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

*(Menganalisis Tindak Tutur Dosen Dan Mahasiswa Dalam Diskusi Kelas Pada Jurusan Bahasa Inggris Di Universitas Muhammadiyah Makassar)*

Sulviana

**ABSTRACT**

The aims from this research are to find out the kinds of speech acts that mostly appeared in class discussion, functions of speech acts used in class discussion, and to investigate the implication of speech acts in class discussion. The approach employed in this research is qualitative approach. The type of this research belongs to discourse analysis (DA). Data collection of this research was conducted through (1) video recording, (2) observation, and (3) interview. The data gathered in analysing kinds of speech acts, functions of speech acts, and implication of speech acts in class discussion. The research result shows that of all the kinds of speech acts used by lecturer and students, illocutionary act is the speech act that mostly appeared in class discussion. This research also shows that there are five functions of speech acts identified in class discussion; assertive/ representative, directive, commissive, expressive, and declarative. Furthermore, the implications of speech act are the students can understand the materials by the lecturer’s utterance in speech acts. The lecturer can raise the students’ participation by asking some questions related to topics so the learning objective can be achieved by using the appropriate speech acts.

Key words: Speech act and Class Discussion

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**Introduction**

Language cannot be separated in our daily life. It is used as a tool to convey messages as well as to communicate ideas, thought, feeling and opinion. In sociolinguistics studies language is a system means that language formed by a number of components. On the other hand the language is also dynamic means that language is inseparable from a variety of possible changes that can occur at any time. Those changes can occur at any level of linguistic such as phonological, morphological, syntactic, semantic, and lexicon. In any human communication, the process of exchanging ideas, thought, feeling and opinion can be done directly. In attempting to convey a meaning, people do not only create utterances involving grammatical structures and words, they also carry out actions via those utterances. This is called as speech act (Devitt & Richard, 2003).

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

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

Locutionary act means performing the act of saying something (Wijana, 1996: 17). The purpose of this is just to inform the reader. Usually locutionary is considered as linguistic meaning. Second is illocutionary act, it means that performing an act of doing something (Wijana 1996: 18). To find the illocutionary aspect in this sentence, it ought to relate to the context when this utterance occurs. The last one is perlocutionary act. Perlocutionary act means the act of affecting someone (Wijana, 1996: 20). In perlocutionary, there is an influence affect. The speaker tries to influence the hearer to do what he/she wants to do.

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

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

According to Searle (1969), to understand language one must understand the speaker’s intention. Since language is intentional behavior, it should be treated like a form of action. Thus Searle refers to statements as speech acts. The speech act is the basic unit of language used to express meaning, an utterance that expresses an intention. Normally, the speech act is a sentence, but it can be a word or phrase as long as it follows the rules necessary to accomplish the intention. When one speaks, one performs an act. Speech is not just used to designate something, it actually does something. Speech act stresses the intent of the act as a whole. According to Searle (1969), understanding the speaker’s intention is essential to capture the meaning. Without the speaker’s intention, it is impossible to understand the words as a speech act.

According to Williams (2010), individuals act toward things and people on the basis of their personal objectives and the likely reactions of significant others. Although this implies that all actions are based on reasoning, this is not to say that one always reasons before each and every action. Within a given setting one may learn to take an action assuming that a particular objective will be achieved in doing so. That is one learns to take an action for a reason without actually examining that reason. So he concluded that speech acts are ways of communicating how people perceive others actions. The conversation analyst constructs a speech act by considering whether the meaning invoked by the conversationally and historically situated locution indicates that the speaker has performed a relevant act.

Speech acts occur within speech situation and speech event (Hymes, 1972 in Adolphs, 2008). Speech situation refers to activities in a community that have recognizable status, such as meals or parties. Speech events which are describable by rules of speech while speech situational are sociological constructs, associated with the activities in a community rather than with rules for speaking. He stated that the speech acts encodes social norm in linguistic form. The interpretation of speech acts thus leads to an analysis of the sequential organization in discourse as well as to an analysis of the social roles of the speakers in the particular context they are engaged in at the time.

Speech acts also dealing with direct and indirect sentence. In pragmatic theory the notion of indirectness is mainly related to the syntactic form of a sentence in that the illocutionary force is related to the linguistic form of an utterance (declarative, imperative, interrogative=assertion, order/ request, and question). Both Austin and Searle (1969) noted that most utterance is indirect, that is the illocutionary force of many utterance is not reflected form. This is mainly due to consideration of politeness and convention when language is used in real context.

