

SPEECH ACT USED BY THE LECTURER
OF ENGLISH LANGUAGE AND LETTERS DEPARTMENT
AT UIN MALIKI MALANG
THESIS

Presented to

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

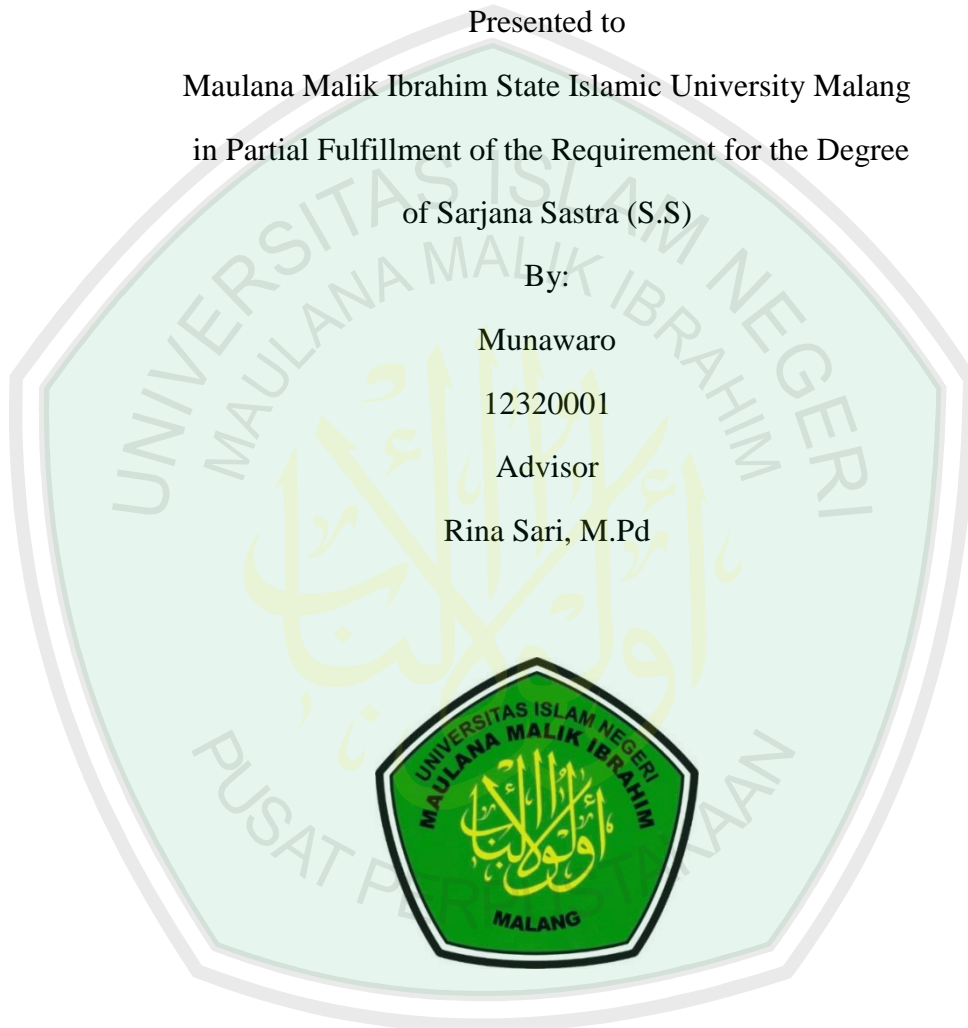
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2016

STATEMENT OF THE AUTHORSHIP

Honestly, I state that the thesis I wrote to accomplish the requirement for the degree of Sarjana Sastra (S.S) in English Language and Letters Department, Humanities Faculty, Maulana Malik Ibrahim State Islamic University of Malang entitled *Speech Act Used by A Lecturer of English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang* is truly my original work. I do not incorporate material previously written or published by another person, except those indicated in quotations and references. Due to that fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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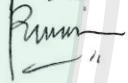
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MOTTO

...إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ...

Indeed, Allah will not change the condition of a people until they change what is in themselves. (Ar-Ra`du: 11)



DEDICATION

This thesis is especially dedicated to:

My beloved parents Dahlan (Alm) and Rahayu,

My lovely brothers Saiful Bahri, Saiful Bahar, Muhammad Tufa, Rahmat

Basuki and Muhammad Kosim (Alm).



ACKNOWLEDGEMENT

All praise due to Allah, lord of the world, king of the king, the Merciful and the Beneficent who has given the researcher a drop of knowledge with a million powers, inspirations and patience. Peace and Salutation may always be granted to our noble Prophet Muhammad SAW, through his incredible struggle that the researcher is recognized as a true Muslim.

Alhamdu lillahi rabbil `alamin, the researcher is finally able to finish this thesis entitled *Speech Acts Used by A Lecturer of English Language and Letters Department at Maulana Malik Ibrahim State Islamic University Malang* as the requirement for the degree of S1 Sarjana Sastra in English Language and Letters Department, Faculty of Humanities at Maulana Malik Ibrahim State Islamic University of Malang.

The researcher is aware that there are many people who have given and supported her in finishing this study. Furthermore, she would like to give her great thanks to her beloved parents Dahlan (Alm) and Rahayu Dahlan who always give her support, prays, affections, attentions, loves, as well as their superb effort in encouraging her to study at Maulana Malik Ibrahim State Islamic University of Malang. Her lovely brothers, Saiful Bahri, Saiful Bahar, Muhammad Tufa, Rahmat Basuki, Muhammad Kosim (Alm) thanks for loving, supporting and inspiring her.

Next, the researcher would like to express her deep thanks to her best advisor, Mrs Rina Sari, who always patiently guided and also motivated her to finish the thesis. Then, all my lecturers of English Language and Letters Department for being patient to teach me in order to achieve worthwhile knowledge, especially board of

examiners who had given me any valuable questions, suggestion and advice that enabled me in finishing my research well.

The last, I would like to express my deep gratitude for all of my family in MSAA, Mutiara`45, Pinus`56, Fatimah Az-Zahra`56, Khodijah Al-Kubra`45 that have given their supports, helps and togetherness. MGGS Family, FazaTralala Trilili`56, MS`34 Family thanks for becoming my lovely sisters.

The researcher is aware that this thesis is not perfectly written; therefore, she needs the constructive critics and suggestions from the reader to make it better. The researcher hopes that this study will be useful for the readers, especially for the next researchers who are interested in studying speech acts analysis.

Malang, 21 June 2016

The Researcher

ABSTRACT

Munawaro, 2016. *Speech Act Used by A Lecturer of English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang*. Thesis, English Language and Letters Department of Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Rina Sari, M.Pd.

Key Words: Speech Acts, Felicity Condition, Teacher Talk

Speech acts are used to analyze language phenomena. This phenomenon is also found in the classroom interaction. Hence, in this research, the researcher is interested in analyzing speech acts used by a lecturer of speaking subject to the students at English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang. It is chosen since the teacher holds crucial roles to influence students. The teacher's utterances stimulate student's response and determine the activity which is done by students. In this case, learners practise the language by responding to what the teacher says.

This research is aimed to find out the types and the functions of speech act used by a lecturer of English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang. This research used descriptive qualitative method to portray and clarify speech acts used by a lecturer of English Language and Letters Department. The data of this research are taken from classroom interaction. To analyze the data, the researcher identified the context of a lecturer's utterance. Then the data also identified the types of speech act that was performed by the types of felicity conditions to show the appropriateness of condition when lecturer said an utterance and the types of speech act to find out locutionary act, illocutionary act and perlocutionary act.

