

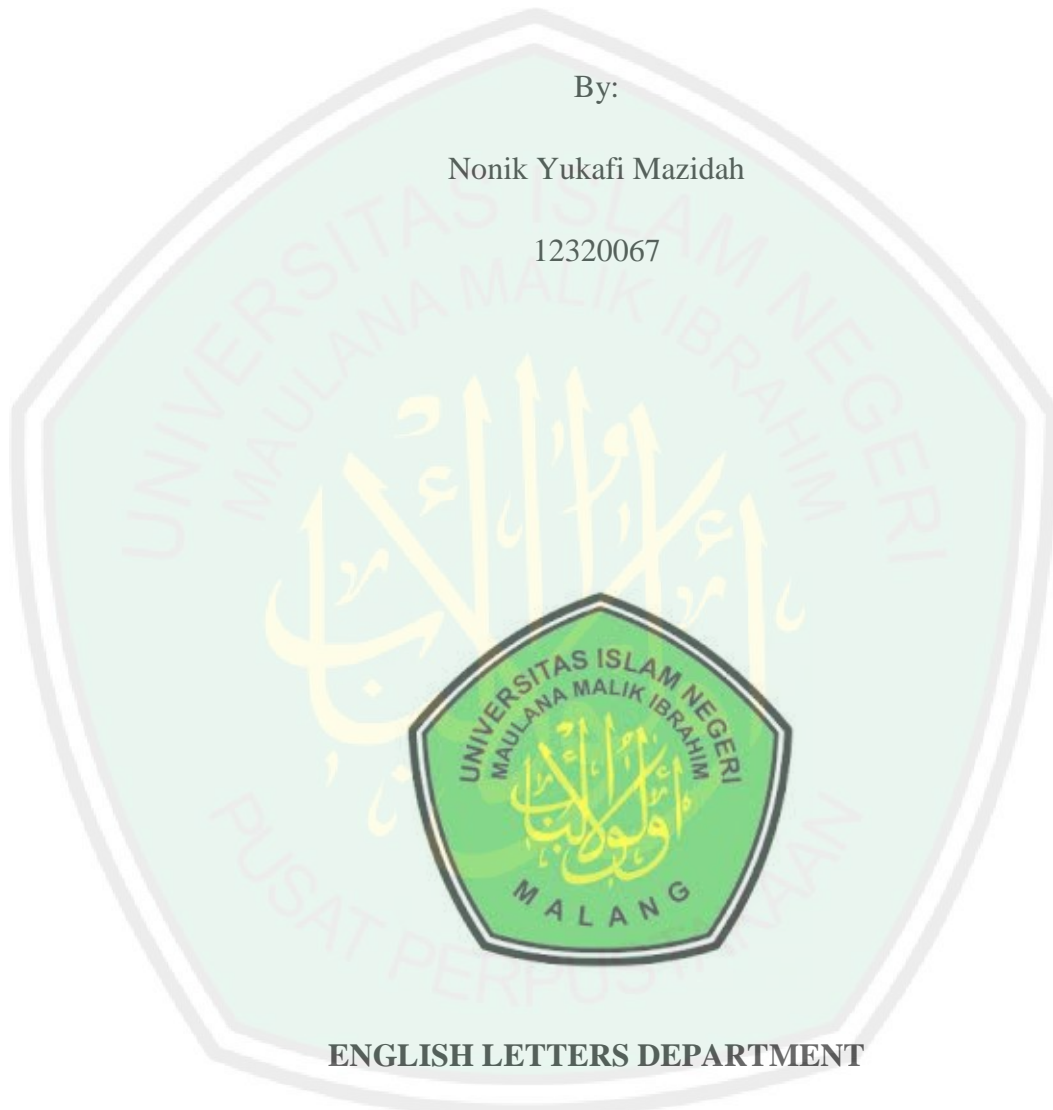
**EXPRESSIVE SPEECH ACT FOUND IN EFL CLASSROOM  
INTERACTION**

**THESIS**

By:

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**ENGLISH LETTERS DEPARTMENT**

**FACULTY OF HUMANITIES**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**2018**

**EXPRESSIVE SPEECH ACTS FOUND IN EFL CLASSROOM  
INTERACTION**

**THESIS**

Presented to:

Maulana Malik Ibrahim State Islamic University of Malang in Partial Fulfillment  
of the Requirement for the Degree of *Sarjana Sastra* (S.S)

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**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**2018**

## APPROVAL SHEET

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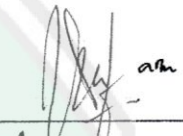
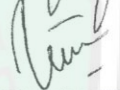
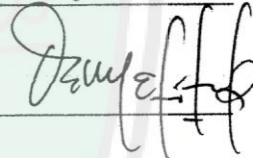


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Hereby, declare that the thesis I wrote to accomplish the requirement for the degree of Sarjana Sastra (S.S) in English Letters Department, Humanities Faculty, Maulana Malik Ibrahim State Islamic University entitled *Expressive Speech Act Found in EFL Classroom Interaction* is truly my original work. It does not incorporate any materials previously written or published by other person, except those indicated in quotations and bibliography. Due to that fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, October 30, 2018



Nonik Yukafi Mazidah

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## MOTTO

“Stop acting so small, you are the universe in ecstatic motion”

*Jalaludin Rumi*



## DEDICATION

This thesis is especially dedicated to my sweet and loving parents H. Muhammad Rowi W and Hj. Winuk Sri W and my only sister Diana Fauziah for their endless love, support and encouragement.



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This thesis entitled is intended to fulfill the requirement for achieving the degree of Sarjana Sastra (S.S) in English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

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Finally, I truly realize that in this thesis still need the constructive criticism and suggestions from the readers in order to make it perfect and hopefully it can be more useful to the readers, especially for the English Letters Department students.

Malang, October 30 2018

The Researcher

Nonik Yukafi Mazidah



## ABSTRACT

Mazidah, Nonik Yukafi 2018. *Expressive Speech Act found in Classroom Interaction*. Thesis. English Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Deny Efita Nur Rakhmawati, M.Pd.

Key words: Expressive speech act, EFL classroom interaction.

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As social creature, people cannot be separated from interaction or communication. In the way people express feeling or mind, they not only produce the utterances but also perform actions through the utterances. Speech acts are part of language concerning with what people say through the utterances. One kind of speech acts is expressive which expression of feeling. This study focused on classifying the kinds of expressive speech act used in EFL classroom interaction, using Yule's theory (2006) and the functions of expressive speech act using Norrick's theory (1978). This study was aimed to show the various kinds and functions of expressive speech act that might be used in EFL Psycholinguistic class interaction relied on the context. The research questions were (1) What are the kinds of expressive speech act found in EFL classroom interaction?; (2) What are the functions of expressive speech act found in EFL classroom interaction?

This research used qualitative method because the data are in the form of words rather than number. Then, the research collected the data by using several steps. Those are modifying recording of the EFL students' interaction in classroom, transcribing the EFL students' utterances, investigating the data, and presenting the data based on expressive speech act. Then the researcher analyzed the expressive speech act found in the students' interaction.

The result of this research showed that there were two kinds of expressive speech act found in the EFL students' classroom interaction namely (1) direct, and (2) indirect. There were six functions of expressive speech act that occurred in the EFL classroom interaction i.e. (1) apologizing (2) thanking (3) condoling (4) congratulating (5) deploring, and (6) welcoming. The findings also showed that the most frequently use of expressive speech act found in the classroom interaction was direct. The most frequently existence of function of expressive speech act in the classroom interaction was welcoming.

Based on the result of the research, the researcher wanted to give suggestions for the next researcher to analyze the expressive speech act which are produced in speaking performance such as in daily conversation or in chatting and/or comment in social media. Besides, further researcher should focus on the background of the speaker and the characteristics of linguistics in using illocutionary acts. The researcher hoped that further research would find something new, different and more interesting than this present research.

## ملخص البحث

مزيدة، نونيك يكا في. 2018. الأفعال الكلامية التعبيرية في التعامل للفصل EFL. البحث الجامعي. قسم اللغة الإنجليزية وأدبها. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: ديني إيفيتا نور رحماتي الماجستير .

**الكلمة الرئيسية:** الأفعال الكلامية التعبيرية، التعامل للفصل EFL.

كان الإنسان كالكائنات الإجتماعية لا يمكن فصل الإنسان عن التواصل. ليس في نقل الأفكار والشعور التعبير فحسب، بل توجد الأفعال بوسيلة الكلام. الأفعال الكلامية هي جزء من اللغة التي تعطي الإهتمام للكلمات التي تتكلم عنها المتحدث أو المتكلم. من أحد الأفعال الكلامية التعبيرية، وهي تعبير الشعور للمتحدث. يتركز هذا البحث لأنواع الأفعال الكلامية التعبيرية التي استخدمها طلاب EFL في الفصل. يستخدم هذا البحث نظرية يول (Yule 2006) ووظيفة الأفعال الكلامية لنوريك (Norrick 1978). أما الأهداف لهذا البحث هي لتوضيح الأفعال الكلامية التعبيرية التي يمكن الإستخدام للطلاب الإندونيسيين داخل فصل علم اللغة النفسي *Psycholinguistic* وفقا للظروف.

يستخدم هذا البحث المنهج الكيفي لأن هذا التحليل بشكل الوصف. سوى ذلك، يستخدم قائم الملاحظات أو المراقبة بسبب الباحثة تحلل الكلام لطلاب EFL الذين يستخدمون الأفعال الكلامية التعبيرية. تجمعت الباحثة البيانات ببعض الخطوات وهي تعديل قائمة المراقبة، وسجل تعامل طلاب EFL الذين يستخدمون الأفعال الكلامية التعبيرية في الفصل، وكتابة الكلام لطلاب EFL، والتحقيق في البيانات، وتقديم البيانات بناءً على استراتيجيات المطلوب، وتحليل الأجوبة عن الأفعال الكلامية الذين يستخدمون الطلاب EFL في الفصل.

أظهرت نتائج البحث أن هناك نوعين من الأفعال الكلامية التعبيرية التي توجد في تعامل فصل EFL وهما؛ (1) مباشرة و (2) غير مباشرة. هناك ست وظائف تظهر في تعامل فصل EFL، بما في ذلك: (1) الاعتذار (2) الشكر (3) التعزية (4) التهنيئة (5) الإستنكار (6) الترحيب. تظهر النتائج أيضا أن أنواع الأفعال الكلامية التعبيرية التي تستخدم في كثير من الأحيان في تعامل فصل EFL هي مباشرة. للوظائف التي تستخدم في كثير من الأحيان في تعامل فصل EFL هي الترحيب.

واستناداً إلى نتائج البحث، اقترحت الباحثة على الباحث التالي لتحليل الأفعال الكلامية مثل في المحادثات اليومية أو في الخطب. بالإضافة إلى ذلك، يمكن للباحث التالي التركيز على خلفية المتحدث وخصائص اللغة في استخدام أعمال ilokusi. تتمت الباحثة أن تؤدي الأبحاث التالية إلى النتائج الجديدة والمختلفة والمثيرة للاهتمام من الأبحاث الحالية.



## ABSTRAK

Mazidah, Nonik Yukafi. 2018. *Tindak Tutur Ekspresif yang Ditemukan di Interaksi Kelas EFL*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Deny Efita Nur Rakhmawati, M.Pd.

Kata Kunci: Tindak Tutur Ekspresi dan Interaksi kelas EFL

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Sebagai makhluk sosial, manusia tidak dapat dipisahkan dengan komunikasi. Dalam menyampaikan pemikiran atau perasaan, mereka tidak hanya mengutarakan tetapi juga melakukan tindakan melalui perkataan. Tindak tutur adalah bagian dari bahasa yang memperhatikan perkataan yang diutarakan oleh pembicara. Salah satu tindak tutur tersebut yaitu ekspresif, yang mana merupakan suatu ekspresi perasaan penutur. Penelitian ini fokus pada jenis-jenis tindak tutur ekspresif yang digunakan oleh mahasiswa EFL dalam interaksi kelas, menggunakan teori Yule (2006) dan fungsi tindak tutur ekspresif menggunakan teori Norrick (1978). Penelitian ini bertujuan untuk menunjukkan tindak tutur ekspresi yang mungkin digunakan oleh mahasiswa Indonesia dalam kelas *Psycholinguistic* sesuai keadaan. Rumusan masalah dalam penelitian ini adalah (1) Apa jenis-jenis tindak tutur ekspresi yang ditemukan pada interaksi kelas EFL? ; (2) Apa fungsi tindak tutur ekspresi yang ditemukan pada interaksi kelas EFL?