Generally speaking, speech acts are acts of communication. It can be said that it is an utterance that serves a function in communication. They include real life interaction and require not only knowledge of language but also knowledge of structure that is, using that same language within a given culture in an appropriate way (Bosanac, 2008).

According to Bach (1994), speech act can be also classified as direct, indirect non literal speech act. We can perform speech acts directly or indirectly by performing another speech act, literally or non-literally which depend on how it can use the words or explicitly or in explicitly which depend on whether we fully utter what we mean.

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

1. Locutionary

According to Austin (1969) in Pokharel (2009), in linguistics and the philosophy of mind, a locutionary act is the performance of an utterance, and hence of a speech act. A speech act should be analyzed as a locutionary act (i.e. the actual utterance and its ostensible meaning, comprising phonetic, phatic and rhetic acts corresponding to the verbal, syntactic and semantic aspects of any meaningful utterance). Locutionary act is the utterance of a sentence with determinate sense and reference. , to make the utterance is to confer a title on a particular person. For example, I am saying to you "Don't go into the water" (a locutionary act with distinct phonetic, syntactic and semantic features) counts as warning you not to go into the water (an illocutionary act), and if you heed my warning I have thereby succeeded in persuading you not to go into the water (a perlocutionary act) (Austin, 1962 in Pokharel, 2009).

People need the level of locutionary acts, acts of saying something, in order to characterize such common situations as these: where the speaker says one thing but, not speaking literally, means (in the sense of trying to convey) something else instead where the speaker means what he says and indirectly means something else as well, and where the speaker says something but doesn't mean anything at all. Moreover, the same sentence can be used to perform illocutionary acts of various types or with various contents (Devitt, 2003). The distinction between illocutionary and perlocutionary acts because utterances are generally more than just acts of communication. They have two levels of success: considered merely as an illocutionary act, a request (for example) succeeds if the audience recognizes desire that they do a certain thing, but as a perlocutionary act it succeeds only if they actually do it. People can express the desire without getting compliance, but the one utterance is the performance of an act of both types.

1. Illocutionary act

Illocutionary act is considered as the core of the theory of speech act. An illocutionary act is the action performed by the speaker in producing certain a given utterance. The illocutionary act is closely connected with the speaker’s intention. (Justova, 2006). According to Austin in Oishi (2006), the making of a statement, offer, and promise in uttering a sentence, by virtue of conventional force is associated with it (or with its explicit performative paraphrase). The illocutionary act is the act like promising which we perform in uttering certain words in context. What we bring about or achieve by saying something, such as convincing, persuading, deterring or surprising”. Austin focused on illocutionary acts, maintaining that here we might find the “force” of a statement and demonstrate its performative nature.

Oishi (2006) stated that although it is often argued that Austin’s classification is not complete and those coined categories are not mutually exclusive, Austin’s classification is best seen as an attempt to give a general picture of illocutionary acts: what types of illocutionary act one can generally perform in uttering a sentence.

In other words, illocutionary act is what a person does in saying something else. Locution is speech. In locution (in speaking) becomes illocution through phonetic assimilation. Illocutionary acts are considered the core of the theory of speech acts. As already suggested above, an illocutionary act is the action performed by the speaker in producing a given utterance. The illocutionary act is closely connected with speaker’s intentions, e.g. stating, questioning, promising, requesting, giving commands, threatening and many others (Justova, 2006). As Yule (1996: 48) claimed that the illocutionary act is thus performed via the communicative force of an utterance which is also generally known as illocutionary force of the utterance. Basically, the illocutionary act indicates how the whole utterance is to be taken in the conversation.

1. Perlocutionary

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

According to Austin (1962), crudely, the perlocutionary act is what is performed by uttering certain words. So then “*I promise to come to dinner”* will be the form of a locution. Then employing a certain grammatical construction is a performance of illocutionary and that of making a promise is the act of perlocutionary. Austin focused on illocutionary acts, maintaining that here we might find the “force” of a statement and demonstrate its performative nature. For example, to say “Don´t run with scissors” has the force of a warning when spoken in a certain context. This utterance may also be stated in an explicitly performative way, e.g., “I warn you, don´t run with scissors.”