From the analysis, the researcher found the types of speech acts from the data that are fulfilled and analyzed using types of felicity conditions. The researcher found 18 data performed by the lecturer in the classroom. From the five types which belong to speech acts, the researcher found four types of speech acts. They are two data for representatives, seven data for directives, one data for commissives, eight data for expressive. After that, for the functions of the speech act performed by the lecturer's utterances, the researcher found two functions of speech act, they are convivial and competitive.

The researcher also suggested to the future researchers to continue conducting the research about speech acts which might contain declarative act of illocutionary because the researcher does not find declarative act in her research and find other types of speech acts that has crucial functions to the class.

الملخص

منورا، ٢٠١٦. الأفعال الكلامية في معلم قسم اللغة الإنجليزية وأدبها جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. بحث جامعي، قسم اللغة الإنجليزية وأدبها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: رينا ساري، الماجستير.

الكلمة الرئيسية: الأفعال الكلامية، سياق السعادة، قول المعلم.

أفعال الكلامية سر على تحليل ظواهر اللغوية. هذه الظواهر توجد في التفاعل في الفصل. ولذلك الباحثة تهم بتحليل الأفعال الكلامية في هذا البحث استخدمه المعلم إلى طلابه في الفصل مهارة الكلام قسم اللغة الإنجليزية جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. وتختاره الباحثة، لأن المعلم تملك أثرا كثيرا ليؤثر طلابه. قول المعلم مستطيع أن يحفز استجابة الطلاب وأن يكرّس فعالية الطلاب. في هذه الدراسة، وينطبق الطلاب باستخدام اللغة بإجابة ما قاله المعلم.

هذا البحث يهدف إلى معرفة النوع والوظيفة أفعال الكلامية استخدم المعلم قسم اللغة الإنجليزية جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. وتستخدم الباحثة منهج وصفية كيفية لتصوير ولتوضيح الأفعال الكلامية استخدمه المعلم. أما بيانات من هذا البحث فتأخذ من التفاعل في الفصل. ولتحليل البيانات، الباحثة تتعرف باستخدام سياق السعادة لتدليل اتفاق السياق حينما يقول المعلم قولاً ونوع الأفعال الكلامية مستخدم لتثبيت الأفعال التعبيري (*Locutionary*) والأفعال غير التعبيري (*Illocusi*) والأحداث الكلامية (*Perlocutionary*).

بناء على ما يري أما نتائج البحث فتوجد ثمانية عشر بيانات. ومن خمسة أنواع من الأفعال الكلامية، الباحثة تجد أربعة أنواع من الأفعال الكلامية، ومنها: اثنان بيانه من الجازمية (*Representative*)، وسبع بيانات من التوجيهية (*Directive*)، وواحد بيانه من الكوميديفية (*Commiccive*)، وثمان بيانات من التعبيرية (*Ekpressive*). وتجد الباحثة وظيفتين من الأفعال الكلامية وهما الوظيفة المنافسية والوظيفة اللفظية.

وتقترح الباحثة إلى الباحثين الأخرين للبحث عن الأفعال الكلامية حول الأفعال البيانية
(Declarative) من الأفعال غير التعبيري، لأن الباحثة لن تجد الأفعال البيانية (Declarative) في هذا
البحث وتجد الباحثة نوع آخر من الأفعال الكلامية.



ABSTRAK

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Kata Kunci: Tindak Tutur, Felicity Condition, Ujaran Guru

Tindak tutur digunakan untuk menganalisis fenomena bahasa. Fenomena ini juga ditemukan dalam interaksi di kelas. Oleh karena itu, dalam penelitian ini, peneliti tertarik untuk menganalisis tindak tutur yang digunakan oleh seorang dosen terhadap siswa nya dikelas Speaking Fakultas Bahasa dan Sastra Inggris Universitas Islam Negeri Maulana Malik Ibrahim Malang. Hal ini dipilih karena guru memegang peran penting untuk mempengaruhi siswa. Ujaran dari seorang guru dapat merangsang respon siswa dan menentukan kegiatan yang dilakukan oleh siswa. Dalam hal ini, siswa praktek menggunakan bahasa dengan menanggapi apa yang dikatakan oleh guru.

Penelitian ini bertujuan untuk mengetahui jenis dan fungsi tindak tutur yang digunakan oleh dosen Fakultas Bahasa dan Sastra Inggris Universitas Islam Negeri Maulana Malik Ibrahim Malang. Penelitian ini menggunakan metode deskriptif kualitatif untuk menggambarkan dan memperjelas tindak tutur yang digunakan oleh dosen. Data penelitian ini diambil dari interaksi di kelas. Untuk menganalisis data, peneliti mengidentifikasi konteks dari ucapan seorang dosen. Kemudian data juga diidentifikasi dengan menggunakan felicity condition untuk menunjukkan kesesuaian kondisi yang terjadi pada saat dosen mengatakan sebuah ucapan dan jenis tindak tutur yang digunakan untuk menentukan tindakan locutionary, tindak ilokusi dan perlocutionary.

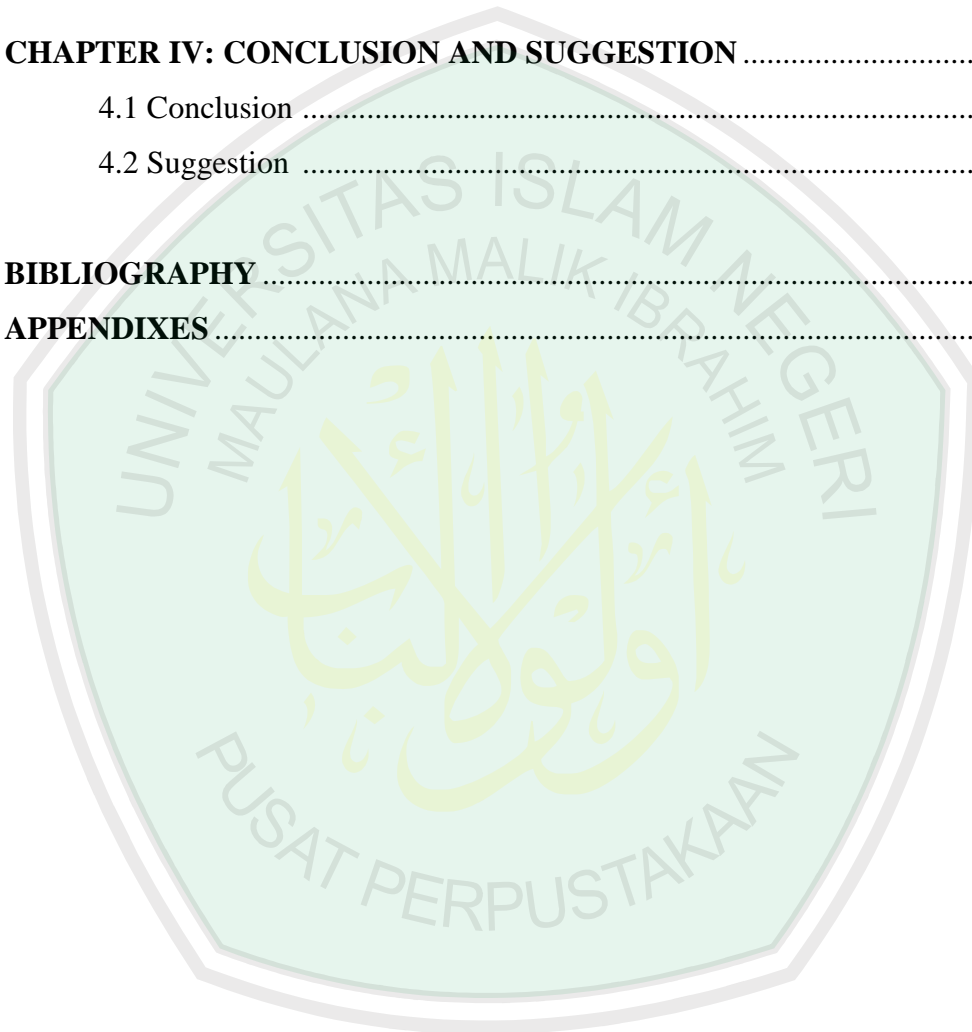
Dari hasil analisis, peneliti menemukan 18 data yang dihasilkan oleh dosen di kelas. Dari lima jenis yang termasuk tindak tutur, peneliti menemukan empat jenis tindak tutur. Diantaranya dua data representatives, tujuh data directives, 1 data commissives, delapan data expressive. Setelah itu, untuk fungsi tindak tutur yang dihasilkan oleh ujaran seorang dosen, peneliti menemukan dua fungsi tindak tutur, yakni convivial dan competitive.