Penelitian ini menggunakan pendekatan kualitatif karena analisa ini dalam bentuk deskriptif. Penelitian ini dilakukan dengan menggunakan daftar pengamatan atau observasi karena peneliti menganalisa perkataan mahasiswa-mahasiswa EFL yang menggunakan tindak tutur ekspresif. Peneliti mengumpulkan data melalui beberapa langkah, memodifikasi daftar observasi, merekam interaksi mahasiswa-mahasiswa EFL dalam kelas, menulis perkataan mahasiswa-mahasiswa EFL, menyelidiki data, dan menyajikan data berdasarkan pada strategi-strategi permintaan. Selanjutnya peneliti menganalisa konteks jawaban tindak permintaan yang digunakan oleh mahasiswa-mahasiswa EFL di dalam kelas.

Hasil dari penelitian menunjukkan bahwa ada dua jenis tindak tutur ekspresif yang ditemukan dalam interaksi kelas EFL, yakni: (1) *direct* dan (2) *indirect*. Ada enam fungsi yang muncul pada interaksi kelas EFL, diantaranya: (1) *apologizing* (2) *thanking* (3) *condoling* (4) *congratulating* (5) *deploring* dan (6) *welcoming*. Temuan juga menunjukkan bahwa macam tindak tutur ekspresif yang sering digunakan dalam interaksi kelas EFL adalah *direct*. Untuk fungsi yang sering digunakan pada interaksi kelas EFL adalah *welcoming*.

Berdasarkan hasil penelitian, peneliti menyarankan untuk peneliti selanjutnya untuk menganalisa tindak permintaan yang dihasilkan dalam performa berbicara seperti pada percakapan sehari-hari atau dalam pidato. Selain itu peneliti selanjutnya dapat fokus pada latar belakang pembicara dan ciri-ciri bahasa dalam menggunakan tindak ilokusi. Peneliti berharap untuk penelitian selanjutnya dapat menghasilkan temuan yang baru, berbeda dan lebih menarik dari penelitian sekarang.

## TABLE OF CONTENTS

APPROVAL SHEET .....	iii
LEGITIMATION SHEET .....	iv
STATEMENT OF ACADEMIC INTEGRITY .....	v
MOTTO .....	vi
DEDICATION .....	vii
ACKNOWLEDGMENT .....	viii
ABSTRACT .....	x
TABLE OF CONTENTS .....	xiv
CHAPTER I INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Research Questions .....	5
1.3 Objectives of the Study .....	6
1.4 Significances of the Study .....	6
1.5 Scope and Limitation .....	6
1.6 Definition of the Key Terms .....	7
1.7 Research Method .....	7
1.7.1 Research Design .....	8
1.7.2 Data Sources .....	8
1.7.3 Research Instrument .....	9
1.7.4 Data Collection .....	9
1.7.5 Data Analysis .....	10
CHAPTER II REVIEW OF RELATED LITERATURE .....	11
2.1. Pragmatics .....	11

2.2. Speech Act .....	12
2.3. Expressive Speech Act.....	14
2.3.1. Kinds of Expressive Speech Act.....	15
2.3.2. Functions of Expressive Speech Act.....	16
2.4. Previous Study .....	19
CHAPTER III FINDINGS AND DISCUSSION.....	21
3.1. Findings.....	21
3.1.1. The Kinds of Expressive Speech Act Found in EFL Classroom Interaction of Psycholinguistic Class .....	22
3.1.2. The Functions of Expressive Speech Act Found in EFL Classroom Interaction of Psycholinguistic Class .....	32
3.2. Discussion.....	44
CHAPTER IV CONCLUSION AND SUGGESTION.....	50
4.1. Conclusion .....	50
4.2. Suggestion.....	51
REFERENCES	
APPENDIXES	

## CHAPTER I

### INTRODUCTION

This chapter described the background of the study, research questions, objectives of the study, significances of the study, scope and limitation, definition of the key terms and research method.

#### 1.1. Background of the Study

Language is used by people to communicate or to interact with others. People can share experiences or something through the language. As social creature, people cannot be separated from communication. Communication with other is one way to express their feelings and minds. Communication is effective if the purpose of the communication can be gained well. It means that, both the speaker and the interlocutor have the same perception of the thing they are talking about. In the way people express feeling or mind, they do not only produce the utterances but also perform actions through the utterances, it is called as speech act. Searle (cited by Patricia, 2015) classified speech act into five types i.e. representative, directive, commissive, expressive and declarative.

As mentioned above, one kind of speech act is called as expressive speech act. It is an expression which is based on the psychological state (Searle, 1976). This expression is related to the speaker's feelings upon the hearer. As a part of pragmatics study, expressive speech act has relation to the interaction. Searle (cited by Venuti, 2012) argued that in interaction, speakers can find themselves if their means agree with what they say. Hence, expressive speech act will maintain social relationship and will not trigger conflicts. Expressives speech act is used to

influence the interlocutors to do something as uttered by the speaker. Moreover, this speech act plays an important role in daily interaction or communication.

Expressive speech act which is a part of illocutionary acts takes effect in certain ways (Austin, 1975). Then, the effect of the expressive speech act is known as the perlocutionary act. Perlocutionary act is saying something to produce certain consequential effects upon the feelings, thoughts, or actions of the audience, or of the speaker, or of other persons (Austin, 1962). Thus, the way interlocutor responds to the expressive speech act is necessary to catch the desire of the speaker. The speaker will tend to do expressive speech act in a certain way to maintain the interlocutor's feeling in order to keep the harmonious communication.

Due to aforementioned benefits on expressive speech act, the researcher was interested in analyzing the kind and function of expressive speech act since the research on expressive speech act of EFL (English as Foreign Language) classroom interaction was an interesting topic to be discussed. If expressive speech act is used to influence the interlocutors to do something, it will produce actions or effects as uttered by the speaker. One of speech events involving expressive speech act was classroom interaction.

Classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioral responses in class. It means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction, on the contrary, contains written interaction and oral interaction. Written interaction is the style of

interaction in which students write out their ideas, thoughts. Simply speaking, they interact with others through written words, documents and so forth. By contrast, oral interaction implies that students' interaction in class undertaken by speaking in class, answering and asking questions, making comments, and discussion. These two types of interaction are summarized by Robinson (1994) "Interaction is the process referring to "face-to-face" action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing, etc." (Robinson, 1994)

From those kinds of interactions, sometimes in class interaction there is any misunderstanding because the hearers do not catch the intended message of the speakers. Therefore, the hearers should understand properly what the speakers talked in order to recognize the speakers' intention by comprehending the utterances and expressions.

In short, the expressive speech act seems frequently occur in classroom interaction. Accordingly, the researcher carried out this research on EFL (English as Foreign Language) students of Psycholinguistics class. The reason is because in that class the students are the sixth semester courses of English Letters in Maulana Malik Ibrahim State Islamic University of Malang that classified as the students who have competence for speaking and arguing their ideas in English.

This becomes more interesting when the interaction happen in EFL class interaction, because of the usage of a new language that they knew. The students have practiced speaking in English. However, it might be not possible for them to

make mistakes in speaking English since they are EFL students. They were still practicing how to speak English well. They might get nervous in speaking, especially in group discussion section or small talking. Therefore, the potency of expressing something to others might also deal with them in classroom interaction.

Beside they are as EFL (English as Foreign Language) students, they do not master the topic discussed; they are practicing how to speak English well and how to convey the topic clearly at class. Hence, it causes them to get nervous. Moreover, their friend may give questions, command or suggestions if an unclear and an inaccurate idea are given. For interact with others the students in EFL class they use an expression to support the understanding more.

There were some studies which were done by previous researchers, which were related to this present research that was about expressive speech act. The first previous research was entitled *expressive speech act of Obama Speech in University of Indonesia* by Dodik (2013) He focused his research on the kinds of expressive speech act and the functions that used in Barack Obama's speech. He found 19 utterances containing the kind and functions of expressive speech acts and. Those utterances are classified as direct and indirect. His finding demonstrated functions of expressive speech acts such as: greeting, happiness, sadness, thanking, condolence, and wishes.

The second research was entitled *Expressive Speech Act Found in Wayne Rooney's Facebook* done by Ahmad and Dwi (2016). The result of this research showed that there were 41 utterances which contained direct expressive speech act

of congratulating as many as 22 utterances, complimenting as many as 15 utterances and thanking as many as 12 utterances.

The similarity of this study and previous studies was about kinds and functions of expressive speech act. Meanwhile, the difference between this study and the previous studies was on the real condition of EFL classroom interaction. As a result, the findings of the data must be different. It is because subjects of the previous studies were English native speakers. The other difference of the findings was EFL students who use English as their foreign language did expressing speech acts. Indeed, EFL students might have prepared what they had to say when they were conducting group discussion including the way when they got questions and suggestions, but they were still guessing about those coming. The other hand, the expressive speech act might occur in small talking at the time. Hence, the expression might be different from the expression which were done by the native speaker. Afterwards, the readers can know them. Moreover, they can apply those expressive speech act in their daily life, especially in classroom interaction. Therefore, those expressive speech act are needed to be explored more.

## **1.2 Research Questions**

1. What are the kinds of expressive speech acts found in EFL classroom interaction?
2. What the functions of expressive speech acts found in EFL classroom interaction?

### **1.3 Objectives of the Study**

To answer the research question above, this research is conducted to classify the kinds of expressive speech act found in EFL classroom interaction and to find out the functions of expressive speech act.

### **1.4 Significances**

The result of this research hopefully will be useful for the readers, students, and the researcher, because this research is expected to give worthy contribution for people who want to study speech act especially on expressive speech act to help the construction expression made by the English Foreign Learners. The result of this research will give more explanation about expressive speech act found in EFL classroom interaction at collage.

### **1.5 Scope and Limitation**

The research examines pragmatics specified on expressive speech act precisely about illocutionary act found in EFL classroom interaction of psycholinguistics class. Due to the limited time, the researcher only investigate how the students use the kinds and the functions of expressive speech act within the semester length. This may prefund the researcher to obtain more complete data on the most expressive speech act found in EFL classroom interaction.

## 1.6 Definition of Key Term

The title of this research is “*Expressive Speech Act Found in EFL Classroom Interaction*”. Concerning with this title, to avoid misunderstanding the researcher would like to give some definitions:

- Speech act is an action performed via utterance. All the thing we do when we speak each other is depends on the context.
- Expressive speech act is an action to express the psychological state specified in sincerity condition about a state of affairs specified in the propositional content. In short, it tells about the speaker’s feeling.
- EFL Classroom Interaction is the classroom which have two-way process between the participants in the classroom, such as teacher influences the students, students influence students, or students influence the teacher, and the hold process are done by the people whose the first language is not English. The classes observed is psycholinguistics class of 2016 in sixth semester of English Letters department in Maulana Malik Ibrahim State Islamic University of Malang.

## 1.7 Research Method

This section discusses about the method that the researcher used in this current research method which consists of research design, data source, research instrument, data collection and data analysis.

### 1.7.1 Research Design

This research uses qualitative as the approach. The researcher uses the qualitative approach since the data are analyzed in the form of word.

“Qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative, or change oriented) or both” (Cresswell, 2003, p. 18).

This research also belongs to descriptive study because the data are found by using words according to its real condition in classroom interactions without any additional judgments from the researcher. In this research, the researcher describes the results of the research to the readers in the form of words or phrases not in the form of numbers or statistical data.

The usage of qualitative approaches is intended to analyze the utterances of EFL students and the lecturer in a classroom interaction at Maulana Malik Ibrahim State Islamic University. While, descriptive method is also used in this research for facilitating the researcher to present the picture of the phenomenon under investigation. Therefore, the purpose of this research is to obtain deep understanding of expressive speech act that expressed in EFL classroom interaction.

### 1.7.2 Data Source

The data source of this research is the speaking performance of group discussion or carried out by some students in front of the class as the

speakers and the others as the audiences in psycholinguistics class or some small conversations between the students and each other. The researcher takes three meetings of psycholinguistics course in sixth semester of 2016. Further, the researcher follows naturally every class to observe the conversations by the students which contain utterances indicated as expressive speech acts.

