances in the form of statements, requests, questions, giving an order, giving thanks, offering an apology, and so on through utterances.

In the teaching and learning process, good communication is important because the material presented by the teacher must be understood by students. The meaning of the teacher's words must be understood, to carry out a successful teaching and learning process. The teacher must be able to get a response or action from the students for his/her utterance. For example, the teacher says, *time is up!*

means that the listener (student) must act. In this case, the hearer has to know the speaker's intention in producing an utterance.

In the philosophy of language and linguistics, a speech act is something expressed by an individual that not only presents information but performs an action as well. Yule (1996) defines a speech act as actions performed via utterances in an actual situation of language use bringing the functions the speaker intends the hearer (s) to take or to interpret. The term Speech Acts covers 'actions' such as 'requesting', 'commanding', 'informing', and 'complaining'. So, we perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. Birner (2013) also says that uttering something means doing something. Here, people can act by saying something. Through speech acts, the speaker can convey physical action merely through words and phrases. The conveyed utterances are paramount to the actions performed. There are three types of acts in the speech acts, they are locutionary, illocutionary, and perlocutionary.

Not all utterances contain these 3 types of speech acts. This can happen if the hearer does not understand the speaker's intention. So, the goal of successful communication can't be achieved. For example, a student in the class talks to her friends "*it's very dark*". Her friends do not understand the student's intention, whereas the student wants her friends to turn on the light in the class. In this case, the perlocutionary act does not occur because the hearer does not understand the illocutionary act of the utterance. So, successful communication can be achieved if the locutionary and illocutionary acts can be understood by the hearer.

Therefore, the researcher considers how important it is to understand the utterance of the speaker. So, the goal of successful communication can be achieved especially in the teaching and learning process. For that reason, the researcher is interested to take the study of the illocutionary act. The Illocutionary act is the main part of communication because if the hearer can understand the illocutionary act it means that the perlocutionary act can appear here. An Illocutionary act is a performance of an act in saying something. According to Searle (1969), there are 5 types of illocutionary acts. Representative, directive, commissive, expressive, and declarative.

From those explanations above the writer intends to conduct research entitled An Analysis of Illocutionary Acts Used by an English Lecturer in Teaching and Learning Process at English Study Program of Nusa Cendana University. To find out the types of illocutionary acts used by an English Study Program lecturer of Nusa Cendana University in teaching and learning process.

Pragmatics is one of linguistics' branches that discusses how language works in human life. The main topic of pragmatics generally discusses how to understand meaning by considering not only the language itself but also speakers' goals and their circumstances which can be their culture and social condition involved. Besides, the way the speakers convey their remarks can be in various forms. Some aspects that affect them also vary such as specifically the background knowledge that participants have, with whom the speaker speaks, in what situations, etc.

The focus of pragmatics is all about every reason behind how an utterance is spoken, and how listeners interpret or capture the intent of the speaker. Pragmatics is the study of meanings in speech situations Leech (1983: 6). Pragmatics as the study of language use, pragmatics is the study of contextual meaning communicated by a speaker or writer, and interpreted by a listener or reader (Levinson 1983: 5).

Based on the explanation above pragmatics is a study of the relationship between language, meaning, and situation. The meaning of the language used by the speaker can be understood through the situation, cultural circumstances, and social conditions of the speaker.

Learning is a process whereby knowledge is created through the transformation of experience. Wrench, et al. (2009) maintain that teaching is about establishing effective and effective communication relationships between teachers and students. Teaching and learning in school can be done successfully through the appropriate use of language Schleppegrell (2004:19). Language plays an important role in the teaching and learning process. In the teaching and learning process, both teachers and students will produce utterances in the teaching and learning activity. They produce utterances in the form of statements, requests, questions, give an order, give thanks, offer an apology, and so on through utterances. In the teaching and learning process, the teacher will produce some utterances in order to

convey the material through their speech. When the teacher produces utterances it is called a speech act.