Peneliti juga menyarankan kepada peneliti yang selanjutnya untuk melanjutkan penelitian tentang tindak tutur yang berisi tindakan deklaratif dari ilokusi karena peneliti tidak menemukan tindakan deklaratif dalam penelitian ini dan hanya menemukan jenis lain dari tindak tutur yang memiliki fungsi penting untuk kelas.

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CHAPTER I

INTRODUCTION

This chapter discusses 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

Learning a language is how to use the language. In English teaching and learning, communicating on target language becomes the most important source of input. In communicating with learners, teachers often simplify their speech, use many characteristics of foreigner talk and other simplified styles of speech are addressed to language learners (Richards, 1992:471).

Many definitions of teacher talk have been given from different perspectives. One definition goes that teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students 'understanding (Sinclair & Brazil, 1982). Based on Ellis (1985), teacher talk can be the real model of target language use and the message can take through direct expression and performance. In other words, teacher talk is the language used by teachers that is motivated by the need to communicate.

Teacher talk is important for an English foreign language teacher to organize classroom activities. Besides, teacher talk is important for the source of the target language and a means of classroom management (XU Xiauo-hui, 2010). An action of communication that is performed through the teacher talk in the classroom can be defined as speech act. To express themselves, people do not only generate utterances that are based on grammatical structures, but also perform actions through their

utterances. Analysis of English teacher`s speech acts may improve and provide an important basis of teaching evaluation. Speech acts of the teacher talk help to improve classroom efficiency.

Speech acts are designed to serve a specific function. It may mean a series of phrases that are organized to achieve a goal expected by the speaker and the hearer to do something. Searle in Clark and Clark (1977:26) said that “every time speakers utter a sentence, they are attempting to accomplish something with the words”. The speech acts are in general the functions of the meaning of the utterances.

In this research, the researcher is interested in analyzing speech acts used by a lecturer to the students at English Language and Letters Department Maulana Malik Ibrahim State Islamic University of Malang. It is chosen since the teacher holds crucial roles to influence students. The teacher`s utterances stimulate student`s response and determine the activity which is done by students. In this case, learners practise the language by responding to what the teacher says.

Several previous researchers have already conducted a study on speech acts. Raiska (2013) studies speech act under the title “Speech Acts used by the main character of Harry Potter and the Half Blood Prince”. She found that types of speech acts used by the main character of Harry Potter and the Half Blood Prince are commissive, representative, expressive, verdictives and declaratives. Furthermore, she found commissive of refusing, agreeing, promising, consenting, threatening and guaranteeing. The next type is representatives (also known as “Assertives”).The researcher found representative of telling, explaining, stating, affirming, emphasizing, answering, confiding, insisting, attesting, claiming and remembering. The next type is expressive, the researcher found the types of expressive in the form

of consoling, amazed, thanking and deploring. After that, verdictives, the researcher found this type in form of assessing. The last is declaratives are the prototypical speech act. The researcher found this type just in the form of resigning.

Secondly, Huda (2015) in his thesis with the title “Speech Acts used by the main characters in “Non-Stop 2014” movie found that speech act used by the main characters utterances have some illocutionary acts, namely directives, commissives, expressive, representatives and declaratives. It is found that directive speaker`s utterances of “Non-Stop” consist of requesting, questioning, commanding, asserting and warning. Furthermore, commissive types used are promising and threatening. The types of expressive are such as getting pleasure (like), thanking, apologizing and annoying. Representative is found in the form of affirming, reporting and stating. Then, the declarative is found in prohibition and impressing. Based on the findings, it is concluded that mostly speakers (main characters) use directive in performing speech acts.

Thirdly, Anggi (2013) in her thesis with the title “Speech Acts Performed in Masterchef Australia Season 2” found the types of speech acts performed in Masterchef Australia season two. The second one deals with the process of the speech acts which later on determined whether they are successfully delivered or not. After examining the data from the utterances produced by the speaker (the judges), the researcher found some types of the speech act and identified the process of it through the theory of Bach and Harnish who integrated the speech act theory by Austin and Searle. Based on the previous studies mentioned above, the researcher intends to focus on analyzing the types and functions of speech acts performed by lecturer in the classroom because the researcher wants to examine the amount of

contribution of the teacher talk in learning processes. Therefore, this research is important to do.

1.2 Research Questions

Based on the background above, in this research the researcher analyzes speech acts used by a lecturer in university when he was in the class, especially the types of speech act, the functions of speech act and the contributions of teacher talk in learning process. The research questions are formulated as follows:

1. What are the types of speech act used by a lecturer of English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang?
2. What are the functions of speech act performed by a lecturer of English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang?

1.3 Objectives of the Study

Based on the research questions previously, the objectives of the study are:

1. To find out the types of speech acts used by the lecturer of English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang.
2. To describe the functions of the speech acts performed by the lecturer of English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang.

1.4 Significances of the Study

This research is expected to give contribution to the teacher talk in learning processes both theoretically and practically. According to pedagogical theory, the language that teachers use in classrooms determines to a larger degree whether a class will succeed or not. Many scholars found teacher talk makes up around 70% of classroom language (Cook, 2000; Chaudron, 1988; Zhao Xiaohong, 1998). Therefore, the researcher hopes that theoretically this research can provide more empirical proofs on speech acts used by a lecturer in teaching and learning process. In addition, practically, this research is expected to contribute the quality of teacher talk in terms of how it might promote student learning.

1.5 Scope and Limitation

The scope of the research is studying speech acts. Here, the researcher focuses on analyzing the types and the functions of speech acts performed by a lecturer in classroom contexts also the contributions of teacher talk in learning process.

1.6 Research Method

This part discusses the research design, research instrument, data sources, data collection and data analysis of this research.

1.6.1 Research Design

This research uses descriptive qualitative research design. The purpose of this qualitative research is to obtain deep understanding of the types of speech acts and its contribution in learning process. In order to understand the particular events of the classroom, the researcher described the context of the conversations, in terms of the

persons who are involved in the conversations, the time, the setting and the topic that they are talking about.