### **1.7.3 Research Instrument**

Since this research is qualitative approach, the main instrument used is the researcher herself that also known as the human instrument (Creswell, 2013). To make the process of the research runs effectively and to get the result naturally, the researcher uses non-participants observation to take the data; the researcher observes the interaction of three meetings of psycholinguistics course in 2016 that are produced when the class runs.

### **1.7.4 Data Collection**

In collecting the data, the researcher does several stages to do. First, the researcher enters to the three meetings of Psycholinguistics to record and to observe all students involved their group discussion section and the conversation that happen there through their language used. Second, the researcher transcribes the utterances indicating to expressive speech act. Afterwards, the researcher emphasized her observation on the utterances dealing with the kinds and functions of expressive speech act. When those kinds and fuctions are appeared, the researcher also notes those kinds and

functions expressive speech acts used in Psycholinguistic class. Last, the researcher categorizes the kinds and the functions of expressive speech act.

### **1.7.5 Data Analysis**

After collecting the data, the researcher did some steps to analyze them. First, the researcher played the record while checking the data included in the field-notes about kinds and functions of expressive speech act in the note that has been made by the researcher in the process of collecting the data. Later, those kinds are categorized into function of expressive speech act. After categorizing each data, the researcher explains each kind and function of expressive speech act based on Yule's Theory (2006) and Norrick' theory (1978). Finally, the researcher draws the conclusion based on the result of the analysis descriptively.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discussed some theories related to the research. They were pragmatics, speech act, requesting acts and request responses.

#### 2.1. Pragmatics

In communication and interaction, hearer needs to understand what the speaker means by her/ his utterance. In pragmatics, as stated by Yule (2006, p. 113), “pragmatics is the study of speaker meaning”. It can be said that the utterances’ meaning delivered by the speaker will be interpreted by the hearer.

There are other aspects of meaning that depend more on context and the communicative intentions of the speakers. According to Anita Fetzer (cited by Bublitz and Norrick (eds), 2011, p. 23) pragmatics is fundamentally concerned with communicative action and its felicity in context. It means that in communication, considering the surrounding context is required in order to understand the meaning of speaker’s utterance.

Leech (1983) states pragmatics can be usefully defined as the study of how utterances have meanings in situation of communication. It shows that pragmatics is required to conceive about who, when, where, and what setting or condition of the talk.

In short, from pragmatic definitions above it can be stated that the study of language which does not only focus on the language’s meaning but also deal with the context in an interaction between the speaker and the hearer is called pragmatics.

## 2.2 Speech Act

Speech act is one of the theories in pragmatics, which refers to speaker's utterances containing action. According to Austin (1962), speech act is an utterance and the total situation in which the utterance is issued. In short, it can be said that speech act is the utterance which performs an action and its goal is to convey the speaker's desire to the hearer which depends on the context.

Austin (as cited in Bublitz & Norrick (eds), 2011) argues that speech act is classified into three acts. First, the locutionary act is the act of saying utterance or producing a series of sounds, which has meaning. For example, "would you open the door" means that the speaker wants the hearer to open the door. Second, the illocutionary act is performed in saying utterance, and it includes acts such as betting, promising, denying, and ordering. For example, "would you open the door" has some meanings such as requesting to open the door and telling that the weather is hot. The interpretation of illocutionary act is concerned with force. The last is perlocutionary act. This act produces some effects upon thoughts, feelings, or actions of audiences. For example, "would you open the door" causes the hearer to open the door.

In speech act theory, the illocutionary is the core of speech act in producing utterance. Searle in Leech (1983, p. 105) proposes five-way classifications of illocutionary acts, which include assertive, directive, commissive, expressive, and declarative.

1. Assertive is speech acts that commit a speaker to the truth of the expressed proposition (e.g. suggesting, complaining, boasting).

2. Directive is speech acts in which the words are aimed at making the hearer to do something (e.g. commanding, requesting, inviting, forbidding, and suggesting).
3. Commissive is speech acts that the words commit the speaker to future action (e.g. promising, offering, threatening, refusing, vowing, and volunteering).
4. Expressive is speech acts in which the words state what the speaker feels (e.g. apologizing, praising, congratulating, deploring, and regretting).
5. Declarative is speech acts in which the words and expression change the world by their utterances (e.g. I bet, I declare, I resign).

Speech act begins with the assumption that the minimal unit of communication done by human is not sentence or other expression, but the performance or certain kind of acts, such as making statements, asking question, disagreeing, thanking, apologizing, and requesting. A speaker performs one or more acts by uttering a sentence or sentences, but the act itself should not be confusing with a sentence or other expression uttered. In order to make speech acts more appropriate and successfully performed, certain felicity conditions have to be met.

Austin (1961) began to distinguish what he called “constatives” and “performatives”. A constative is simply saying something true or false while performative is doing something by speaking; paradigmatically e.g. one can get married by saying “I do.” Furthermore, performatives are “felicitous” or “infelicitous” actions.

There are normally contextual conditions that must be fulfilled before a speech act can be said to have been properly performed. There are usually called felicity conditions (Austin as cited in Bublitz & Norrick (eds), 2011). For Searle (as cited in Bublitz & Norrick (eds), 2011), the felicity conditions are the constitution of the act itself. Some of these conditions are of course conditions of any kind of linguistic communication, such as the fact that the speaker and hearer understand one another and hear one another. Unlike constative utterances, which are true or false, performative utterances refer to utterances in uttering of performance in appropriate circumstances, one performs actions. Felicity conditions used to show the successful exchange of speech act are also bound by certain rules (Renkema, 2004). For Austin (1962), the felicity conditions are the context and roles of participants that must be recognized by all parties. The action completely and the persons must have the right intentions (Cutting, 2002).

This research focuses only on expressive speech acts. In simple words, expressive speech acts is an act which is performed by expressing the inner feeling. In performing the expression, the speaker is neither trying to get the world to match the word nor the word match the world.

### **2.3 Expressive speech act**

Searle (1976) states expressive speech act is used to express the psychological state in sincerity condition about a state of affair specifically in the propositional content. The expressive speech act includes welcoming, praising, blaming, etc. Yule (1996) states that expressive speech act can be a statement of pleasure, pain, like, dislike, joy, or sorrow. It means expressive speech act tells

about speaker's feeling. Norrick (1978) specifies that expressive speech acts express psychological conditions instead of beliefs or intentions, which arise to give states of affairs. Some expressive speech acts have also been discussed by Taavitsainen and Jucker (2010), who treat 18<sup>th</sup> century English, and concentrate on the use of politeness and thanking, and who define expressive speech acts as expressing the state of mind, the attitudes, and the feelings of speakers.

### 2.3.1 Kinds of expressive speech act

Based on the Yule (2006)'s statement the kinds of expressing the expressive speech act can be direct and indirect.

#### 1. Direct

Direct speech act is the one which expresses the word literally and communicates directly. Thus, statement expressed in declarative form, question expressed in interrogative, command, request expressed imperatively as when we do not know something and we ask someone to provide the information, we usually produce a direct speech act such as "*Can you ride a bicycle?*"

#### 2. Indirect

Indirect speech act is the one expressed in a sentence mode. The meaning that is contrary to the purpose that it is expressing, even though the meaning of the words are arranged in accordance with what the speaker intended, for example: "*sorry, You left the door open*". It means that the speaker wants the hearer to close the door.

Burton (2004) argued that speakers often state an utterance directly and indirectly. Direct speech acts are those expressed by the constructions specifically designed for these acts for example, an interrogative construction is meant to ask a question, a declarative construction is designed to make a statement, and an imperative construction is reserved for issuing orders. Indirect speech act has been long studied by linguists and philosophers such as Grice, who have documented the relationship between the form of an utterance and the intended meaning of the speaker, and the processes by which speakers encode these meanings and hearers recover them. A widespread assumption is that people tacitly respect Grice's Cooperative Principle (as Cited in Burton, 2004). Speaker and hearer cooperate to move a conversation forward. The hearer filling in whatever propositions are necessary to preserve the assumption that the speaker is trying to be informative, truthful, clear, and relevant.

### **2.3.2 functions of expressive speech act**

An early differentiation of expressive speech acts has been carried out by Norrick (1978). His definition of functions of expressive speech acts is that of

A state of affairs X perceived as factual and Judged to have positive or negative value for some person, the patient brought about by a person, the agent (who may be identical with the patient), and, just in case either the agent or patient role is not filled or both are filled by the same individual, and additional person, the observer.

From this, Norrick (1978) creates the schema, where [items] are optional, and /value/ may be positive or negative:

*(Agent) /value/ X (patient) (observer),*

‘Value’ can stand for a positive or a negative. According to this formula, he compares six different functions of expressive illocutionary acts. Those are:

### 1. Apologizing

Apologizing is a statement to express sorry and regret about something, usually when someone does something wrong. In other occasion, apologizing does not mean someone is wrong and others are right but it just means that he or she values your relation more than your ego. Leech in Trosbrog (1995) said that the act of apologizing is convivial speech act, the goal of which coincides with the social goal of maintaining harmony between the speaker and the hearer. Apologies take different forms depending on how the speaker causes the problem along with several variables, such as age and familiarity with the addressee. The utterances like “*I am sorry*” and “*forgive my manner*” are acts of apologizing. In conclusion, where an agent-speaker expresses negative feelings towards a patient-addressee to appease them it is called act of apologizing.

### 2. Thanking

Thanking is one of expressive speech acts which is considered as one of universal interpersonal communication. It is an act to express gratitude, appreciation, generosity or positive gesture, good faith and so on from the speaker to the other’s help. The example of sentences of thanking are: “*thank you*” and “*I appreciate your kindness*”. In short, thanking is

where the speaker expresses positive feelings to the addressee, who has done a service to the speaker.

### 3. Congratulating.

This act shows the speaker's care to hearer for his or her achievement and success. By expressing congratulation, the speaker shows great pleasure because he also feels the joy that happen to the hearer. The speakers of this are mostly the family members, best friends, or co-workers. The example of congratulating includes; "*Well done!*" and "*Congratulation for the newborn son*". In other words, congratulation happens where the speaker has observed that the addressee has either benefited from or carried out a positively valued event.

### 4. Condoling

Condoling or condolence is an act to express grief and sadness for the great loss or death of other's relative. The use of this expressive act is limited, only to express sadness for the family of a person who recently dies. That is this kind of expressive acts is rarely shown up. The examples of condolence are usually uttered in only few words, "*My condolence, friend*". Condoling act is the opponent of congratulating. This act is expressed in negative event.

### 5. Deploring

Deploring is an expression of strong disapproval, sorrow or deep regret. This function of expressive acts is different form acts of apologizing and acts of condoling where the differences are act of

deploring is an expression caused by other's unfortunate, bad luck or tragic event and so on. The example of deploring is "I disagree , I think your....". Deploring can be defined as when the addressee is criticized for an event which had a negative impact on the speaker or a third person.

## 6. Welcoming

This is a positive or polite manner of the speaker in greeting the hearer. The acts of welcoming is friendly response of approving attendance to a place or event with passion and joy. Welcoming occur in house, office, party and other event depending on the occasions. The examples of welcoming expression are "*hi guys!*" and "*welcome to my party*". In short, welcoming expression happens where the speaker expresses positive feelings towards the arrival of the addressee.

### 2.4 Previous Study

The research of expressive speech acts has been done by some university students. The first previous study was done by Dodik (2013). He investigated a study on expressive speech act of Obama Speech in University of Indonesia. He focused his research on the meaning of expressive speech act and the strategies used by Barack Obama's speech. He found 19 utterances containing the meaning of expressive speech acts and the strategies are used. Those utterances were classified into expressive speech acts such as: greeting, happiness, sadness, thanking, condolence, and wishes. It also shows the kinds in the form of direct and indirect.

The second research was entitled Expressive Speech Act Found in Wayne Rooney's Facebook done by Ahmad and Dwi (2016). The result of this research showed that there were 41 utterances followed by direct expressive speech act of congratulating as many as 22 utterances, complimenting as many as 15 utterances and thanking as many as 12 utterances.