Speech Act

We perform speech acts when we offer an apology, greeting, request, complaint, imitation, compliment, or refusal Inda Ayu Rusmini (2016:2). According to Searle in Yule (1996: 47), the speech act is the actions performed via utterances. Austin (1962: 94) defines speech acts simply as the action performed by saying something. It means that when someone says something, he or she is not only saying something but also using it to do things or perform an action. So, the utterances we produce have a function in them, which means that we have to act through our utterances.

Austin (1996: 48) divides the kinds of speech acts into three : Locutionary Act, Illocutionary Act, and Perlocutionary Act. According to Austin (1996:48). Locutionary acts is the speaker's utterance or the utterances produced by the speaker. Illocutionary acts is the function or meaning of the speaker's utterances. Perlocutionary acts is the effect of the speaker's utterances on the hearer, in the other words perlocutionary act is the hearer's reaction to the speaker's utterance.

Types of Illocutionary Act

This study uses the speech act theory from (Searle in Yule, 1996: 53). The classification of illocutionary acts according to Searle are as follows:

1) Representative

Representative is a kind of speech act that states or expresses what the speaker believes to be the case or not (Searle in Yule, 1996: 53). It shows the true condition of the meaning of the utterance. The examples of this type are agreed, deny, affirm, allege, announce, believe, boast, complain, conclude, forecast, inform, insist, predict, report, state, and suggest. For Example, The sun rises in the east. This utterance shows a fact and general truth that the sun rises in the east. This is an absolute fact that is trusted by everyone.

2) Directive

Directive is a speech act that speakers use to get someone else to do something (Searle in Yule, 1996: 54). It is a condition when the speaker requests the hearer to carry out some actions or to bring out some state of affairs. Directive illocutionary act used by the speaker to get someone else to do something. This directive can make the hearer under the obligation. Verbs denoting members of this type are advise, ask, beg, bid, command, demand, forbid, order, recommend, and request. For Example: Don't be too noisy! That utterance contains a prohibition that can make the hearer silent. This is usually done when someone/the speaker feels annoyed with the crowd made by the hearer or people around.

3) Commissive

Commissive is a kind of speech act that speakers use to commit themselves to do something in the future (Searle in Yule, 1996: 54). Commissive expresses what the speaker intends. Included in this type are offer, promise, swear, threat, and volunteer. For Example, I promise to give you some money. The utterance above shows a promise of the speaker to the addressee/hearer. It shows what the speaker has to do in the future.

4) Expressive

Expressive is speech acts that state what the speaker feels (Searle in Yule, 1996:53). It expresses the psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. They can be caused by something the speaker does or the hearer does, but they are about the speaker's experience. Apologize, appreciate, blame, commiserate, congratulate, mock, pardon, praise, thank, and welcome are examples of expression. For Example, *I am sorry to hear that*. The sentence above is an utterance that shows the empathy of the speaker to the condition of the hearer at that time. The speaker tries to feel what the hearer feels. Therefore, the hearer will at least lose a bit of their tension.

5) Declarative

Declarative is a kind of illocutionary act that can change the world by the utterance which is produced. As Searle in Yule (1993: 53) states that declarative is a kind of speech act that changes the world via their utterance. The word 'change' which is intended here refers to any situation. It can be the changing of the status of a person or the ownership of something. The verbs which belong to the declaration are

adjourned, appoint, baptize, christen, declare, communicate, name, resign, sentence, and veto. For Example, *I declare you husband and wife*. The utterance above changes the status of those two people. The man becomes a husband and a responsibility to the woman. The woman also becomes a wife and has rights and responsibilities to the man.

The Profile of English Study Program of Nusa Cendana University

Nusa Cendana University or UNDANA is a state university located in East Nusa Tenggara (NTT) Province. UNDANA was founded on September 1, 1962, as well as being the first state university in the province of East Nusa Tenggara. UNDANA itself has a campus building located on Jl. Adisucipto, Penfui, Kupang, East Nusa Tenggara. Until now Undana has 1 Postgraduate Program (PPs) and 11 Faculties. The number of study programs consists of 2 Doctoral Study Programs, 8 Masters Study Programs, and 47 S1 Study Programs.