The researcher uses qualitative approach because she studies lecturer`s utterances in the process of teaching and learning English. The words, phrases and sentences which were spoken by the lecturer are used as the data to know how the lecturer expresses his intention to the students.

1.6.2 Research Instrument

There are several research instruments in this research. The first instrument is the researcher herself. She observed and interviewed the lecturer to elicit the data in the class. Besides, the researcher used handy came to record, knew the lecturer`s gesture and help to get utterances of the lecturer to avoid forgetting the lecturer`s speech.

1.6.3 Data Source

The data of this research are taken from the utterances produced by a lecturer in the teaching and learning processes. The data were taken from a lecturer of Speaking subject in English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang. The lecturer in this research is the lecturer whose many experiences and ways in giving explanation about the lesson. The lecturer`s experiences may affect on the way he controls the classroom interactions. Therefore, the data of this research are the lecturer`s utterances during the learning process in a lesson.

1.6.4 Data Collection

Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities (Feng Qican, 1999: 23). Therefore, the researcher collected the data in the classroom during the learning process. The researcher chose English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang because the researcher wants to know whether the teacher talk can give contribution in terms of encouraging the students' motivation in English learning process. The result of this research can become the evaluation for the lecturers in their teaching process.

In collecting the data, there were several stages that had been done. First, the researcher recorded the entire utterances produced by a lecturer in the classroom. Second, the researcher transcribed the lecturer's utterances. Third, the researcher checked the lecturer's utterances by watching the video. Fourth, the researcher found out and identified the lecturer's utterances which have the types of speech act based on Austin and Searle's theory.

1.6.5 Data Analysis

In analyzing the data, the researcher used several steps. Firstly, the researcher explored the context of each datum. Secondly, the researcher classified the types of speech acts used by the lecturer based on Austin and Searle's theory. Thirdly, the researcher tried to describe the functions of speech acts produced by a lecturer to the student's question, information and suggestion. Finally, the researcher discussed the result of the whole analysis and concluded the findings.

1.7 Definition of the Key Terms

This research needs some key terms which are defined as follows:

1. Teacher talk is the language that the teachers use when addressing second language learners in the classroom. This research studies a lecturer's utterances.
2. Speech Act is action that is performed through utterances. In this research the researcher observed the utterances produced by a lecturer of English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang.
3. Felicity Condition refers to the conditions that must be in place and the criteria that must be satisfied for a speech act to achieve its purpose.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses review of related literature of this study. They are context, speech act, felicity condition, types of speech acts, types of illocutionary acts, the functions of speech acts, the way of performing speech acts and previous study.

2.1 Context

Context is an important aspect in interpreting or understanding the meaning of utterance. Linguists pay attention to the context in their studies. The role of context in language is studied in pragmatics. Levinson (1983:23) defines pragmatics as the study of the ability of language users to pair sentences with the context in which they would be appropriate. According to Leech (1983:13), context deals with relevant aspect of the physical or social setting of an utterance. Context is background knowledge, which is shared by speaker and hearer in understanding their utterances.

In spoken language, the function of context is to help a speaker and hearer in delivering and receiving meanings of utterances. It has an important role in determining the meaning of language. For example, the utterance “you” has various meanings. It can be interpreted as an utterance for pointing someone, an order, an anger expression, and etcetera. It is important to see its context to determine what is meant by the utterance.

2.2 Speech Acts

People perform speech acts when they use language. Speech acts are the types of acts performed by the speaker in uttering a sentence (Yule, 1985:100). When people utter a sentence, they do not only produce an utterance but also perform an action via utterance. Speech act concentrates on the utterances or sentences to perform an act aimed by the speaker. For instance, the boss's utterance in the following sentences is more than just a simple statement "You are fired". This sentence indicates that the employee has been dismissed from the company. The sentences which are performed via utterance are generally called speech acts and commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request (Yule, 1996:47).

Speech act is a language as an action (Grundy, 2000:48). It means that every action which is performed by a speaker with an utterance contains speech acts. Crystal (1995:121) defines speech act as theory which analyzes the role of utterance in relation to the behavior of speaker and listener in interpersonal communication. In brief, when people are saying words, they do not only produce utterance containing words and grammatical structure, but also they perform action in those utterances. The utterances which are uttered by speakers will have many interpretations depend on how the hearer interprets those utterances. By using speech act theory, it can be known how those utterances are conveyed and know how speakers intend the hearer to interpret the function of what they say.

2.3 Felicity Condition

What s people say is influenced by the circumstance they belong to. For instance, only certain people can say “I pronounce you husband and wife”. This is the same as when a boss fires his/her employee. There are certain expected or appropriate circumstances for performing a speech act to be recognized as intended. The right context has to be matched with the right form of words. This condition is termed as felicity condition by Austin (in Finch, 2000: 181).

According to Cutting (2008: 15), in order for speech acts to be appropriately and successfully performed, certain felicity conditions have to be met. Furthermore, Cutting Copies Austin’s statement that the felicity conditions are the context and roles of participants that must be recognized by all parties; the action must be carried out completely, and the persons must have the right intentions. For Searle, there is a general condition for all speech acts, that the hearer must hear and understand the language, and that the speaker must not be pretending or play acting.

Some performances of speech acts will be inappropriate if there is no specific speaker in performing a speech act with special context. For example, it will be inappropriate if ordinary people say *I sentence you to six months in prison*. This utterance will be appropriate and become an act if it is said by a judge in a courtroom.

2.3.1 The Propositional Content Condition

Propositional content condition is the requested act. It is a future act of the hearer. For example a promise, in which the content of the utterance must be about a future event that will be the future act of the speaker.

2.3.2 The preparatory condition

The utterance produced by the speaker will be done by the listener if the speaker believes that the listener is able to do the act and the listener will not perform the speaker's act without being asked by the speaker. For example, when I promise to do something there are two preparatory conditions: first, the event will not happen by itself, and second the event will have beneficial effect. When I utter a warning, there are the following preparatory conditions; it is not clear that the hearer knows the event will occur, the speaker does think the event will occur, and the event will not have beneficial effect.

2.3.3 The sincerity condition

Related to this condition is the sincerity condition, that for a promise, the speaker genuinely intends to carry out the future action and for a warning the speaker genuinely believes that the future event will not have a beneficial effect.

2.3.4 The essential condition

The essential condition covers the fact by the act of uttering a promise; I thereby intend to create an obligation to carry out the action as promised. In other words, the statement changes my states from non-obligation to obligation. Similarly

with a warning under the essential condition, the utterance changes my state from non informing of a bad future event to informing.

This essential condition thus combines with a specification of what must be in the utterance content, the context and the speaker's intentions in order for a specific speech act to be appropriately (felicitously) performed.

2. 4 Types of Speech Acts

All expressions of language can be viewed as acts. When somebody speaks, he will produce utterances as linguistic form and, his utterance also has function to do an act. This is the concern of Speech Act theory. Austin in Levinson (1983:236) suggested, "When people are saying something they perform three types of acts which are locutionary acts, illocutionary acts and perlocutionary act". Below are the explanations:

2.4.1 Locutionary Acts

Locutionary act is the utterance that produces a meaningful linguistics expression. At this level, the locution is what the words say. In performing a locutionary act, a speaker uses an identifiable expression, consisting of a sentence from language. Austin in Coulthard (1985:18) states that "locutionary act is the act of saying something in full sense of 'say'". Furthermore, Schiffrin (2002:51) says that "locutionary act is the production of sounds and words with meanings". In short, it can be concluded from those two definitions that locutionary act is the production of sounds and words in full sense. For example, if John says to Mary, "*Pass me the glasses, please*", it means "Hand the glasses over to me" with the word "*me*"

referring to himself and “*glasses*” to spectacles, he performs the locutionary act of uttering the sentence “Pass me the glasses, please.”