**Research Methodology**

This provided the description of some steps used by the researcher in doing analysis. Those were research design, Research subject, instrument of the research, procedure of data collection, and technique of data analysis. All the parts were explored in this chapter.

The design of this research was a descriptive qualitative method since it analyzed the data in the form of words descriptively, not in the form of percentage or numeral, based on the theory of speech acts.

In analyzing the data, the researcher used the theory of speech acts proposed by J.L Austin (1962). The researcher analyzed and described the speech acts that mostly appear in class discussion produced by one lecturer and 35 students at English department of Universitas Muhammadiyah Makassar.

Speech act is doing an action by using words. It means that an action done by a speaker is the communicative of the language. Speech act is related to the language, when seen as a system of rules and focusing on rules describing competence rather than performance, limits the ability to look at communication systems more generally and to see important characteristics of speech forms that are used within speech communities.

Classroom discussion is a teaching strategy that can lead to greater student understanding-but this does not automatically happen. Therefore, in general, discussion is of course utilized for the benefit of the students but not simply to learn material, topics, or subjects but to also teach students how to become well integrated functioning members of their society.

Speech act in classroom discussion is the action that use whether verbal or nonverbal communication which is used in classroom discussion as the strategy in teaching and learning process in that class.

The sources of data in this research were the lecturer and the students of the third grade in Universitas Muhammadiyah. Purposive sampling technique was adopted in this research to select the sample. The researcher chose one class among the third semester students. The research subjects were 35 students and one English lecturer.

Pertaining to the analysis of speech act in class discussion at English Department of Universitas Muhammadiyah Makassar, the followings are the instruments that the researcher used.

1. Video Recorder

The video recorder was used to record the class discussion or verbal interaction of lecturer and students, to identify speech act in class discussion at English Department of Universitas Muhammadiyah Makassar.

1. Interview

The other instrument used in this research was interview. The interview conducted after transcribing the data. It was conducted to know the implication of speech act in TEFL at English Department of Universitas Muhammadiyah Makassar.

The procedure of collecting data was carried out by the research was presented as follows:

1. Observation

Before recording was done, the researcher observed the situation of the teaching process in the classroom discussion that the researcher was able to design a planning about how to record the process of classroom discussion to gain the relevant data

1. Recording

During the research process, recording was done three times or three meetings to get the data. In this case, the researcher recorded the discussion during the teaching and learning process which refers to the students and lecturer’s utterances during discussion process. Process of recording took place in Universitas Muhammadiyah Makassar. The researcher explored one class in three times during teaching and learning process run. Class A was a class which researcher analyzed in Universitas Muhammadiyah Makassar.

1. Interview

Interview was conducted after transcribing the data. Interview was done to know the implication speech acts in TEFL in Universitas Muhammadiyah Makassar.

According to Gay *et al* (2006:469) the process of analyzing the data consists of three steps: reading, describing what is happening to the setting and classifying the data. The steps are explained as follow:

1. Reading. As the first analytical step, all transcripts was read
2. Describing. After getting all the transcripts, the researcher described the data obtained.
3. Classifying. The typical way the data broken down was through the process of coding.
4. Interpreting. The last step was interpreting the data. Through this process, the researcher interpreted the data obtain to know the function of speech act in class discussion and to find out the implication of speech acts in TEFL in Universitas Muhammadiyah Makassar.

The data was taken by video recording in one of university in Makassar , namely Universitas Muhammadiyah Makassar. The data presentation from observation one was taken on 10th October 2014, at Universitas Muahammadiyah Makassar at 01.00 p.m. The data recording for presentation two was taken on 17th October 2014 at 01.00 p.m. The third recording was taken on 24th October, 2014 in Universitas Muhammadiyah Makassar. The time that the researcher recorded the class discussion was about 90 minutes for one meeting.

1. The data was presented in three parts. The parts come from the data that is from video recording and interview. The data presented in following the paragraph that is divided into some presentation namely: data presentation for speech act in class discussion, the functions of speech acts used in class discussion, and the implications of speech acts in TEFL on Universitas Muhammadiyah Makassar.