Those previous studies are relevant to this present study. The researcher will use the similar theory to the previous researchers about the expressive speech acts. However, there are some other points that will be different between the previous studies and the present research. The previous studies used the social media and the oral speech. In this current study, speech event to be examined is EFL classroom interaction. This research also adds some other theories of kinds and functions of expressive speech act provided by Yule (2006) and Norrick (1978) respectively. Meanwhile, the present research will analyze the kinds and functions of expressive speech acts.

## CHAPTER III

### FINDINGS AND DISCUSSION

This chapter presented the findings of research and discussion to investigate the kinds of expressive speech act by using kinds of expressive speech act using Yule (2006)'s theory and the functions of expressive speech act using Norrick (1978)'s theory. The analysis was conducted to know how EFL students used the kinds and the functions of expressive speech act in classroom interactions. At last, the findings were discussed to be concluded as the outcome of this research.

#### 3.1 Findings

In this part, the researcher analyzed the data taken from three meetings conducted by EFL students of Psycholinguistic Class in English Letters of Maulana Malik Ibrahim State Islamic University of Malang. Based on those three meetings, the researcher discovered thirty five utterances which belonged to expressive speech acts. Furthermore, the utterances were categorized by using Yule's theory (2006) such as direct and indirect. Then, the functions were categorized by using Norrick's theory (1978) like apologizing, thanking, congratulating, deploring, condoling and welcoming.

After finding the data, the researcher explained all data which are classified into each kind of expressive speech act in point 3.1.1. then classified into each function of expressive speech act in point 3.1.2. For instances, the first datum would be signed by (1). Moreover, the next data would be written in (2), (3), and so on. Additionally, the statement which contained expressive speech act was written in italic. To begin the analysis, the researcher gave the context explanation but, within one context might contained one or more data. After that, some conversations which contained an expressive speech acts were provided.

### **3.1.1. The Kinds of Expressive Speech Act Found in EFL Classroom**

#### **Interaction of Psycholinguistic Class**

##### **3.1.1.1. Direct Expressive speech act**

###### **Datum 3**

- Moderator : Ok now let's start our panel discussion. *Ok, please come to our speaker (3)*. So, how is the progress of speech product?
- Speaker : Ok thank you so much for the time. Progress of speech production (explaining)

This conversation occurred in the opening discussion session.

The moderator let to start the discussion. Then, the moderator invited all members of the group for having presentation and gave them time. After that, one of the speakers took the chance for explaining the topic of discussion.

The italic utterances (3) were classified into direct expressive speech act since the moderator used imperative words, "*Ok, please come to our speaker*" to all of speakers. Imperative words were one

of the characteristics of direct expressive speech act. The italic utterance above transmitted the moderator's intended meaning clearly to the speakers for taking the discussion time. Hence, one of the speakers responded the moderator's utterances by taking the time for explaining the topic. It meant that the speaker truly understood the moderator's message.

**Datum 7**

- Speaker 4 (Miss J) : Okay guys that is all, thank you guys.  
 Moderator : Ok guys, that all the explanation about language product. If you do not understand about that topic, *I will give you time for asking questions. (7)*  
 Audience, Miss B : (Raising the hand). Thank you for the chance. I am sorry, I want to know more about hesitation for wait for listener readiness. Actually, you miss it, can you explain to me more about that?

After all the speakers explained the material, fourth speakers as the last speaker said that they have explained all material. After that, the moderator told the audiences that the explanation about language product was explained. Then, she opened the questions session. So one of the audience or Miss B responded the moderator's opening question session by raising the hand then questioning.

The italic utterance (7) was categorized as direct expressive speech act because the moderator used the declarative form.

Declarative words were one of the characteristics of direct expressive speech act, which explicitly illustrated the intended meaning behind the utterance. The italic utterance was uttered by the moderator to

open question session. It was clearly understood by the audiences.

Therefore, the audience could respond the italic utterance easily

without any other interpretation and started to give a question.

**Datum 15**

Moderator : Ok, because we don't have much time and there is no more questions, so the discussion will be finished now, *and good job guys and give applause to our speakers* (15)

Audiences : giving applause

This phenomenon occurred at the end of discussion. At the moment, expressive speech act was done by the moderator in which the moderator asked the audiences to give applause to all the speakers in this discussion. Since the time was up and there was no chance to ask more question, the moderator closed the discussion by asking audiences to give applause. At that time, the audiences directly gave applause for those speakers.

The statement (15) was classified into direct expressive speech act because the moderator's intention was in imperative form. The imperative utterance was one of the characteristics of direct expressive speech act, which explicitly illustrated the intended meaning behind the utterance. The moderator's command in giving applause was fully understood by the audiences. Afterwards, they would do following this intention, which meant that audiences' respond were generated.

**Datum 16**

Moderator: Assalammu'alaikum Wr. Wb. Good morning good people. So, now in this panel discussion, we have a topic

about Children Language Acquisition. Here, we have five speakers. The first is Miss F, then the second we have Miss. D, the third miss Y, the fourth is Miss J and the last is Miss M. *Okay guys, you can start it now* (16)  
 Speaker 1: wait a moment.

The phenomenon happened at the beginning of the discussion. At the moment, the expressive speech act existed in the moderator's utterance. After introducing the member of the group, the moderator let them to start the presentation. In that situation, the members of the group still tried to fix and suit their laptop with the LCD. Hence, one of them gave the instruction to the moderator for waiting a moment.

The italic utterance (16) was included as direct expressive speech act because the moderator used the imperative form. Imperative words were one of the characteristics of direct expressive speech act, which explicitly illustrated the intended meaning behind the utterance. The italic utterance was uttered by the moderator to start the discussion. It was clearly understood by the audiences. Therefore, the audience could respond the italic utterance easily without any other interpretation.

### **Datum 27**

Audience (Mr.D): Hi S!

Audience (Miss S): what? (Looking down the road to his friend.)

Audience (Mr. D): Help me make questions for an exam in Ma'had.

Audience (Miss S): Hee. I can't do that. You are better in English than me. I believe you are able in doing this.

Audience 3: *Keep silent, please!* (27)

Audiences: (In Silence)

This phenomenon occurred during the discussion, especially at the audience's discussion topic. At the moment, the audience called the other audience before requesting. Actually, the discussion was going on, but there was an audience who was busy with his need by requesting his friend to help him. At that time, the audience requested his friend to make questions for an exam in Ma'had (place, where he serves and stays). Unfortunately, his friend gave response which was not appropriate with what he expected. His friend, Miss S said that her friend could do by himself because he mastered English well. In the other hand, when Mr. D was busy with his need, there was an audience who reminded the audience to keep silent by expressing act to the other audiences. Then, all audiences kept silent directly as their response to the audience who reminded her before.

The statement (27) was classified into direct expressive speech act because the third audience's intention was in imperative form. The imperative utterance was one of the characteristics of direct expressive speech act, which explicitly illustrated the intended meaning behind the utterance. The third audience's imperative utterance in asking for keeping silent was fully understood by the other audiences. Afterwards, they would do following this intention and kept in silent, which meant that audiences' respond were generated.

**Datum 32**

Audience: *Sorry, pass me the paper, please. (32)*

Audience: (giving the paper)

During the presentation session of topic, particularly in the beginning of presentation, the audience A apologized and requested paper which is used as the attendance list to his friends Z as the other audience. The audience Z did not give the response orally but she gave by her action that was giving the paper. Actually, A did not really need the paper, but he did it only for marking her attendance at that meeting. The attendance list was used to determine the exhaustiveness of the subject in the sixth semester. At the time, A also asked Z to give the attendance list on that paper rashly. On the other hand, Z just tore the paper from her book and just began to write her name on that paper. It was aggrading Z because A did request her in a good manner. From that situation, expressing act was led to Z so that A did one kind of expressive speech act.

The italic utterance (33) was classified into direct speech act since A used the imperative words, "*Sorry, pass me the paper, please*" to the Z. Imperative words was one of the characteristics of direct expressive speech act, which explicitly illustrated the intended meaning behind the utterance. The italic (33) utterance above transmitted the A's intended meaning clearly to the Z for asking the paper. Hence, Z responded the A's utterance by giving a paper. It meant that Z truly understood the A's message.

### 3.1.1.2. Indirect Expressive speech act

#### Datum 18

- Lecturer : Can we start it now?  
 Moderator : Sorry Ma'am, sorry guys, there is a problem with the laptop. Just a moment  
 Audience : *Here my laptop guys (18)*  
 Speaker 2 : Taking the laptop.

During the members tried to fix and suit the laptop with the LCD, the lecturer walked to the back side of the class. She sat there and waited for the discussion started. She might think that it took much time. So she asked question to the speakers or to the moderator by saying “*can we start it now?*” that actually her question hurried both the speakers and the hearer. Hence, the moderator tried to say sorry not only to the lecturer but also to the audience. She realized that trying to fix and suit the laptop and the projector one by one wasted time. The moderator convinced the hearer that it would be fine in a moment. In other side, there was an audience that offered for using her laptop to the speakers. She knew that the group needed another laptop which could be tried to fix with the projector.

The italic utterance (18) was classified into indirect expressive speech act because it had difference in form of utterance and meaning of utterance. The audience did not explicitly state the intended meaning behind the utterance. It was the hearers' task to analyze the utterance and to understand the utterance's meaning. In this case, the audience uttered “*here my laptop*” which had intended message that was addressed to the speakers in front of the class. The

audience's statement above had a meaning that the audience offered for using her laptop. Although, the audience did not say clearly, "*I lend my laptop to you*" the hearers, one of the speakers in front of the class understood the audience's intention by directly taking the laptop. It meant that one of the speakers or the hearer received the audience's intended message.

**Datum 21**

Audience 1: *Sorry, you left my flash disk cover there (21)*

Audience 2: Oh ya, (taking the lid of flash disk)

During the discussion session, there were two audiences who were busy with themselves. At the moment, the second audience borrowed the first audience's flash disk for copying a file to another audience. After copying, the second audience gave the flash disk back to the first audience, but the second audience left the lid of the flash disk. Afterwards, the first audience told the second audience to take the lid of the flash disk. Then, the second audience took the lid of the flash disk to the first audience.

The italic utterance (21) was also classified into indirect expressive speech act because it had different form and meaning of utterance. The first audience did not explicitly state the intended meaning behind the utterance. It was the hearers' task to analyze the utterance and to understand the utterance's meaning. The italic statement above had intended meaning and forced the second audience to take the flash disk lid. Although, the first audience did

not say “please, take my flash disk cover there”, the second audience fully understood what the first audience wanted and took flash disk lid. It meant that the second audience could receive the first audience’s intended message through the italic (21) statement.

**Datum 25**

Audience 1: Oh my god, Happy birth day! (Showing the notification from the phone)

Audience 2: Hahaha, mana kadonya!

Audience 1: *Welcome to the party (25)*

Audience 2: Not now, hahaha

During the question session there were two audiences who were busy with themselves. It began when the first audience opened her phone and she was shocked. Suddenly, she congratulated the second audience next to her. The first audience shown her phone to the second audience that there was birth day notification from her social media account. Afterwards, the second audience asked the gift from the first audience as a joke. The respond of the first audience asked a treating or party to the second audience. Then, the second audience accepted the first audience’s request, although the second audience would treat the first audience another day.

The italic utterance (25) was included in indirect expressive speech act. The italic utterance was also classified into indirect expressive speech act because it had difference between form of utterance and meaning of utterance. The audience did not explicitly state the intended meaning behind the utterance. It was the hearers’

task to analyze the utterance and to understand the utterance's meaning. In this case, the first audience uttered "welcome to the party" to the second audience. Actually, the first audience did not have any party. Then he invited the second audience to join a party. However, the first audience's statement was asking the second audience's treating because at the time was the second audience's birth day. Afterwards, the second audience responded the first audience's intended message by saying "not now". It meant that the second audience fully understood what the first audience asked.

#### **Datum 29**

Student 1 : I am sorry Ma'am. Excuse me, could I turn on the projector  
 Lecturer : Yes, sure.  
 Student 1 : climbing a chair and turn on the switch power  
 Student 2 : *Our International World Class University (29)*  
 Students : Laughing

The context from the dialog above was the situation before the discussion began. There was a student who asked permission to the lecturer to turn on the projector. Actually, at the class there was no projector remote control. At the moment, the projector was hung on the ceiling of the class. So, this condition forced the student to turn the projector on by directly pushing the switch power by using stick or climbing the chair. Hence, before the student turned it on, he asked permission to the lecturer. After the lecturer gave permission the student climbed a chair and turned the

projector on. In another side, there was student who criticized that situation which made others students laugh.