2.4.2 Illocutionary Acts

Illocutionary act is an act of doing something, it is uttered by the speaker that is not only to say or state something but also it is used to ask someone else to do something. In utterance, speaker performs an illocutionary act in using a particular locution to refer. Such utterance has illocutionary act force of a statement, confirming, denial, prediction, promise, request, etc. The example of illocutionary acts “*I will give back your book tomorrow.*” From the example above, it is known that the illocutionary act has the force of promise to give back the book. Austin in Saddock (2000:54) stated that illocutionary act is an act done in speaking it means that utterances does something (hence illocutionary). The utterances have intended meaning as a request for the hearer to do or not to do something.

2.4.3 Perlocutionary Acts

Perlocutionary act is the effect on the hearer of what the speaker says. An utterance that is uttered by someone often has effect to the listener. It can be expected or unexpected created by the speaker. In other words, a perlocution is the listener`s behavioral response to the meaning of the utterance, not necessarily physical or verbal response, perhaps merely a mental or emotional response.

Saddock in Horn and Gregory (2000:54) stated that perlocutionary acts are the consequences or by-product of speaking, whether intended or not.

Cruse (2000:331) states also that perlocutionary acts are acts performed by means of language, using language as a tool. The elements which define the act are external to the locutionary acts. For example, “*I have just made some coffee*” means that the speaker gets the listener to drink some coffee.

2.5 Types of illocutionary acts

Searle in Schiffrin (2002:57) formulates the more precise classification of illocutionary acts comprising representatives, directives, commissives, expressives and declaratives. He classifies illocutionary acts into five because Austin himself admitted that such taxonomy was not perfect one and it was neither particularly well motivated nor unambiguous. In addition, Searle in Schiffrin (1994:57) argued that Austin`s taxonomy does not maintain a clear distinction between illocutionary verbs and acts. The five types of illocutionary acts based on Searle`s are as follows:

2.5.1 Representatives

Representatives are also known as assertive. It commits the speaker to the truth of the expressed proposition. A representative is a speaker represents a state of affairs. The examples of representatives are classifying, insisting, emphasizing, affirming, describing, claiming, asserting, explaining, and predicting. For example: Well, I would answer the same way that Secretary Gates said because he and I see this eye to eye. In this utterance, the speaker asserts that she will answer the same way that secretary Gates said.

2.5.2 Directives

A directive speech act is an attempt by speaker to get hearer to do something (Schiffrin, 2002:58). It expresses what the speaker wants. The position of the speaker is usually high and the hearer or listener is in low position like boss-employee, teacher-student, and parents-children. The examples of directives are ordering, commanding, requesting, pleading, begging, entreating, daring, inviting, insisting, suggesting, permitting, challenging, advising, admonishing, dismissing, excusing, forbidding, instructing, requiring, urging and warning. Questioning also constitutes a type of directive because it is an attempt to get hearer to perform the speech act of answering. For example: Not all fair I think President Obama was absolutely right today in saying that we have been working on this literally, from the first day in office. In this utterance, the speaker pleadings president Obama that what president Obama said is right.

2.5.3 Commissives

A commissive is the speaker commits herself or himself into doing something in the future action. The speaker does the activity. It is more likely to commit yourself to what you say. The examples of commissives are promising, pledging, threatening, guaranteeing, agreeing, consenting, betting, offering, swearing, volunteering, vowing and refusing. For example: *“Well, Katie, I’m not going to comment on any hypothetical and I certainly would not go into any operational details.”* In this utterance, the speaker refuses to tell the operational detail in Pakistan to the hearer because she feels that it is top secret of US.

2.5.4 Expressive

Expressive is the speaker expresses feeling and attitude. It expresses the speaker's psychology toward some states of affair. The examples of expressive are congratulating, greeting, thanking, apologizing, consoling, welcoming and deploring. The direction of fit is word-to-world. It means that speaker makes words fit the world (feeling), for example: thank you. In this utterance, Katie Couric expresses gratitude to Clinton. She expresses this feeling because Hillary Clinton has praised Katie Couric in the interview.

2.5.5 Declaratives

Searle in Yule (1996:53) state that declarations are those kinds of speech acts that change the world via their utterances. The example of declaratives are declaring war, seconding a motion, adjourning a meeting, firing, nominating, betting, baptizing, finding guilty or innocent, divorcing, arresting and resigning. For example: I now pronounce you husband and wife. In this utterance, the speaker has made new social status for the hearer that is being a couple by saying the utterance, the speaker changes status a women to be a wife of a man and the opposite.

2.6 The Functions of Speech Acts in the Teacher Talk

In speech acts investigation, the illocutionary acts is the main focus of the discussion because illocutionary act is the intended meaning of utterance. Leech (1991:104) states that the most general level; illocutionary functions may be classified into the following four functions, they are: competitive, convivial, collaborative and conflictive.

2.6.1 Competitive

This illocutionary act aims at competing with the social purposes. The example of competitive are ordering, asking and demanding. In this function, the negative politeness is used to reduce unpleasant way between what the speakers want to the politeness should say.

2.6.2 Convivial

This illocutionary act aims in compliance or accordance with the social purposes. For instance: offering, inviting, greeting, thanking and congratulating. In this context, the politeness is utilized positively to make a pleasure relationship to the society.

2.6.3 Collaborative

This illocutionary act aims at ignoring the social purposes. The example of collaborative are asserting, reporting and instructing. This function does not contain politeness.

2.6.4 Conflictive

This illocutionary act aims against the social purposes. For instance threatening, accusing, refusing and reprimanding. It is against politeness that is not all since it is purposed the anger, except in the irony sentence.

It can be drawn a conclusion that assertive belongs to collaborative category, directives belongs to the competitive category, commissives tend to be convivial or competitive and expressive also tend to be convivial.

2.7 The Way of Performing Speech Acts

Speech act can be performed in variety ways. People often perform speech acts rather than direct and indirect. These perform speech acts, especially in spoken ways. Direct speech act is a sentence that reports speech in its original form by the first speaker. Indirect speech is a sentence that reports speech from the first speaker; it means they repeat the report. When performing speech act, people can have one explicit speech act and actually perform another implicit one. For indirect speech act to be successful there must be the appropriateness conditions of the speech acts. The expression itself is explicit speech act and has the illocutionary force of intended speech act. It functions as the implicit speech act (Brinton, 1986:307).

Austin describes his concept of indirect speech act which is based on the observation that by uttering, say, what appears to be a statement (e.g. “it’s hot in here”), language users often indirectly perform another type of illocutionary act.

Searle in Yule (1983:232) also introduces a distinction between direct and indirect speech act which depends on recognition of the intended perlocutionary effect of an utterance on a particular occasion. Indirect speech acts are cases in which one illocutionary act is performed indirectly by way of performing another. For example “*can you speak a little louder?*” from that example can be seen as a question about the hearer’s ability, but in other case can be seen as a request for action.

A different approach to distinguishing types of speech act can be made on the basis of structure. A simple structural distinction between three general types of speech acts is provided, in English by the three basic sentence types (Yule, 1996:54). The example can easily recognized relationship between the three structural forms

such as declarative, interrogative, imperative and the three general function communication functions such as statement, question and command/request, e.g.