The English Study Program is one of the Study Programs within the Faculty of Teacher Training and Education. This Study Program was opened with a Decree on the Opening of Study Programs Number 100/DKTI/KEP/1984 dated August 21, 1984, and signed by Sukadji Ranuwihardjo. The English Language Education study program is accredited B by BAN-PT with the SK BAN-PT Number 506/SK/BAN-PT/Akred/S/VI/2015. The number of active students until 2019 was 964 people and was the largest number of students compared to other study programs in the Undana FKIP environment. The Total numbers of lecturers is 22 that consists of 3 professors, 5 doctors, and 14 masters

METHOD

In conducting this study the researcher used descriptive qualitative analysis. The subject of this study was an English lecturer who teaches Intensive Listening course in classes 1A and 1B, also Listening 3 course in classes 3C and 3D at English Study Program of Teacher Training and Education Faculty of Nusa Cendana University in the academic year 2021/2022.

To collect the data, the researcher asked the permission of the lecturer and made arrangements with the lecturer to conduct the research. After getting the permission, the researcher followed several meetings to record the lecturer's teaching and learning process in the class. The recording was transcribed to be able to clearly identify the lecturers' utterances that occurred in the classroom. The utterances were finally grouped based on the types of illocutionary acts and analyzed.

The step of data analysis were 1) to identify the types of illocutionary acts used by the lecturer in the teaching and learning process based on the transcription sheet, 2) to classify the types of illocutionary acts used by the lecturer based on Searle's theory of speech act, 3) to find out the types of illocutionary acts mostly used by the lecturer in the teaching and learning process. through the transcripts of the lecturer's utterances in teaching and learning process.

FINDINGS AND DISCUSSION

The data findings shows that there were 174 utterances produced by an English lecturer in teaching and learning process in 2 meetings, those utterances are classified into 4 types of illocutionary acts such as representative, directive, commissive, and expressive.

A. Types of Illocutionary Acts used by the English Lecturer Teaching and Learning Process.

By using the theory of speech act from Searle (in Yule 1996:53), the types of Illocutionary acts used by the English lecturer in teaching and learning process are as follows:

1) Expressive

There are 17 utterances (10%) appearing in the teaching and learning process that belong to expressive. It consists of 2 utterances of GREETING, 2 utterances of APOLOGIZE, 2 utterances of THANK, 9 utterances of APPRECIATE, and 2 utterances of MOCK.

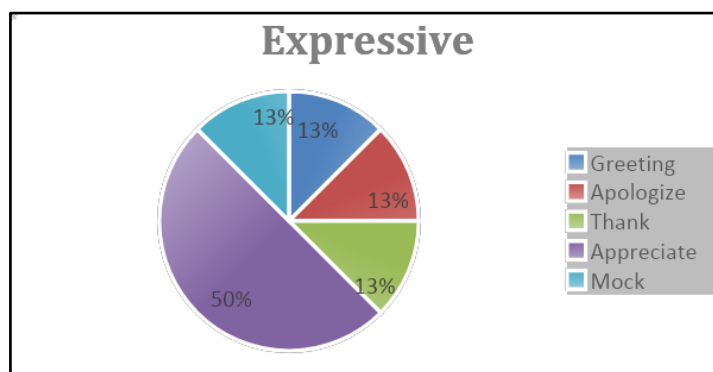


Figure 1 Expressive Chart

The types of utterances used by the lecturer in his teaching and learning process that belong to the expressive are: **1) The utterances of greeting** (12%), one of the examples is “*Good morning everybody*”. This utterance was used by the subject of the research in the opening of teaching and learning process to greet the students before starting or ending the lesson. **2) The utterance of apologizing** (12%). One of the examples is “*Sorry for that*”. This utterance was used by the lecturer to say that he was sorry for having done something wrong. **3) The utterance of thanking** (13%). For example “*Okay, Thank you very much*”, this utterance used by the lecturer to express gratitude when the students did something to answer his questions, or gave some ideas or opinions. **4) the utterances of appreciation** (50%). These utterances were used to appreciate the students’ efforts when they were able to deliver their opinions or ideas. Example of appreciation utterance given by the lecturer is “*Okay, good!*”. **5) the utterances of mocking** (1%), for example “*I can see some confused faces*’. This utterance was used by the subject of the research to make jokes so that the atmosphere of teaching and learning process was not stressful.