The italic utterance (29) was classified into the indirect expressive speech act because it had difference between form of utterance and meaning of utterance. The audience did not explicitly state the intended meaning behind the utterance. It was the hearers' task to analyze the utterance and to understand the utterance's meaning. In this case, the student said the utterance (29) for the joke which had intended meaning. The student's intention actually criticized the condition of the class at the time which did not have remote control for turning on or off the projector. After the student expressed the critical joke, the hearers suddenly laughed. It meant that, the italic utterance (29) was fully understood by the hearers around the speaker.

### 3.1.2. The function of Expressive Speech Act Found in EFL Classroom Interaction of Psycholinguistic Class

#### 3.1.2.1. Apologizing

##### **Datum 14**

Speaker 4 (Miss J) : Okay guys that is all, thank you guys.

Moderator : Ok guys, that all the explanation about language product. If you do not understand about that topic, I will give you time for asking questions.

Audience, Miss B : (Raising the hand). Thank you for the chance. I am sorry, I want to know more about hesitation for wait for listener readiness. Actually, you miss it, can you explain to me more about that?

Moderator : Ok, thank you J, very nice question and comment

- Miss J : Ok
- Moderator : Okay guys, she said that you miss it, it means that you do not explain it before. So, here your turn please.
- Speaker 2 (Miss D): (Raising the hand).  
*Ok we are sorry (14) we miss it. Okay, I will try to answer base on my understanding.*  
 (Continuing the explanation).

After all the speakers explained the material, the speaker 4 as the last speaker said that they had explained all material. Then she thanked to the audiences because they had paid attention well to the whole explanation. After that, the moderator told the audiences that the explanation about language product ended. Then, she opened the questions session. So one of the audience or Miss B responded the moderator's opening question session by raising the hand. She said "thank you" first as the expression of gratitude because the moderator gave her the chance for asking a question. Miss B drove the question she wanted to know more about hesitation for waiting for listener readiness. Then, Miss B tried to inform the speakers that one part of the topic was not previously explained. Then, she asked to the speakers for explaining more about that. Afterwards, the moderator reminded the speakers again, that they did not explain that part before. Then, the moderator gave the speakers time to explain or answer it more realized that her group did not explain it before

The italic utterance 14 was classified into apologizing function since Miss B used the words, “we are sorry” before giving explanation. The usage of the word “sorry” was one of the expressions which had apologizing function. In this case the speaker uttered the italic utterance (14) for expressing her apology to the audiences because in her explanation of the topic. Actually the previous explanation related to the question was incomplete. Therefore, she preferred to use the words “I am sorry” before answering question.

**Datum 21**

Audience 1: *Sorry, you left my flash disk cover there (21)*

Audience 2: Oh ya, (taking the lid of flash disk)

During the discussion session, there were two audiences who were busy with themselves. At the moment, the second audience borrowed the first audience’s flash disk for copying a file to another audience. After copying, the second audience gave the flash disk back to the first audience, but the second audience left the lid of the flash disk. Afterwards, the first audience told the second audience to take the lid of the flash disk. Then, the second audience took the lid of the flash disk to the first audience.

The italic utterance (21) was classified into apologizing function since the first audience used the words, “I’m sorry” before asking the second audience to do something. The usage of the word sorry was one of the expressions which had apologizing function.

In this case the audience uttered the italic utterance (21) for expressing her apology to the second audience because she asked to take lid of lash disk back. Therefore, she preferred to use the words “I am sorry” before giving the instruction.

**Datum 32**

Audience: *Sorry, pass me the paper, please.* (32)

Audience: (giving the paper)

During the presentation session of topic, particularly in the beginning of presentation, the audience A apologized and requested paper which is used as the attendance list to his friends Z as the other audience. The audience Z did not give the response orally but she gave by her action that was giving the paper. Actually, A did not really need the paper, but he did it only for marking her attendance at that meeting. The attendance list was used to determine the exhaustiveness of the subject in the sixth semester. At the time, A also asked Z to give the attendance list on that paper rashly. On the other hand, Z just tore the paper from her book and just began to write her name on that paper. It was aggrading Z because A did request her in a good manner. From that situation, expressing act was led to Z so that A did one kind of expressive spech act which had a function of expressive speech act.

The italic utterance (33) was classified into apologizing function since the first audience used the words, “I’m sorry” before asking the second audience to do something. The usage of the word

sorry was one of the expressions which had apologizing function. In this case the audience uttered the italic utterance (21) for expressing her apology to the second audience because she asked to take lid of lash disk back. Therefore, she preferred to use the words “I am sorry” before giving the instruction.

### 3.1.2.2. Thanking

#### Datum 4

Audience 1 : *hey, thank you for this one (giving back the book)*  
(4)

Audience 2 : oh, oke ma ama,(taking the book)  
If you need again, just text me (1.5)

Audience 1 : oke boss.

During the presentation session, there was an audience who was busy with himself. He gave back the book to his friend. Actually it was not the book related to the topic of discussion. His friend took the book from him and offered to borrow the book someday. If he needed it again and let her know by sending the text. The first audience responded it by saying “*oke boss*” as his agreement of his friend’s offer.

The italic utterance 4 was specified as thanking function since the word “thank you” was expressed. The usage of the word thank you was one of the expressions which had thanking function. In this case the audience uttered the italic utterance (4) for expressing his thanking to the second audience because he was borrowed a book by the second audience. Therefore, he used words “thank you” before returning the book.

**Datum 11**

Moderator : *Ok, thank you J, (11)* very nice question and comment

Miss J : Ok

Moderator : Okay guys, she said that you miss it, it means that you do not explain it before. So, here your turn please

Speaker 2 (Miss D) : (Raising the hand).

Ok we are sorry, we miss it. Okay, I will try to answer base on my understanding.  
(Continuing the explanation).

During the question session the moderator responded the question from Miss J by saying “thank you” and gave comment to the Miss J because she not only gave the good question but also reminded the speakers about one part of the topic which was not explained. In other hand, Miss J just responded the moderator shortly by saying “ok”

In line with this, the moderator reminded the speakers again, that they did not explain that part before. Then, the moderator gave speakers time to explain or answer it more clearly. After that, Miss D as the speaker 2 responded the moderator directly and tried to say “thank you” and “sorry” because she realized that her group did not explain it before. Then she tried to explain it based on her understanding.

The italic utterance (11) was categorized into thanking function since the moderator expressed the word “thank you”. The usage of the words thank you was one of the expressions which had thanking function. In this case, the moderator uttered

the italic utterance (11) for expressing her thanking to the Miss J because she not only gave the good question but also reminded the speakers about one part of the topic which was not explained. In addition, the moderator used words “thank you” for expressing her feeling.

### 3.1.2.3. Condoling

#### Datum 1

Moderator: Assalammu’alaikum Wr. Wb. Good morning for all audiences. So, now in this panel discussion, we have a topic about Language product. Here, we have five speakers. The first is Miss F, then the second we have Miss. D, the third is miss Y, the fourth is Miss J because her grandmother was passed way. *I am sorry to hear that (I)* Sorry ma’am is it okay?

Lecturer: Okay, just go on! They have told me.

Moderator: Ok now let’s start our panel discussion. So, how is the progress of speech product? And the first speaker will talk. Ok please come to our speaker.

In the opening section, the moderator informed that Miss A could not attend because her grandmother passed away and she asked permission to the lecturer. Then, lecturer allowed the moderator to continue the discussion. Actually, the lecturer had known about Miss A’s condition that made her unable attend the class. It might be because before the class started, another member of the group told and asked permission for Miss A’s absence to the lecturer. After getting the permission from the lecturer the moderator continued the discussion and invited all group members for having the presentation and gave them time.

The italic utterance (1) was included in condoling function since the moderator uttered, “I’m sorry to hear that”. The usage of the italic utterance above was one of the expressions which had condoling function. In this speech event, the moderator uttered the italic utterance (1) for expressing her saddest feeling about Miss A’s grandmother that passed away at the time.

#### 3.1.2.4. Congratulating

##### **Datum 15**

Moderator : Ok, because we don’t have much time and there is no more questions, so the discussion will be finished now, *and good job guys and give applause to our speakers (15)*

Audiences : giving applause

This phenomenon occurred at the end of discussion. At the moment, expressive speech act was done by the moderator in which the moderator asked the audiences to give applause to all the speakers in this discussion. Since the time was up and there was no chance to ask more question, the moderator closed the discussion by asking audiences to give applause. At that time, the audiences directly gave applause for those speakers.

The italic utterance (15) was categorized into congratulating function since the utterance “give applause” was expressed by moderator. The usage of the words give applause was one of the expressions which had congratulating function. In this speech event, the moderator uttered the italic utterance (15) for expressing her congratulation to the presenters. The moderator

not only gave applause as congratulation to the presenters by herself but also asked the audiences to give applause to. In short, the moderator and the audiences congratulated the presenters by giving applause.

**Datum 24**

Audience 1 : *Oh my god, Happy birth day (24)* (showing the notification from the phone)

Audience 2 : Hahaha, mana kadonya!

Audience 1 : Welcome to the party.

Audience 2 : Not now, hahaha

During the question session there were two audiences who were busy with themselves. It began when the first audience opened her phone and she was shocked. Suddenly, she congratulated the second audience next to her. The first audience shown her phone to the second audience that there was birth day notification from her social media account. Afterwards, the second audience asked the gift from the first audience as a joke.

The italic utterance (24) was categorized into congratulating function since the word, “happy birth day” was expressed by the first audience. The usage of the words happy birth day was one of the expressions which had congratulating function. In this phenomenon, the first audience uttered the italic utterance (24) for expressing her congratulation to the second audience’s birth day.

### 3.1.2.5. Deploring

#### **Datum 27**

Audience (Mr.D): Hi S!

Audience (Miss S): what? (Looking down the road to his friend.)

Audience (Mr. D): Help me make questions for an exam in Ma'had.

Audience (Miss S): Hee. I can't do that. You are better in English than me. I believe you are able in doing this.

Audience 3: *Keep silent, please!* (27)

Audiences: (In Silence)

This phenomenon occurred during the discussion, especially at the audience's discussion topic. At the moment, the audience called the other audience before requesting. Actually, the discussion was going on, but there was an audience who was busy with his need by requesting his friend to help him. At that time, the audience requested his friend to make questions for an exam in Ma'had (place, where he serves and stays). Unfortunately, his friend gave response which was not appropriate with what he expected. His friend, Miss S said that her friend could do by himself because he mastered English well. In the other hand, when Mr. D was busy with his need, there was an audience who reminded the audience to keep silent by expressing act to the other audiences. Then, all audiences kept silent directly as their response to the audience who reminded her before.

The italic utterance (27) was categorized into deploring function since the word, "keep silent" was expressed by the third audience. The usage of the words keep silent was one of the expressions which had deploring function. In this phenomenon,

the third audiences uttered the italic utterance (15) for expressing her deplore feeling to the others audiences because others audiences was noisy.

**Datum 33**

Lecturer : Yes, sure.  
 Student 1 : climbing a chair and turn on the switch power  
 Student 2 : *Our International World Class University (30)*  
 Students : Laughing

The context from the dialog above was the situation before the discussion began. There was a student who asked permission to the lecturer to turn on the projector. Actually, at the class there was no projector remote control. At the moment, the projector was hung on the ceiling of the class. So, this condition forced the student to turn the projector on by directly pushing the switch power by using stick or climbing the chair. Hence, before the student turned it on, he asked permission to the lecturer. After the lecturer gave permission the student climbed a chair and turned the projector on. In another side, there was student who criticized that situation which made others students laugh.

The italic utterance (33) was categorized into deploring function since the italic utterances was expressed by audience. The usage of the utterance (33) above was one of the expressions which had deploring function. In this phenomenon, the student uttered the italic utterance (33) for expressing her deplore feeling to the situation and condition which happened. The student was

disappointed with the situation and the condition at the time which there was no remote control at the class. Therefore, the student expressed his deploring feeling.

### 3.1.2.6. Welcoming

#### Datum 3

Moderator : Ok now let's start our panel discussion. *Ok, please come to our speaker (3.D.W)*. So, how is the progress of speech product?