- a. You wear a seat belt. (declarative)
- b. Do you wear a seat belt? (interrogative)
- c. Wear a seat belt! (imperative)

Direct speech act performed when there is a direct relationship between a structure and a function. Another case, indirect speech happened when there is an indirect relationship between a structure and a function. Thus a declarative used to make a statement is a direct speech act, but a declarative used to make a request is an indirect speech act (Yule, 1996:54-55).

According to Yule (1996:56), indirect speech acts are generally associated with greater politeness in English than direct speech acts. One of the most common types of indirect speech act in English is the form of interrogative. For example, "Could you pass the salt?" and "Would you open this?" are in interrogative forms but not typically used to ask question. Those examples are normally understood as request, it does not expect only an answer, but it also expects an action.

Speech acts can be successful in communication if the hearer recognizes the speaker's intention. The hearer must identify what the speaker wants to do. The content of illocutionary act is not always determined by what is meant by the sentence being uttered. Furthermore, what is said does not determine the illocutionary act being. When people use their language by saying some words or sentences they are not only saying those words or sentences but also doing something with them. Direct and indirect speech acts are the process of identifying communicative intention or what the speaker intends to do.

2.8 Previous Study

A lot of previous researchers about speech act have been done. In this part, researcher discusses several previous studies as the guidance to do her thesis. Raiska (2013) studies speech act under the title “Speech Acts used by the main character of Harry Potter and the Half Blood Prince”. She found that types of speech acts used by the main character of Harry Potter and the Half Blood Prince are commissive, representative, expressive, verdictives and declaratives. Furthermore, for the types of commissive, it is found refusing, agreeing, promising, consenting, threatening and guaranteeing. The next type is representatives (also known as “Assertives”), the researcher found representative of telling, explaining, stating, affirming, emphasizing, answering, confiding, insisting, attesting, claiming and remembering. Next, the researcher found the types of expressive in the form of consoling, amazed, thanking and deploring. After that, verdictives, the researcher found this type in form of assessing. The last is declaratives are the prototypical speech act. The researcher found this type just in the form of resigning.

Secondly, Huda (2015) in his thesis with the title “Speech Acts used by the main characters in “Non-Stop 2014” movie found that speech act used by the main characters utterances have some illocutionary acts namely; directives, commissives, expressive, representatives and declaratives. It is found that directive speaker`s utterances of “Non-Stop” consist of requesting, questioning, commanding, asserting and warning. Furthermore, commissive types used include promising and threatening. The types of expressive are such as getting pleasure (like), thanking, apologizing and annoying. Representative is found in the form of affirming, reporting and stating. Then, the declarative is found in prohibition and impressing. Based on the findings,

it is concluded that mostly speakers (main characters) use directive in performing speech acts.

Thirdly, Anggi (2013) in her thesis with the title “Speech Acts Performed in Masterchef Australia Season 2” found the types of speech acts which performed in Masterchef Australia season two. The second one deals with the process of the speech acts which later on determined whether they are successfully delivered or not. After examining the data from the utterances produced by the speaker (the judges), the researcher found some types of the speech act and identified the process of it through the theory of Bach and Harnish who integrated the speech act theory by Austin and Searle.

The previous researchers analyze speech act used by all of people using a language in the movie. Meanwhile, this research analyzes speech acts used by a lecturer in English Language and Letters Department at Maulana Malik Ibrahim State Islamic University of Malang. Besides, the researcher not only analyzes about the type of speech act but also the function of speech act itself in the utterance.

CHAPTER III

FINDING AND DISCUSSION

This chapter discusses the finding and the discussion. Based on the formulated research questions, the researcher analyzes the transcripts of teaching and learning processes in the classroom. There are two aspects that are analyzed in this research; they are the types of speech act and the functions of speech act of teacher`s talk.

3.1 Findings

The researcher found 18 data performed by the lecturer in the classroom. From the five types which belong to speech acts, the researcher finds four types of speech acts. They are two data for representatives, seven data for directives, one data for commissives, eight data for expressive. For the functions of the speech act performed by the lecturer`s utterances, the researcher finds two functions of speech act, they are convivial and competitive. Specifically, the researcher analyzes lecturer`s utterances which stimulate student`s response and informs the activity that would be done by students. The data were gathered from recording the lecturer`s utterances during the learning process in the classroom. Then the researcher transcribed and selected the data in accordance with the research questions. There are several data reductions due to some considerations, such as code mixing because this research focuses on the speech acts in the English language.

The researcher also analyzes the data to confirm whether felicity conditions were appropriately used to analyze the speech acts and their types in each category of the lecturer`s utterance. The analyses of each types of speech act are presented as follows:

1. Representative

Representatives are also known as assertive. It commits the speaker to the truth of the expressed proposition. A representative is a speaker represents a state of affairs. In these first types of speech acts the researcher finds two data of representatives; they are representative of information and suggestion.

Datum 1

The lecturer gave information that they would go home early because the lecturers had meeting. Some students were happy; some gave applause, shouted and laughed together. The class seems a lot of noisy.

Lecturer: We are going to go home early today
Students: Yeah (Students are very happy and crowded)

Analysis:

The propositional content condition is fulfilled because the students demonstrated their feeling after listening to the lecturer's utterance by saying "yeah". The preparatory condition of the sentence is fulfilled because the lecturer knew that the students were happy to listen to the lecturer's information. The sincerity condition is also fulfilled because the lecturer hoped the students gave good response because the time of teaching and learning process was shorter than usual. Finally, the essential condition is successfully fulfilled because the lecturer could call student's attention. Therefore, the felicity condition of this utterance is successfully fulfilled.

In terms of speech acts, the illocutionary act of the utterance "we are going to go home early today" is assertive information because the lecturer articulated assertions about factual situations at this moment. It gave the students good information. The perlocutionary act is performed when the students were crowded

and clapped hand. The function of speech act is informing function because the lecturer gave information to the students about the schedule.

Datum 2

The lecturer checked the student`s work in each group. But not all groups checked by the lecturer.

Lecturer: And you, what kind of thing you describe? (Ask to other groups)
Students: We describe about shoes, Sir (One of the team of group answering)
Lecturer: Oooo You describe about shoes?
Students: Yes, Sir (they answering)
Lecturer: *So, do not forget to talk about the smell*
Students: Ha haha (laughing together)

Analysis:

The utterance "*So, do not forget to talk about the smell*" is analyzed to confirm whether felicity conditions of the lecturer`s utterances are fulfilled or not. The propositional content condition indicates that the lecturer`s utterance "*So, do not forget to talk about the smell*" is an ice breaker and it refers to future action. It means the student will be doing an action by hearing lecturer`s utterance, so the propositional content condition is fulfilled. The preparatory condition is also fulfilled because the lecturer hopes the students was not nervous in doing their work. The sincerity condition is determined because the lecturer believed that the students would reply the lecturer`s utterances by laughing. The essential condition is also fulfilled because the students were laughing together after knowing the lecturer`s utterance. Thus the felicity condition within the utterance is fulfilled.

The illocutionary act falls into assertive as a suggestion because the lecturer suggested the students to add the smell of the shoes on their work. The perlocutionary act was performed by the students by laughing loudly after knowing the lecturer`s utterance.

The lecturer's utterance "*So, do not forget to talk about the smell*" shows the lecturer's humor towards the students. It is included to the convivial functions because the students enjoyed and was not bored in doing their work.