**Findings and Discussion**

**Kinds of Speech Acts in Class Discussion**

1. Locutionary

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

Extract 1

L : *Class... I don’t ask you to memorize your opinion. That is your own*

*opinion…Why do you have to memorize? It’s your opinion, don’t memorize.’*

L : nadika….ok yes…can you stand up please? What is your point of view

about early marriage?

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

Extract 2

S : I think about…I think about the early marriage….this two couple…two couple who marriage under the age of eighteen years and they are still doing education. And then early because the position of parent, so the early marriage is because match making of parents

L : Okay, thank you. Good…yes next…what is your point of view about early marriage?

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

L : The other one, just now, oke there are two point. The first one, it’s oke going steady is good as long as you know the limitation. The second one, going steady before married is really important because you have to know the family….the family of your boyfriend or girlfriend. You have to know the family. So if you eee….you will be regret, akan menyesal..ya… if you going steady after married because you don’t know well about the family, the characteristic of your family….your candidate family…ya

S : I think mam….ee..without..e..e going study

**Extract 3**

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

1. Illocutionary

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

Extract 4

L : hi class…can you pick up the rubbish please?

( every one in the class are picking up the rubbish)

L : ok….. well…good afternoon

Ss : good afternoon

The extract above presents the use of illocutionary acts. It is proved when the lecturer comma

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

Extract 5

L : oke riswanto….oke riswanto because ahmmmm you look like celebrity

from korea I need your opinion about ee k pop. Please. What do you

think about this….stand up please….stand up….try to say something

about this one.

S : about?

L : k pop

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

L : oke thank you..next…hmmm wirdah

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

Extract 6

L : so what do you think about early marriage?

S : I think…agree with nurdiah…not problem early marriage so early

marriage if not school, we have early marriage, we have effect, positive

and negative.

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

1. Perlocutionary

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

Extract 7

L : Hi class…can you pick up the rubbish please?

( every one in the class were picking up the rubbish)

L : ok….. well…good afternoon

Ss : good afternoon

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

Extract 8

L : Okay thank you…oke well class…you have good and smart idea and

opinion, that’s very nice. im proud of you

Ss : Clap hand/ give applause

L : Ya…you can give applause. Because you can state your opinion by looking at the aspect like in positive and negative. Well…class…mmm…when you have same idea or…aaa… you don’t think so about the idea, actually you can say…aaa…for example….aaa…what is your name?

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

Extract 9

L : oke I will count one until four please….

*Everybody was counting*

L : oke group one there, group two there, group three there and group four

here. Okay now…hurry up

*Everyone was trying to find their group*

L : hello…make a small group

*All students were discussing their topic*

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

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

**Functions of Speech Acts Used in Class Discussion**

1. Declarations

The first function of speech act is declaration. In this case, the function is to change the situation/condition by the utterances or words. It reveals in the following extracts:

**Extract 10**

L: hi

Ss: hello

L: attention….i will determine your role. Just now we talk about love and money. Your job is love and your group is money. Please, give your reason why do you agree with love and why do you disagree with money. Dan sebaliknya kamu juga. Why do you agree with money and why you disagree with love. Oke I give 10 minute to discuss about this topic. Please do it now.

Based on the extract above, declarative function of speech act used by the lecturer was determining and deciding. It can be seen in the extract the lecturer said “ *I will determine Your role”* that refers to the act of determining and the utterance *“your job is love and your group is money”* which refers to the act of deciding*.* In this case, the act of determining which was used by lecturer indicated that there was a change of situation where students made a small group based on the lecturer instruction and the act of deciding to change the situation where the students make two groups based on the classification used by the lecturer

Extract 11

L: oke…I heard some mispronounce of you guys….the first one is famous. I have told you that ou …ou…ou…always pronounce aw…famous….

Ss: (repeating) famous

L: oke famous….the second one is young

Ss: young

Based on the extract above, the function of speech act used by the lecturer was declarative especially the act of confirming. Based on the extract, the lecturer produced the utterance like “*oke…I heard some mispronounce of you guys….the first one is famous. I have told you that ou …ou…ou…always pronounce aw…famous…..”.* This utterance indicated that before giving confirmation, the students used to pronounce ungrammatical sentence. So after confirming, the lecturer expected students not to pronounce the sentence ungrammatically.

Extract 12

S: you said halal but you have boyfriend.