2) Directive

There are 128 utterances (73%) appeared in teaching and learning process that belongs to expressive. It consists of 23 COMMANDS, 101 ASKS, 2 FORBIDS, and 3 RECOMMENDS.

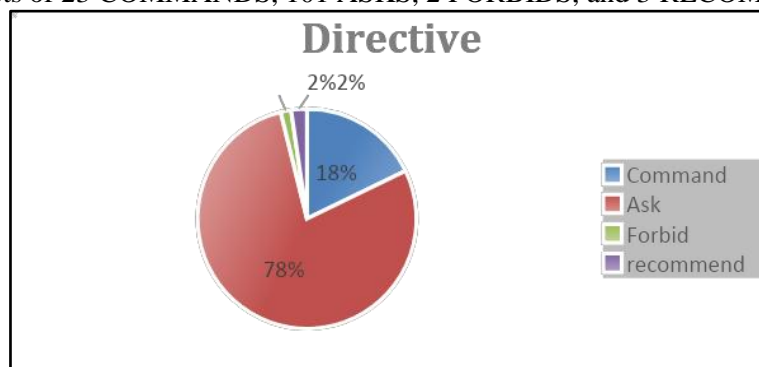


Figure 2 Directive Chart

From the 128 directive utterances (73%), 23 utterances (13%) belongs to **1) command**. For example, “*Listen to this story!*” this utterance was used by the lecturer to command the students to listen carefully to the recorded story because after the listening activity they had to discuss about it. 101 utterances (58%) belongs to **2) ask**. For examples “*Any other comment? Or question?*”, “*is Motel the same as Hotel?*”. These utterances used to asked the students in order to answer all the questions related to the story or the topics being discussed and to measure the students’ listening comprehension. 2 utterances (1%) belongs to **3) forbid**, for example “*Listen! All discussion should be in English! No Indonesian!*”. These utterances were used by the lecturer to strongly forbid the students to do something that was not supposed to be, in this case to use Bahasa Indonesia in English Class. Next, the 3 utterances

(1.8%) were classified into **4) recommend**. For example, "*Nahhh.... remember if you change your strategy long the way you will lose 3 or 4 numbers*". This utterance was used by the to give some advice to the students not to change their strategy when doing the task.