2. Directive

A directive speech act is an attempt by speaker to get hearer to do something (Schiffirin, 2002:58). It expresses what the speaker wants. In these second types of speech acts, the researcher finds seven data in the forms of directive request, suggest, question, and command.

Datum 1

The conversation of the data showed that the teacher seemed to start talking about the material, describing thing. Before the lecturer explains more about the material, he asked the students to recall the material that they have had in the senior high school. After the teacher said, the situation of the class was crowded because the students discussed about the topic with their friends.

Lecturer: *What do you think about describing thing and how to describing thing?*
Students: Mmmmm

Analysis:

The propositional content condition is found in any proposition. Then the question means any proposition. The lecturer asked question to the student concerning with describing thing and how to describe thing. In this case the propositional content condition is fulfilled. The preparatory condition is also fulfilled because the lecturer would not know the understanding of the students unless having

asked the students. The sincerity condition is successfully fulfilled because the lecturer hoped the student's answer his question whether each of them completely understood the material. The utterance used by the lecturer count as an attempt to elicit information about the students understanding in the topic because the lecturer knew that they have had the lesson in the senior high school. Therefore, the essential condition is also succeeding. From the explanation, the felicity conditions of this datum are fulfilled.

The illocutionary act of lecturer's utterance is classified into directive request because the lecturer wanted the students to do something to know the topic. Perlocutionary act of this utterance is all of the students were immediately becoming quiet due to time to find out answer of lecturer's question.

Then, the lecturer's utterance "*What do you think about describing thing and how to describing thing?*" is a competitive request. The lecturer requested to the students to think the topic before explaining them, this is requested by the lecturer to know the student's understanding.

Datum 2

Since there was no student who was able to answer the lecturer's question, therefore, the lecturer decided to point out the leader of the class. Soon the lecturer asked N.S about the material and what she thought about the topic.

Lecturer: *Who is the leader?*
Students: N.S

Analysis:

Felicity condition of this datum is determined by whether the conditions are appropriate or not. The propositional content condition of the lecturer's utterance is fulfilled because the lecturer asked questions to the students. The question refers to future action. The preparatory condition can be identified as the lecturer really needed the answer from the students. The sincerity condition is fulfilled because the lecturer wanted to know the leader of the class and asked her to explain about describing thing. The essential condition is successful because the lecturer's utterance is categorized as an attempt to elicit information from the students about the leader of the class.

The illocutionary act of this utterance is directive answer because the students did action of answering the lecturer's question. The perlocutionary act is the students answered the leader of the class, she is N.S. The functions of the lecturer's utterance "*Who is the leader?*" is asking question function.

From the analysis, the felicity conditions are fulfilled. The illocutionary act falls into directive question. It focuses on the student's behavior that is the students answer the lecturer's question. The function of speech act is asking a question. The lecturer's intention asked question to the students about the leader of the class.

Datum 3

The utterance happened when the lecturer and the student had finished discussing about the way how to describe thing. They continued the next term.

Lecturer: *Let's come to the next term.*

Analysis:

The felicity conditions are determined to ensure whether they are appropriate or not in each category of this utterance. The propositional content condition is determined because the lecturer asked the students to come to the next term and the students would focus in the next term. The preparatory condition is fulfilled because the students were ready to come to the next term. The lecturer wanted the students to come to the next term; it means the sincerity condition is also fulfilled. Lecturer`s utterance is counted an attempt to get students to come to the next term and it was successful because the students directly look at the next term in their books. Therefore, the essential condition is successful. The felicity conditions of this utterance are fulfilled.

The illocutionary act of this utterance can be indicated as directive suggestion because the lecturer used the utterance to suggest the students to continue studying the next term. The perlocutionary act is the students accepted the lecturer`s suggestion by coming to next term.

The lecturer says, "*Let`s come to the next term*" implies convivial suggestion function which means that the lecturer suggest the students to continue studying the next term because the previous term has been discussed.

Datum 4

After explaining about describing thing, the lecturer asked the students to divide into some groups.

Lecturer: *Ok let me divide you into some groups. Please make a chart first then let`s discuss or probably your friend will share with you, may be you have the same object with your friends. Later on you have to practice in front of class.*

Students: Yes, Sir (they gathering by their partner)

Analysis:

The lecturer's utterance "*Ok let me divide you into some groups*" is to confirm whether the felicity conditions are fulfilled or not. The propositional content condition is fulfilled because what the lecturer suggested is a future act performed by the students. The lecturer divided the students into some groups and then the student would gather with their group. The preparatory condition is successful because the lecturer believed the students were able to gather with their group. The sincerity condition is also fulfilled because the lecturer genuinely wanted the students to perform the lecturer's suggestion. The essential condition is indicated by the lecturer's utterance who counts the total of students in the classroom. From the discussion, the felicity condition of this datum is fulfilled presented.

The illocutionary act falls into directives command because the lecturer divided the students into some groups by himself. The perlocutionary act is performed by the students by following the lecturer's command to receive anyone who became their partner, then the student gathered with their group.

The lecturer's utterance "*Ok let me divide you into some groups, in pairs*" has function as competitive command because the lecturer commanded the students to do their work by their partners which were chosen by the lecturer.

The types of speech acts are indicated by the fact that the felicity conditions are fulfilled. The illocutionary act of the sentence above is included into the directive command because the lecturer commanded the students to do their work by their groups.

Datum 5

After students finished their assignment, the lecturer asked each group to come forward to describe the things that have been chosen by them.

Lecturer: Have you finished your work? (The lecturer asked about the assignment)

Students: *No not yet Sir* (they answering)

Analysis:

The propositional content condition is fulfilled because the lecturer asked the student about their assignment. The preparatory condition is fulfilled because the lecturer did not know his students finish or not without asking. In this case, the lecturer wanted to know the student's answer. Therefore, the sincerity condition is also fulfilled. The essential condition is fulfilled because the lecturer's utterance counted an attempt to get the answer from the students. The students answer the lecturer's question by saying "*No, not yet Sir*". From the analysis above, the felicity conditions of this utterance are fulfilled.

The locutionary act of "*Have you finished your work?*" is a meaningful interrogative sentence and performed directly; it means the lecturer asked question to the students and hoped to get the answer. The illocutionary acts fall into directive question because the lecturer's questions need the action from students; it is an answer. The perlocutionary act is the students who answered the lecturer's question appropriately to the fact.

The lecturer says, "*Have you finished your work?*" implies this utterance has question function because the lecturer asked the student about their assignment and it needed the student's answer to know the information whether they finished or not.

The types of this datum are indicated by the fact that the felicity conditions are appropriately shown. The illocutionary act belongs to directive question because the lecturer's intention is to ask the question and the student answered it. The function of the teacher talks is asking a question to the students about their works.

Datum 6

After waiting for while, the lecturer repeated his questions. Then one group came forward and became the first volunteer. They described about television.

Lecturer: *Ok, who wants to start? Or any volunteer? Next the volunteer choose who will be the next presenter.*

Students: Me, Sir (one of students come forward with their groups)

Analysis:

The lecturer's utterance "*Ok who wants to start? Or any volunteer? Next, the volunteer choose who will be the next presenter*" is analyzed to confirm whether the felicity conditions are fulfilled or not. The propositional content condition is fulfilled because what the lecturer suggested is a future act performed by the students. It means the lecturer asked students to come forward to present their work. The preparatory condition is successful because the lecturer believed the students were able to come forward with their group. The sincerity condition is also fulfilled because the lecturer genuinely wanted the students to perform the lecturer's suggestion. The essential condition is indicated by the students who came forward. From the discussion, the felicity condition of this datum is fulfilled.