Speaker : Ok thank you so much for the time. Progress of speech production (explaining)

The other phenomenon occurred in the opening discussion session. The moderator let to start the discussion. Then, the moderator invited all members of the group for having presentation and gave them time. After that, one of the speakers took the chance for explaining the topic of discussion..

The italic utterances (3) was classified into welcoming function since the words, "*Ok, please come to our speaker*" was produced by the moderator for all the speakers. The usage of the italic utterance above, "please come" was one of the expressions which had welcoming function. In this phenomenon the moderator uttered the italic utterance (3) for expressing her welcoming feeling by inviting all the speakers.

#### Datum 5

Audience 1 : hey, thank you for this one (giving back the book)

Audience 2 : oh, oke ma ama, (taking the book)  
*If you need again, just text me (5)*

Audience 1 : oke boss.

During the presentation session, there was an audience who was busy with himself. He gave back the book to his friend. Actually it was not the book related to the topic of discussion. His friend took the book from him and offered to borrow the book someday. If he needed it again and let her know by sending the text. The first audience responded it by saying “*oke boss*” as his agreement of his friend’s offer.

The italic utterance (5) was classified into welcoming function since the word “*If you need again, just text me*” was expressed by the second audience. The usage of the utterance above was one of the expressions which had welcoming function. Although the speaker did not said any “*welcome*” words, it did not mean that the speaker (audience 2, girl) did not invite her friend (audience 1, boy) when he needed to borrow the book again. From the utterance “*If you need again, just text me*” it can be concluded that at the time, she very welcomed her friend to borrow the book again when he needed, just by texting him.

### 3.2. Discussion

This research had explained clearly that EFL students in Psycholinguistic Class of English Letters t in Maulana Malik Ibrahim State Islamic University of Malang produced thirty five expressive speech act during the classroom interaction was going on. Those utterances were

categorized into direct and indirect as kinds of expressive speech act through Yule (2006)'s theory.

In this research, thirty one utterances found in EFL classroom interaction were direct expressive speech act such as *"If you need again, just text me"*, *"Okay, first I apologize about the laptop and LCD's problem"*, *"Give applause to our speakers"* and *"Keep silent, please!"*. Meanwhile, the other four utterances were indirect . It occurred in some utterances like *"Sorry, you left my flash disk cover there"* and *"Here my laptop guys"*. In short, the most frequently used of expressive speech act kind was direct one.

After classifying the data into direct and indirect expressive speech act based on Yule (2006)'s theory, it was continued by categorizing the functions of expressive speech act. During the classroom interaction, EFL students used different function of expressive speech act through Norrick's functions of expressive speech act theory (1978) such as apologizing, thanking, condoling, congratulating, deploring and welcoming.

In apologizing, the researcher found eight utterances. In this function, the data were classified based on the kinds of expressive speech act. For instance, first direct expressive speech act emerged in six data such as *"Okay, first I apologize about the laptop and LCD's problem"* and *"Sorry Ma'am, sorry guys, there is a problem with the laptop"*. Second, indirect expressive speech act appeared once and it was shown in

utterance “*Sorry, you left my flash disk cover there*”. In conclusion, the apologizing function mostly appeared in direct expressive speech act.

In thanking, the researcher found six utterances. From all the utterances classified into thanking there were direct expressive speech act as in “*Hey, thank you for this one*”, “*Ok, thank you J*” and “*thank you so much for your laptop*”. Meanwhile, in condoling, the researcher merely found one utterance. This function was very rare to be used in EFL classroom interaction since the way was through condoling and it was stated like a grief. Therefore, from three meetings of EFL classroom interaction, the researcher merely found one case that used this function. It was represented by the utterance “*I am sorry to hear that*” and it was classified as direct expressive speech act.

In congratulating, the researcher found six utterances. From all the utterances categorized into congratulating, direct expressive speech act existed in the following utterances “*Good job guys and give applause to our speakers*” and “*Oh my God, happy birth day!*” Meanwhile, in deploring, the researcher merely found three utterances. This function was rare to be used by the students since the way was through deploring and it was stated like disagreement or deplore. Therefore, from three meetings of EFL classroom interaction, the researcher found three cases that used this function. The data were classified into deploring function uttered in different kinds. For instance, first direct expressive act was two data such as “*Keep silent, please!*” and “*Actually, you miss it*”. Second, indirect

expressive speech act uttered once i.e. *“Our International World Class University”*.

In welcoming, the researcher found thirteen utterances. In this function, the data were classified based on the kinds of expressive speech act. For instance, first there were eleven data belonging to direct expressive speech act such as *“Welcome to this panel discussion”* and *“So, here your turn”*. Second, indirect expressive speech act appeared twice shown in utterance like *“Here my laptop guys”*. In conclusion, the welcoming function mostly appeared in direct expressive speech act.

Additionally, welcoming was the most frequently used function in thirteen EFL classroom interaction. After that, apologizing was used eighth times. Meanwhile, both congratulating and thanking were used for sixth time. Then, deploring was used three times. The least, function of expressive used for once was condoling.

Furthermore, direct expressive speech act of welcoming function mostly used existed in eleven utterances. It mostly happened between moderator to presenters or audiences in discussion session. Afterwards, the direct expressive speech act used apologizing function in seven utterances. It occurred mostly at beginning and at the end of discussion session.

Additionally, the direct expressive speech act which merely used condoling function occurred once. This utterance was used by the moderator to the audiences to express moderator’s condolence.

Meanwhile, indirect expressive speech having welcoming function emerged twice in the data. They were uttered by audience to audience and by audience to presenters. The other indirect expressive speech act used was deploring. It was used by audience to audience for once. The last, indirect expressive speech act used was apologizing. It occurred in one utterance. It was uttered by audience to audience.

In conclusion, this research mostly found direct expressive speech act having welcoming function in twelve utterances and indirect expressive speech act containing welcoming function in two utterances. Meanwhile, direct expressive speech act merely used was condoling function. It occurred in one utterance. Indirect expressive speech act merely used was apologizing and deploring. It occurred once for each function. In short, the kind of expressive speech act found most frequently in the EFL classroom interaction was direct. The function found most frequently in EFL classroom interaction was welcoming.

The researcher found the different result from the previous researches. Those previous researches resulted that the most frequent functions used was not welcoming. The research of Dodik (2013) showed that the most frequent function of expressive speech act used was in the form of thanking and greeting. Moreover, the research of Ahmad and Dwi (2016) showed that the function of expressive speech act used most frequently in social media was congratulating. It might be caused by the subject taken. The subject taken of those two previous studies took speech

and social media. However, this research took EFL students and lecturer in classroom interaction. In those previous researches, the result showed that participant mostly used thanking and congratulating in acts of expressive in English native speakers. Meanwhile, the EFL classroom interaction prefer using direct expressive speech act specifically in welcoming.



## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter discussed conclusion and suggestion. The conclusion was drawn from the result of analysis in chapter III. Furthermore, the suggestion contained of some recommendations which were made for the next study.

#### 4.1. Conclusion

In conclusion, the kinds of expressive speech act found in EFL classroom interaction of Psycholinguistics class in Maulana Malik Ibrahim State Islamic University of Malang covered kinds which were proposed by Yule's expressive speech act (2006). Those are direct and indirect. After that, the most often kind used in EFL classroom interaction was direct, while the least used was indirect. In this research, kinds of expressive speech act were expressed by the moderators, presenters, and audiences. The speakers used direct expressive speech act in thirty three times while indirect expressive speech act was used for five times. Therefore, the most often kind was used was direct expressive speech act.

Henceforth, EFL classroom interaction covered six functions of expressive which were proposed by Norrick (1978). Those functions were apologizing, thanking, condoling, congratulating, deploring and welcoming. The most often function used in EFL classroom interaction was welcoming while the least function used was condoling. In addition, the functions of expressive speech act were expressed by the moderators, presenters, and audiences. Those speakers used

apologizing for seven times, thanking for six times, condoling for once, congratulating for seven times, deploring for three times and welcoming for fourteen times. Furthermore, the most often function used by the speakers was welcoming which were emerged fourteen times in this research; and one of condoling was also used by them.

#### **4.2. Suggestion**

Regarding to the topic of the research, based on the findings there were some suggestions which could be offered. Firstly, since the present research examined the kinds and functions of expressive speech act in EFL classroom interaction, the researcher suggested the next reseacher to analyze expressive speech act in daily conversation.

Secondly, in analyzing the data, the researcher focused only on the data as they were displayed in the conversation without considering other factors that might influence this interaction. The research suggested the further research might focus on the background of the speaker and the characteristic of linguistics in using illocutionary acts. The researcher hoped that further research would find something new, different and more interesting than this present research.

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**APPENDIX A**  
**TRANSCRIPT OF STUDENTS' INTERACTION IN GROUP DISCUSSION**

**Language product**  
**Review on speech production and speech error**  
**(First meeting)**

- Moderators. : Assalammu'alaikum Wr. Wb. Good morning for all audiences. So, now in this panel discussion, we have a topic about Language product. Here, we have five speakers. The first is Miss F, then the second we have Miss. D, the third miss Y, the fourth is Miss J because her grandmother was passed way. *I am sorry to hear that (1.D.C). Sorry ma'am is it okay? (2.D.A)*
- Lecturer : Okay, just go on They have told me
- Moderator : ok now let's start our panel discussion. . *Ok please come to our speaker (3.D.W)*. So, how is the progress of speech product? And the first speaker will talk about it
- Speaker 1 : Ok thank you so much for the time. Progress of speech production, Respiratory: putting air out of lungs Laryngeal: manipulating sound Articulatory: moving speech organ to execute utterance. The progress is slower than comprehension *Involving*: psychological state. In psycholinguistic language product is the production of spoken or written language. 1. Speaking: production process, speech errors, producing discourse, social context of speech. 2. Writing: Planning: sitting goals, formulating organizing ideas. Translating: generate sentence, Reviewing: evaluating, revising text. According to Levelt (1989), language production contains four successive stages: (1) conceptualization (2) formulation (3) articulation (4) self-monitoring (Scovel 1998:27). The Conceptualization 1. Segmentation: identifying the boundaries of words, syllables, phonemes 2. Selection: select units to verbalize & whether these units can be represented. 3. Structuring: The components selected have to be structured. 4. Linearization: Transforming general thought or mental image into an order, linear sequence of words.
- Speaker 2 : Formulation is much easier to describe than conceptualization because analysis on eventual output of the process, such as speech errors, and the choice of words or sentence structures can be a great help for understanding speech production. We formulate this thought into a linguistic plan; Encode message into linguistic form. Select words to express concepts. Organize words syntactically to convey a message.
- Speaker 3 : In phonetics and phonology, articulation is the movement of the tongue, lips, jaw, and other speech organs (the articulators) in ways that make speech sounds. Articulation can be shown with magnetic resonance imaging to demonstrate how the tongue, lips and jaw move and the rise and fall of the soft palate. Such movement alters resonant properties of the vocal tract, and imposes a "time-varying

formant structure" onto the speech signal. Articulation is Process of forming the sounds words are made from. Children fully acquired all the sounds of English consistently until eight years of age. Certain sounds such as "p, m and b" are acquired earlier than some more challenging sounds such as "s, r and l". It involves moving various muscles of the mouth (tongue, jaw, lips) in order to have different parts of the mouth or the articulators (lips, teeth, behind top or bottom teeth, palate) make precise contact with each other. Self-monitoring, Expressive controls. Human beings generally differ in substantial ways in their abilities and desires to engage in expressive controls. People concerned with their expressive self-presentation tend to closely monitor themselves in order to ensure appropriate or desired public appearances. People who closely monitor themselves are categorized as high self-monitors and often behave in a manner that is highly responsive to social cues and their situational context. High self-monitors can be thought of as social pragmatists who project images in an attempt to impress others and receive positive feedback. Conversely, low self-monitors do not participate, to the same degree, in expressive control and do not share similar concern for situational appropriateness. Low self-monitors tend to exhibit expressive controls congruent with their own internal states; i.e. believe, attitude regardless of social circumstance. Low self-monitors are often less observant of social context and consider expressing a self-presentation dissimilar from their internal states as a falsehood and undesirable.