3) Representative

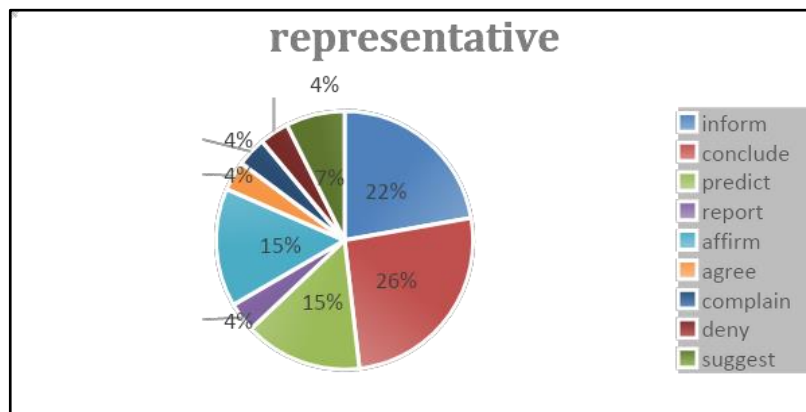


Figure 3 Representative Chart

The researcher found 27 utterances (16%) of representative used by the lecturer during the teaching and learning process which consist of: **1) 6 utterances of inform(3.5%)**, for example "*For your work I think you will send your work to my E-mail*". This utterance was used by the subject of the research to give some information to the students to send their work through E-mail. **2) 7 utterances of conclude(4.1%)** "*So, dealing with heavy rain you can say raining cats and dogs, pouring, that's okay*". This utterance was used by the lecturer to bring the material to an end. **3) 4 utterances of predict (2.3%)**, for example, "*15 minutes gone!*" this utterance was used by the lecturer to give an estimation or to remind the students' that the discussion time was over. **4) 1 utterance of complain (0.57%)**, for example, "*Hello....are you there?*". This utterance was used by the subject of the research to express annoyance because the students do not pay attention in teaching and learning process. **5) 1 utterance of report (0.57%)**, for example "*Nahh.... I have met one of the tortoise in Australia it was 300 years old, so they can live longer*". **6) 4 utterances of affirms (2.3%)**, for example "*So, send your work to my email because there are too many students I think I can't read one by one, but if you sent to my email I can do that*". This utterance was used by the subject of the research to affirm that students had to send their work through E-mail. **7) 1 utterance of agree(0.57%)**, "*Crowded, okay might be crowded*". This utterance was used by the lecturer to express that he had the same opinion as the students' answers. **8) 1 utterance of deny(0.57%)**, this utterance was used to refuse the student's answers. "*Water? No! You can't find a group of water there*", Last, **8) 2 utterances of suggest (1%)**, For example, "*Okay dealing with this remember you need to concentrate*". This utterance was used by the lecturer to give advice to the students not to change their strategy during the test.

4) Commissive

The researcher found 2 utterances of commissive (1%) that were used by the lecturer. In data the utterance "*Do you?*", and also in the data with the utterance "*Furthermore any other want to say? Want to read his/her story?*", the lecturer used the utterances to offer his students chances to present their material.

B. Types of Illocutionary Acts Mostly Used by an English lecturer in Teaching and Learning Process.

The theory of speech act from Searle (in Yule 1996:53) divides the types of Illocutionary acts into 5 types, they are Representative, Directive, Commissive, Expressive and Declarative. However, the findings and the analysis found that the subject of research or in this case the English lecturer of English

Study Program of Nusa Cendana University only used four types of illocutionary acts in his teaching and learning process, namely: expressive, directive, representative, and commissive. The percentage of illocutionary acts that occurred in the teaching and learning process can be seen in the diagram below.

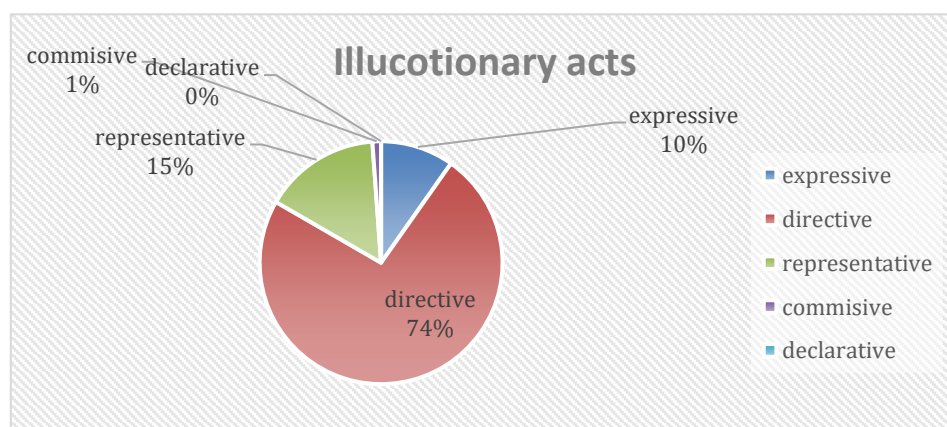


Figure 4 Illocutionary Acts Chart

There were 17 utterances (10%) of expressive, 128 utterances (73%) of directive, 27 utterances (16%) of representative, and 2 utterances (1%) of commissive. The directive is the largest percentage among the other types of illocutionary acts which were performed by the lecturer in teaching and learning process. The dominant use of directive carried out by the lecturer in teaching and learning process shows that the lecturer was trying to build an interactive teaching and learning atmosphere. The lecturer tended to use lots of questions to check on students' listening comprehension, created students' active participation, and attracted students' attention to the topic being thought.