L: oke class..just discussion don’t judge to everybody. Oke please…is there any additional comment

S: oke I think going going steady before married I think it is not good because first one, going steady just wasting your money, wasting your time, wasting your energy.

L: the other one? Oke no one?i think we can close you can get out

The extract above showed that the lecturer used the act of forbidding. It can seen in the extract, the lecturer’s utterance was “ *don’t judge to everybody”.* The lecturer used the expression by means the students would not make a noise for having different opinion. It means that there was a change of situation

1. Representatives

The second function of speech act proposed by john Searle was representative function. That is the act of describing, concluding, asserting etc.

Extract 13

S:in our class, I give example. Just now we don’t have a job. Why we must buy something? We don’t have money and the girl always want ask…ask the boy to buy something. I think it is materialistis

L: oke …later….the other one

S: e…if you going steady before married you will motivate your learn and …e…you spirit go to campus.

L: class...like this, you ll have to know. If you have boyfriend or girlfriend in the campus, we have motivation. We are inspired to be diligent gong to the campus because i want to meet boyfriend and blab la bla. I want to study hard, i want to show to my boyfriend and girlfriend, i am the smart one

S: like this, your motivation like this, if you want to go to campus because you have…yes but I think our spirit the first here, our parent

In the extract above the function of speech act used by the lecturer and student was representative. It can be seen by the kinds of acts, they were the act of asserting. The act of asserting was used by student as seen in the extract that student said” *in our class, I give example. Just now we don’t have a job. Why we must buy something? We don’t have money and the girl always want ask…ask the boy to buy something. I think it is materialistic.* It was also found in other student’s utterance like “*like this, your motivation like this, if you want to go to campus because you have…yes but I think our spirit the first here, our parent”.* Both the first and the second student’s utterance indicated the act of asserting because students gave addition based on the previous explanation/ re-explained the opinion to assert the statement before. Otherwise, the act of describing used by the lecturer can be seen in the utterance like “*class...like this, you ll have to know. If you have boyfriend or girlfriend in the campus, we have motivation. We are inspired to be diligent gong to the campus because i want to meet boyfriend and bla bla bla. I want to study hard, i want to show to my boyfriend and girlfriend, i am the smart one”.* In this case, the lecturer asserted what the students had explained by giving some explanation to get better understanding.

Extract 14

L: oke thank you…next please…what is your idea?

S: early marriage is married under eighteen years old and there are many factors early marriage including is social, politic, community and violence. But I just get one factor, community…because that is the most important is prosperity because it is usually the young girls…the young girls is early marriage to get poor to high. The young girls difficult to pay for her family

Based on the extract above, the representative function of students’ utterance was describing. It can be seen in the extract where the student gave explanation about one topic given by the lecturer like “*early marriage is married under eighteen years old and there are many factors early marriage including is social, politic, community and violence. But I just get one factor, community…because that is the most important is prosperity because it is usually the young girls…the young girls is early marriage to get poor to high. The young girls difficult to pay for her family”.* The description was intended to make the explanation become clearer and to get better understanding of one topic.

Based on the extract above, the function of lecturer’s utterance was categorized as expressive function. It was proved by lecturer’s utterance “*oke thank you..next…hmmm wirdah.* In this case, one of the form expressive functions was thanking. We can see on the extract above, the lecturer gave thanks to the student who had answered the question/ gave her opinion about one topic. The act of thanking was categorized as expressive function because the lecturer expressed her feeling by saying “*thank you*” after listening students’ answer. It means that the lecturer appreciated student’s effort in giving opinion.

**Conclusion**

This research reports the study of speech acts of lecturer and students at English Department of Universitas Muhammadiyah Makassar by using discourse analysis approach. The aims from the research are to find kinds of speech acts, functions of speech acts, and implication of speech acts in class discussion. The researcher found the use of three kinds of speech acts. They are locutionary, illocutionary, and perlocutionary acts.

The research result shows that of all the kinds of speech acts used by lecturer and students, illocutionary act is the speech act that mostly appeared in class discussion. This research also shows that there are five functions of speech acts identified in class discussion; assertive or representative, directive, commissive, expressive, and declarative.

The implications of speech act in class discussion are the students can understand the material by the lecturer’s utterance in speech acts. The lecturer can raise the students’ participation by asking some questions related to the topics, so the curriculum goals can be achieved by using the appropriate speech act.

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