**Audience 1:** *hey, thank you for this one (giving back the book) (4.D.T)*

**Audience 2:** *oh, oke ma ama (Taking the book). If you need again, just text me (5.D.W)*

**Audience :** Oke Boss

**Speaker 4 :** Hesitation (period of silence) for: Pause of air Wait for listener's readiness as pragmatic reason for syntactic planning semantically (to find correct lexicon) or syntactically (to fill lexical slot) To achieve communicative effect. Hesitation (period of silence) for: Pause of air, Wait for listener's readiness as pragmatic reason, for syntactic planning semantically (to find correct lexicon) or syntactically (to fill lexical slot), to achieve communicative effect. Although the rate of production is similar, signers use fewer pauses. Hesitation (or filled pause) to consider what to say next or doesn't wish to give up one's turn in speaking: *um, uh,...* Interjections (regarded as 'verbal garbage') to see whether listeners have understood: *well, oh, say, y'know...* False starts: e.g. *She was ... There were people around her. He was ... I was going to let him go. Ok guys, that is all, thank you (6. D. W)*

**Moderator :** *Ok guys, that all the explanation about language product. If you do not understand about that topic I will give you time for ask to them. (7.D.W)*

- Audience 1 : (Raising the hand). ***Thank you for the chance (8.D.T). I am sorry I want to know more about hesitation for wait for listener readiness (9.DA). Actually you miss it (10.D.D)*** Can you explain to me more about that.
- Moderator : ***Ok, thank you J (11.D. T) very nice question and comment (12.D.Cong)***
- Audience : OK
- Moderator : ***Okay guys, she said that you miss it, it means that you do not explain it before. So here you turn please. (13.I.W)***
- Speaker2 : (Raising the hand). ***Ok we are sorry we miss it (14.D.A)***. I will try to answer base on my understanding. Ok hesitation for wait for listener readiness. Hesitation (or filled pause) to consider what to say next or doesn't wish to give up one's turn in speaking: *um, uh,...* Interjections (regarded as 'verbal garbage') to see whether listeners have understood: well, oh, say, you know... False starts: e.g. She was ... There were people around her He was ... I was going to let him go
- Moderator : Ok (turning the head to the audience 1), is that answering your question?
- Audience 1 : yea, thank you it's answering my question.
- Moderator : Ok, because we don't have much time so the discussion will explain more by our lecturer. I am as moderator say sorry if there any mistakes ***and good job guys and give applause to our speaker. (15. D. Cong)***
- Audience : giving applause
- Lecturer : Ok because time is up we can continue our discussion next meeting, see you next time AssalamualaikumWr. Wb

## Children Language Acquisition (Second meeting)

- Moderator : Assalammu'alaikumWr. Wb.Good morning for all audiences. So, now in this panel discussion, we have a topic about Children Language Acquisition. Here, we have five speakers. The first is Miss F, then the second we have Miss. D, the third miss Y, the fourth is Miss J and the last is Miss M. The Fifth members please start to present. ***Ok guys, you can start it now. (16.D.W)***
- Speaker 1 : (Still repair the laptop)
- Moderator : Wait a moment because the speaker still repairs the laptop.
- Lecturer : Can we start it now?
- Moderator : ***Sorry Ma'am, Sorry guys, there is a problem with the laptop. (17.D.A)*** just a moment.
- Audience : ***Here my laptop guys. (18.I.W)***
- Speaker 2 : Taking the laptop
- Moderator : Heemmm, now we can start our discussion.
- Speaker 1 : ***Okey, first I want to apologize about laptop and LCD's broblem we are really sorry, because we did not prepare it well before the class. (19.D.A) thank you so much for your laptop Ka (20.D.T)***
- Audience : Giving thumb and smiling
- Speaker 1 : Okay well, now we are going to discuss about Children Language Acquisition. Acquisition is the cognitive process of acquiring skill or knowledge. The stage of Language Acquisition. First stage is word goo-goo- gaa-gaa. The second stage appears when children begin to say simple word such as mama and water. Third stage, children try to the real communication, Forth stage, children start to develop more and more complex word in a grammatical concept or rule. Beginning of language development: Has been scientifically proven that music can foster baby's brain development. Babies can recognize the mother's voice.
- Speaker 2 : Stage 1 Basic Biological Noise Stage (0-8 Weeks) Babies express themselves through crying. They show reflexive responses and not conscious responses. Child starts with vowel 'A' sounds. They learn to control their air stream mechanism. Stage 2: Cooing & Laughing Stage (8-20 Weeks) Make different cooing noises – e.g. 'coo', 'goo' 'ga' .Recognize parents faces and speech. Learn to express themselves through laughing .Have control over their tongue. Stage 3: Vocal Play (20-30 Weeks), Begin to use consonant and vowel sounds. Able to adjust pitch. Playing and 'experimenting'
- Audience : ***Sorry, you left my flash disk cover there (21.I.A)***
- Audience : Oh ya (taking the lid of flash disk)
- Speaker 3 : Stage 4: Babbling Stage (25-50 Weeks) 2 types of babbling sounds- Re-Duplicating- Repeat Sounds (E.G. Woof Woof) Use different sound patterns and put them together. The words have no

meaning to the child as they think they are just making sounds. Stage 5: Melodic Utterance Stage (10-13 Months) A variation in rhythm, melody and tone is shown The child begins to see some meaning to what they say. Proto words used- when the child doesn't say words he recognizes but realizes that words are parts of a sound. The function of children language are instrumental function, Informative function, Imaginative function, Heuristic function, Personal Function, Interactional function, Regulatory function

Speaker 4 : Theory of First Language Acquisition *Nativism Cognitivism Behaviorism*. Nativism By Noam Chomsky long-held learning theory of language development did not adequately explain how children were able to develop and master the complex language system in such a comparatively short time frame. Chomsky proposed that learning language was assisted by nature and that humans are born prepared to learn language (LAD).The environment does not mainly influence the process of acquisition.

Speaker 5 : cognitivism is the study in psychology that focuses on mental processes, including how people perceive, think, remember, learn, solve problems, and direct their attention to one stimulus rather than another. Psychologists working from a cognitivist perspective, then, seek to understand cognition. Cognitivism is a learning theory that focuses on the processes involved in learning rather than on the observed behavior. As opposed to Behaviorists, Cognitivists do not require an outward exhibition of learning, but focus more on the internal processes and connections that take place during learning. Cognitivism contends that “the black box” of the mind should be opened and understood. The learner is viewed as an information processor. Knowledge can be seen as schema or symbolic mental constructions and learning is defined as change in a learner's schemata. Some important classroom principles from cognitive psychology include meaningful learning, organization, and elaboration. Cognitivist theory developed as a reaction to Behaviorism. Cognitivists objected to behaviorists because they felt that behaviorists thought learning was simply a reaction to a stimulus and ignored the idea that thinking plays an important role. One of the most famous criticisms addressed to Behaviorism was Chomsky's argument that language could not be acquired purely through conditioning, and must be at least partly explained by the existence of some inner abilities. Behaviorism for example falls short to explain how children can learn an infinite number of utterance that they have never heard of. Cognitivism by Jean Piaget Language is not separate natural characteristic, but is a part of the ability which coming from the cognitive maturity. Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off

as a clean slate and behavior is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increase the probability that the antecedent behavior will happen again. In contrast, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behavior in the learner. Lots of (early) behaviorist work was done with animals (e.g. Pavlov's dogs) and generalized to humans. Behaviorism by B.F. Skinner. The process of first language acquisition is manageable from the stimulation which is given from their environment. "Language is verbal behavior". Language learning is an external event, because it involves an observable change in behavior brought about by the stimuli coming from the environment. It does not involve any unobservable change in mental knowledge. All behaviors can be explained without the need to consider internal mental states or consciousness. Only human beings have the capacity for language learning. They acquire a language as discrete units of habits, independently trained, not as an integrated system.

- Moderator : *The member of fifth group explained about Children Language Acquisition very well (22.D.Cong).* Is there any question from you guys? *I give three times only (23. D.W)*
- Audience 3 : (Raising the hand), when the children say "Tivi One not TV One in the correct pronunciation" is it categorize as try to the real communication?
- Audience 1 : *Oh my God, Happy birth day (24.D.Cong).* (showing the notification from the phone)
- Audience 2 : hahahahaha, Mana kadonya!
- Audience 1 : *Welcome to the party (25. I. W)*
- Audience 2 : Not now, Hahaha
- Speaker 5 : Ok I will try to answer your question. Yea it is categorize because they try to say what they read in our language. Does it happen in your life?
- Audience 3 : Yes, actually my little brother ever said it when he was child.  
*Thank you for your answer*
- Speaker 5 : you're welcome. May any other question?
- Moderator : May any other question please?
- Audience : (Raising the hand) excuse me. I have one question. The Question is what actually the function of children language?
- Moderator : Thanks for question, ok please answer the question.
- Speaker 3 : could you give me time to answer.
- Moderator : Ok we will wait 2 minutes to look for the answer.
- Speaker 4 : Ok I will try to answer. The function of children language are Instrumental function Informative function, Imaginative function,

- Heuristic(seeking answer) function , Personal function, Interactional function, Regulatory function. I think that all, May any suggestion?
- Moderator : Any suggestion, comment?
- Audiences : May I add some explanation?
- Moderator : **Yes, Please (26.D.W)**
- Audience : Hi S!
- Audience : What? (Looking down the road to his friend)
- Audience : Help me make question for exam in Ma'had.
- Audience : Hee. I can't do that. You are better in English than me. I believe you are able in doing this.
- Audience : **Keep silent, please! (27.D.D)**
- Audience : (In Silence)
- Audience : Okay, Base on I read language development in children is amazing and it is development that many parents really look forward to. The script to helping children learn is very simple talk together lot and listen lot.
- Moderator : Thank you if no more suggestion, question, and comment, the discussion will be continue by lecturer.
- Lecturer : the question about the function of children language and the answer is good. Acquisition is the cognitive process of acquiring skill or knowledge and the function of children language are Instrumental function Informative function, Imaginative function, Heuristic(seeking answer) function, Personal function, Interactional function, Regulatory function. Ok that is all. See you

## Brain and Language

### (Third meeting)

At the class, before the discussion was started.

- Student : Shaking hand with lecturer
- Lecturer : Are you sick? Your hand is so warm, you can go home
- Student : I'm Okay Ma'am, no worries.
- Student : *I am Sorry Ma'am. Excuse me, could I turn on the projector.*  
(28. D.A)
- Lecturer : Yes, Sure
- Student : *Our international world class university (29.I.D)*
- Student : Laughing
- Lecturer : Assalamualaikum WR.WB
- Audiences : Waalaikum Salam.....
- Lecturer : Ok today we are going to discuss about Brain and Language, please do not mislead we are talking about linguistics not medical. Are you ready guys? Asking to the presenters in front of the class)
- Presenters : yes Ma'am
- Moderator : Good morning everybody welcome to the panel discussion. ***And welcome to our speaker in front of you all (30. D.W)*** in this panel discussion, we will discuss about language brain as our lecturer said "do not mislead we are talking about linguistic not medical". So it may be became a hard discussion guys for more clear explanation lets me here the explanation carefully, ***guys for this group give applause please .(31. D. Cong)***
- Audience : (giving applause)
- Audience : The sixth group ma'am
- Lecturer : ok good.
- Moderator : Ok well I am as moderator will open our discussion today. The discussion today about Brain and Language. Ok Laptop, LCD ready??
- Speaker 1 : Ok
- Speaker 3 : OK
- Moderator : Before that give applause guys.
- Speaker 4 : Ok thank you, we prepare well so please pay attention.
- Speaker 1 : Ok I will explain about What Aphasia is Coming from the Greek root word "aphatos" The dissolution of language and speech caused by damage to brain, most typically, in the central area of the left hemisphere Aphasia in children can be cured as long as the brain progress can develop well. Primary progressive aphasia (PPA) is caused by selective neurodegeneration of the language-dominant cerebral hemisphere; a language deficit initially arises as the only consequential impairment and remains predominant throughout most of the course of the disease. Agrammatic, logopenic and semantic subtypes, each reflecting a characteristic pattern of language impairment and corresponding anatomical

distribution of cortical atrophy, represent the most frequent presentations of PPA. Such associations between clinical features and the sites of atrophy have provided new insights into the neurology of fluency, grammar, word retrieval, and word comprehension, and have necessitated modification of concepts related to the functions of the anterior temporal lobe and Wernicke's area. The underlying neuropathology of PPA is, most commonly, frontotemporal lobar degeneration in the agrammatic and semantic forms, and Alzheimer disease (AD) pathology in the logopenic form; the AD pathology often displays atypical and asymmetrical anatomical features consistent with the aphasic phenotype. The PPA syndrome reflects complex interactions between disease-specific neuropathological features and patient-specific vulnerability. A better understanding of these interactions might help us to elucidate the biology of the language network and the principles of selective vulnerability in neurodegenerative diseases. We review these aspects of PPA, focusing on advances in our understanding of the clinical features and neuropathology of PPA and what they have taught us about the neural substrates of the language network.