CONCLUSION

Based on the research findings and discussion, it can be concluded that there were four out of five types of illocutionary acts used by the lecturer in teaching and learning process. There were 174 utterances that consists of 17 utterances (10%) of expressive, 128 utterances (73%) of directive, 27 utterances (16%) of representative, and 2 utterances (1%) of commissive. From the 4 types of illocutionary acts used by the lecturer, directive illocutionary acts were the most dominant used in teaching and learning process. The researcher realizes that this is a very limited scope of study, since it focuses only to identify the types of Illocutionary speech acts used by the English lecturer. An in-depth investigation and analysis from another point of view might be put into consideration to dig more about pragmatics with its relationship to the teaching and learning process.

REFERENCES

- Andewi, W., & Waziana, W. (2019). An Analysis of Teacher's Speech Acts in Teaching and Learning Process. *Teknosastik*, 17(1), 29.
- Austin, J.L. (1962). *How to do things with words*. New York: Oxford University Press.
- Basra, S. M., & Thooyibah, L. (2017). a Speech Act Analysis of Teacher Talk in an EFL Classroom. *International Journal of Education*, 10(1), 73.
- Bayu, D. G. (2017). The Analysis of Illocutionary Acts in the Titanic Movie. *Humanis*, 21(1), 120–123.
- Bogdan, B., & Bilken, S. K. (1992). *Quality research for education: An introduction to theory and methods*. *Qualitative Research For Education An Introduction to Theory and Methods : Allyn and Bacon.*, 106–156.
- Cahyaningati, D. tri. (2012). an Analysis of Illocutionary Acts and Implicatures in Understanding Toefl Short Conversation. *Jurnal Sosial Humaniora*, 5(1), 1–19.
- Edel, E. E. (2017). the Illocutionary Acts in the Novel "and the Mountains Echoed" By Khaled Hosseini. *Jurnal KATA*, 1(1), 15.

- Ivana Swastiana, N. M., Putra I.N, A. J., & I.W, S. (2020). An Analysis of Speech Acts Used by the Seventh-Grade Teacher of SMPN 2 Bangli in EFL Classroom Interaction. *Journal of Education Research and Evaluation*, 4(1), 49.
- Marbun, L., & Handayani, N. (2020). An Analysis Of Speech Act In The Grown Ups Movie. *JEE (Journal of English Education)*, 6(1), 19–28.
- Merdana, Seken, K., & Putra, A. J. (2013). An Analysis of Speech Acts Produced By Elementary School Teachers and Students to Facilitate Teaching and Learning at SDN 10 Pringgasela East Lombok. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 1(1969).
- Merdana, Seken, K., Putra, A. J., Conference, I., Development, C., Siritman, B., Meilantina, M., Azhari, A. S., Priono, -, Nuriadi, -, Swandewi, I. A. N. A., Ramendra, D. P., & Juniarta, P. A. K. (2017). An analysis of speech acts used by English teachers in classroom teaching and learning process at sma negeri 2 Banjar. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 1(2), 1–8.
- Mulyawati, F. (2020). *An analysis of speech act of Kim Namjun's speech at the United Nation General Assembly 2018 A thesis Submitted as a Partial Fulfillment of the Requirement for S1-Degree*.
- Musdalifa, Sili, S., & Setya, A. (2022). An Analysis of Conversational Implicatures of The Main Characters in Lady Bird Film: A Pragmatic Study. *Jurnal Bahasa, Sastra, Seni Dan Budaya*, 6(1), 1–12.
- Nurkhasana, L. (2017). *A Speech Act Analysis of Utterances in the Disney*.
- Nursafitri, I. (2021). *An Analysis of Speech Acts Used by English Teacher at SMA Negeri 5 Barru (A Qualitative Research)*.
- Petriandy, D. V., & Marlina, L. (2018). Illocutionary Acts Found in Novel the Never Girls: Before the Bell by Kiki Thorpe. *E-Journal of English Language & Literature*, 7(1), 43–50.
- Widya, S. O. (2017). A Pragmatic Analysis of Speech Acts Used by English Lecturers in Language Teaching at STKIP YDB Lubuk Alung. *Jurnal Arbitrer*, 4(1), 10.
- Yusanti, G., Ningrum, A. S. B., Aini, N., & Al Aziz, E. N. (2022). Speech Act Analysis on Joe Biden's Speech about Covid-19. *Jurnal Arbitrer*, 9(1), 57.