Audience : *Sorry, pass me the paper, please! (32.D.A)*

Audience : (Giving paper)

Speaker 2 : Aphasia is a disorder that results from damage to portions of the brain that are responsible for language. For most people, these areas are on the left side of the brain. Aphasia usually occurs suddenly, often following a stroke or head injury, but it may also develop slowly, as the result of a brain tumor or a progressive neurological disease. The disorder impairs the expression and understanding of language as well as reading and writing. Aphasia may co-occur with speech disorders, such as dysarthria or apraxia of speech, which also result from brain damage. Aphasia is an acquired disorder of language due to brain damage. Most people who have aphasia are middle-aged or older, but anyone can acquire it, including young children. About 1 million people in the United States currently have aphasia, and nearly 180,000 Americans acquire it each year, according to the National Aphasia Association. Aphasia is caused by damage to one or more of the language areas of the brain. Most often, the cause of the brain injury is a stroke. A stroke occurs when a blood clot or a leaking or burst vessel cuts off blood flow to part of the brain. Brain cells die when they do not receive their normal supply of blood, which carries oxygen and important nutrients. Other causes of brain injury are severe blows to the head, brain tumors, gunshot wounds, brain infections, and progressive neurological disorders, such as Alzheimer's disease. It may occur secondary to brain injury or degeneration and involves the left cerebral hemisphere to a greater

extent than the right. Types of Aphasia & Neuropathology  
Nominal aphasia: cannot remember words  
Global aphasia: both impairment in Broca and Wernicke area. Traumatic aphasia: caused by psychological reason or horrific event during childhood. Alzheimer: progressive degeneration of brain causing memory dissolution, cognitive and language. Anomic Aphasia mostly affects the ability of someone to conjure up the right name for a person or object (fail to remember names and words).  
Global Aphasia An extreme impairment or loss of language ability in all input and output modalities, meaning the individual has very poor language comprehension as well as the inability to speak or write. Characteristics of this communicative disorder involves serious impairments in all aspects of speech and language. Causes it is caused by multiple damages to the language regions of the brain's left hemisphere. All basic functions of language are negatively impacted, some areas likely to be more affected than others.  
Transcortical motor aphasia Also known as adynamic aphasia and extrasylvian motor aphasia, results from an injury to the anterior superior frontal lobe. The injury is typically caused by a cerebrovascular accident (CVA), commonly referred to as a stroke. Characteristics Experience non-fluent speech due to frontal lobe damage and their utterances are typically only one or two words long. Retain the ability to repeat words, phrases or sentences.  
Transcortical sensory aphasia Sufferers have poor comprehension, but have fluent, grammatical speech. Patients can communicate well and are capable of good repetition. Characteristics Lesions of the left posterior temporoccipital lobe associated. If you asked "Are you OK?" she might repeat a part of the question and say "you OK" or say "are you OK" in response. Mixed transcortical aphasia Characterized by severe speaking and comprehension impairment, but with preserved repetition.

Speaker 3 : There are two broad categories of aphasia: fluent and nonfluent, and there are several types within these groups. Damage to the temporal lobe of the brain may result in Wernicke's aphasia (see [figure](#)), the most common type of fluent aphasia. People with Wernicke's aphasia may speak in long, complete sentences that have no meaning, adding unnecessary words and even creating made-up words. For example, someone with Wernicke's aphasia may say, "You know that smoodle pinkered and that I want to get him round and take care of him like you want before." As a result, it is often difficult to follow what the person is trying to say. People with Wernicke's aphasia are often unaware of their spoken mistakes. Another hallmark of this type of aphasia is difficulty understanding speech. The most common type of nonfluent aphasia is Broca's aphasia (see [figure](#)). People with Broca's aphasia have damage that primarily affects the frontal lobe of the brain. They

often have right-sided weakness or paralysis of the arm and leg because the frontal lobe is also important for motor movements. People with Broca's aphasia may understand speech and know what they want to say, but they frequently speak in short phrases that are produced with great effort. They often omit small words, such as "is," "and" and "the." For example, a person with Broca's aphasia may say, "Walk dog," meaning, "I will take the dog for a walk," or "book book two table," for "There are two books on the table." People with Broca's aphasia typically understand the speech of others fairly well. Because of this, they are often aware of their difficulties and can become easily frustrated. Another type of aphasia, global aphasia, results from damage to extensive portions of the language areas of the brain. Individuals with global aphasia have severe communication difficulties and may be extremely limited in their ability to speak or comprehend language. They may be unable to say even a few words or may repeat the same words or phrases over and over again. They may have trouble understanding even simple words and sentences. There are other types of aphasia, each of which results from damage to different language areas in the brain. Some people may have difficulty repeating words and sentences even though they understand them and can speak fluently (conduction aphasia). Others may have difficulty naming objects even though they know what the object is and what it may be used for (anomic aphasia). Sometimes, blood flow to the brain is temporarily interrupted and quickly restored. When this type of injury occurs, which is called a transient ischemic attack, language abilities may return in a few hours or days. Anomic aphasia is the mildest of the aphasias, with relatively preserved speech and comprehension but difficulty in word finding. The persistent inability to find the correct word is known as anomia (literally, 'without names'). A mild form of aphasia, with the most prominent difficulty being in word-finding with the patient using generic fillers in utterances, such as nonspecific nouns and pronouns (e.g., "thing"), or circumlocution, where the person describes the intended word. Comprehension and repetition of words and sentences is typically good; however, the patient may not always recognize that a word successfully retrieved is the correct word, indicating some difficulty with word recognition. Aphasia is a communication disorder that results from damage or injury to language parts of the brain. It's more common in older adults, particularly those who have had a stroke. Aphasia gets in the way of a person's ability to use or understand words. Aphasia does not impair the person's intelligence. People who have aphasia may have difficulty speaking and finding the "right" words to complete their thoughts. They may also have problems understanding conversation, reading and comprehending written words, writing

words, and using numbers. Characteristics of anomic aphasia Grammar remains unaffected. Repetitive skills remain good. Auditory comprehension would also remain intact. Reading and writing skills would range anywhere between poor to normal. Amnesic sufferers can write what they can't speak on some occasions. The disorder affects the patient's L1 primarily.

Speaker 4

: The therapy, Have a chart that shows body parts and ask the patient to name them or point out. Do the same with the objects in the room. Try teaching synonyms are words that have the same meaning. For instance, not cold means hot. Try teaching such words. Ask the patient to name objects upon description. Ask the patient to mention the names of objects that belong to the same category. For example, you can say fruits and the patient can name all the fruits. Ask them to frame their own sentences from a given word. Ask them to solve crosswords and scramble. Aphasia is usually first recognized by the physician who treats the person for his or her brain injury. Most individuals will undergo a magnetic resonance imaging (MRI) or computed tomography (CT) scan to confirm the presence of a brain injury and to identify its precise location. The physician also typically tests the person's ability to understand and produce language, such as following commands, answering questions, naming objects, and carrying on a conversation. If the physician suspects aphasia, the patient is usually referred to a speech-language pathologist, who performs a comprehensive examination of the person's communication abilities. The person's ability to speak, express ideas, converse socially, understand language, and read and write are all assessed in detail. Following a brain injury, tremendous changes occur in the brain, which help it to recover. As a result, people with aphasia often see dramatic improvements in their language and communication abilities in the first few months, even without treatment. But in many cases, some aphasia remains following this initial recovery period. In these instances, speech-language therapy is used to help patients regain their ability to communicate. Research has shown that language and communication abilities can continue to improve for many years and are sometimes accompanied by new activity in brain tissue near the damaged area. Some of the factors that may influence the amount of improvement include the cause of the brain injury, the area of the brain that was damaged and its extent, and the age and health of the individual. Aphasia therapy aims to improve a person's ability to communicate by helping him or her to use remaining language abilities, restore language abilities as much as possible, and learn other ways of communicating, such as gestures, pictures, or use of electronic devices. Individual therapy focuses on the specific needs of the person, while group therapy offers the opportunity to use new

communication skills in a small-group setting. Recent technologies have provided new tools for people with aphasia. "Virtual" speech pathologists provide patients with the flexibility and convenience of getting therapy in their homes through a computer. The use of speech-generating applications on mobile devices like tablets can also provide an alternative way to communicate for people who have difficulty using spoken language. Increasingly, patients with aphasia participate in activities, such as book clubs, technology groups, and art and drama clubs. Such experiences help patients regain their confidence and social self-esteem, in addition to improving their communication skills. Stroke clubs, regional support groups formed by people who have had a stroke, are available in most major cities. These clubs can help a person and his or her family adjust to the life changes that accompany stroke and aphasia. Family involvement is often a crucial component of aphasia treatment because it enables family members to learn the best way to communicate with their loved one.

- Moderator : that the explanation from the sixth groups. May be any question, comment and suggestion, please
- Moderator : There is no question.  
Ok that enough because time is up, *thank you for your nice attention guys (33.D.T). Do not you give applause to the presenter here? (34.D.Cong)*
- Audiences** : giving applause and laughing
- Lecturer : ok thank guys if you want I will share to you the material for your final examination next two weeks you can copy the file here. Actually very nice presentation, and the moderator you manage time well
- Student : May I copy ma'am?
- Lecturer : Sure
- Moderator : Thank you Ma'am
- Student : yeah I do not bring my flash disk
- Student : *Santai, You can copy from mine tomorrow (35. D.W)*
- Student : Ok deh, smiling

#### Abbreviation:

- D : Direct Expressive Speech Act
- I : Indirect Expressive Speech Act
- A : Apologizing
- T : Thanking
- C : Condoling
- Cong : Congratulating
- D : Deploring
- W : Welcoming

**APPENDIX B**  
**THE KINDS AND FUNCTIONS OF EXPRESSIVE SPEECH ACT FOUND IN EFL CLASSROOM INTERACTION**  
**BY THE STUDENTS OF ENGLISH LETTERS AND LANGUAGE DEPARTMENT**

NO	UTTERANCES	KINDS		FUNCTIONS					
		D	I	A	T	C	Cong	D	W
1	I am Sorry to hear that	√				√			
2	I am sorry Ma'am, is it okay?	√		√					
3	Okay, please come our speakers	√							√
4	Hey, thank you for this one	√			√				
5	If you need again, just text me	√							√
6	Okay, that is all. Thank you	√			√				
7	I will give you time for asking question	√							√
8	thank you for the chance	√			√				
9	I am sorry, I want to know more about	√		√					
10	Actually, you miss it	√						√	
11	Ok, thank you J	√			√				
12	Very nice Question and comment	√					√		
13	So, here your turn	√							√
14	Ok we are sorry	√		√					
15	Good job guys and give applause to our speakers	√					√		
16	Okay guys, you can start it now	√							√
17	Sorry Ma'am, sorry guys, there is a problem with the laptop	√		√					
18	Here my laptop guys		√						√
19	Okay, first I apologize about the laptop and LCD's problem.	√		√					

20	thank you so much for your laptop Ka	√			√				
21	Sorry, you left my flash disk cover there		√	√					
22	The group explained about the material very well	√					√		
23	I give three times only	√							√
24	Oh my god, Happy birth day	√					√		
25	Welcome to the party		√						√
26	yes, please	√							√
27	Keep silent, please!	√						√	
28	I am sorry Ma'am. Excuse me, could I turn on the projector	√		√					
29	Our International World Class University		√					√	
30	Welcome to this panel discussion	√							√
31	guys for this group, give applause, please!	√					√		
32	Sorry,pass me the paper, please	√		√					
33	Thank you for your nice attention guys	√			√				
34	Don't you want to give applause to the presenters here	√					√		
35	Santai, you can copy from mine, tomorrow	√							√

**Abbreviation:**

**D** : Direct Expressive Speech Act  
**I** : Indirect Expressive Speech Act  
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