The illocutionary act is the directives command because the lecturer asked the students to present their work. The perlocutionary act is performed by the students who came forward and presented their work.

The lecturer's utterance, "*Ok who wants to start? Or any volunteer? Next the volunteer choose who will be the next presenter*" has function as competitive command because the lecturer asked the students to present their work by their partner.

Datum 7

Then the second group came forward, they described about teddy bear doll.

Lecturer: Ok, thank you very much. Ok your group described about teddy bear doll?

Second group: Yes, Sir.

Lecturer: May I know who is his name?

Second group: His name is Chiko (All the students are laughing)

Lecturer: *Ok, please choose for the next group.*

Analysis:

The next datum is the lecturer's utterance "*Ok, please choose for the next group*" it needs to be analyzed to confirm whether the felicity conditions are fulfilled or not. The propositional content condition is fulfilled because what the lecturer suggested is a future act performed by the students. It means students would choose another group to come forward for the next group. The preparatory condition is successful because the lecturer believed the students were able to come forward for the next presenter. The sincerity condition is also fulfilled because the lecturer genuinely wanted the students to perform their work. The essential condition is indicated by the second group who called for the next group. From the discussion, the felicity condition of this datum is fulfilled presented.

The illocutionary act is directives command because the lecturer asked the second group to point the next group who would be the next presenter. The perlocutionary act is performed by the students by following the lecturer`s command to point the next group.

The lecturer`s utterance, “*Ok, please choose for the next group*” has function as competitive command because the lecturer commanded the students to point for the next presenter.

3. Commissives

A commissive is the speaker commits herself or himself into doing something in the future action. The speaker did the activity. It is more likely to commit yourself to what you say. The researcher finds one datum in this third type of speech acts and it is called commissives offering.

Datum 1

Furthermore, after the lecturer explained about the way how to describe thing, the lecturer asked the students to understand about the topic that had been explained. However, the students just shake their head. It shows that the students truly understood the lecturer`s explanation.

Lecturer: Ok, what we are going to do next is of course get to work. After doing chart and then you try to start by writing down the descriptive sentences your chart gives you. So, physical descriptions are more concrete and you should always start there before going into abstract or figurative language. *Any question?*
Students: No Sir (Shaking their head)

Analysis:

In datum 4, after the lecturer explained the topic, he asked the students to understand by saying “*any question?*” Whether the felicity conditions of the

utterance is fulfilled or not, it is demonstrated by the propositional content condition which refers to future event. It means that the lecturer's utterance is offering to the students, hopefully, they would ask question about something that they did not understand in the lecturer's explanation. Thus the propositional content condition of this utterance is fulfilled. Then, the preparatory condition is fulfilled because the lecturer wanted to know if his students understood or not about his explanation. Sincerity condition is successful because the lecturer seriously wanted to know the students' understanding, so the lecturer asked early because the lecturer did not want their student more confused about the material in the next explanation. In the essential condition, the lecturer would continue his explanation if the students did not have any questions, so it means that the students understood. From the analysis it can be concluded that the lecturer's utterance is successfully fulfilled the felicity conditions.

From the data, the locutionary act is shown by the act of saying "*any question?*" The illocutionary act is commissive because the lecturer initially asked the students' understanding about his explanation, so the lecturer offered the students if the students had any questions the lecturer would answer it and would try to explain again about the material. Perlocutionary act is when the student answered "*No Sir*" which means that they understood about the lecturer's explanations. The function of this utterance is included as the convivial because it is kind of offering about the second explanation.

From, the analysis above the types of speech act are the felicity condition of the lecturer's utterance are fulfilled. The illocutionary act of this utterance falls into commissive offering because the lecturer asked about their student's understanding and he offered the second explanation. The function of this datum is convivial

because the lecturer asked the students to have a question if they still did not understand about the lecturer's explanation.

4. Expressive

Expressive is the speaker expresses feeling and attitude. It expresses the speaker's psychology toward some states of affair. In these types of speech acts the researcher finds eight data of expressive consisting of greeting and congratulating.

Datum 1

The conversation between a lecturer and students happened when the lecturer tried to attract the students by greeting "*How are you today?*" then the students answered lecturer's greeting "*Fine*" together.

Lecturer: How are you today?

Students: Fine (*shout together*)

Analysis:

In the first meeting, the datum is analyzed by using felicity conditions. The propositional content condition indicates that the lecturer's utterance "*How are you today?*" is a greeting and refers to future action. It means the student would be doing an action by answering lecturer's greeting, so the propositional content condition is fulfilled. The preparatory condition is also fulfilled because the lecturer greeted the students before starting the process of teaching and learning. The lecturer's greet makes good ice breaker situation. The sincerity condition of greeting sentence is determined because the lecturer who believed that the students would reply the lecturer's greeting. The essential condition is also fulfilled because the students answered "*fine*" together as a sign of replying the lecturer's greeting. Thus the felicity condition within the utterance is fulfilled.

The lecturer's greeting as exemplified in "*How are you today?*" is categorized as the illocutionary act because the lecturer's utterance falls into the category of expressive. Therefore, it should not be taken literally because the lecturer did not necessarily concern much about the student's physical condition, but he expressed "*How are you today?*" for politeness concern.

The lecturer's utterance, "*How are you today?*" was stated right before starting the process of teaching and learning, which implies linguistic function of routine politeness. This utterance also shows the lecturer's warm attitude towards the students. The lecturer used the greeting "*How are you today?*" to call student's attention to him.

Based on the above data analysis, the datum may perform the types of speech acts. The felicity conditions of this utterance are fulfilled. The illocutionary act of this datum is expressive because the lecturer expressed his politeness by greeting "*How are you today?*" to the students. The datum also shows that the function of speech act creates linguistic routine of convivial politeness because the lecturer said a greeting. It means the lecturer paid attention to the students and made the classroom condition becoming warm.

Datum 2

In this meeting the lecturer explained the material about describing thing. Then the lecturer said that there were many ways that could be used to start describing things. It can be started from left to right, right to left, top down and bottom up. Then the lecturer asked to the students, maybe they had another way in describing things. Then, one of the students, her name is A.Q answered.

Lecturer: Ok, maybe you have another way to describe thing beside left to right, right to right, top down or bottom up?

A.Q: Inside outside sir (One of the students answered lecturer's question)

Lecturer: Ok, *that`s great*. Of course we can start from outside in.

Analysis:

The utterance “*That`s great*” shows that he was very happy and satisfied because his student could respond his request. The felicity condition of this datum is determined to ensure whether they are fulfilled or not. The propositional condition refers to the past action done by hearer. The student, A.Q could answer and share her idea about the other way to describe thing. The preparatory condition is fulfilled because A.Q is able to answer the lecturer`s question correctly. The sincerity condition is fulfilled because the lecturer was happy and satisfied with the student`s answer by saying “*that`s great*” to A.Q. The essential condition is also fulfilled because the lecturer`s utterance showed an expression pleasure. In short, the felicity conditions of the lecturer`s utterance are successfully shown.

The Illocutionary act of this utterance is expressive because the lecturer expressed his feeling that he was very happy with the student`s answer. The effect of this utterance is the student was happy and the lecturer was very satisfied with his students.

Then the function of speech acts of the teacher`s talk performed by the lecturer “*That`s great*”, expressed commend to the students. The function of speech acts in this teacher`s talks performed by the lecturer is convivial congratulating because he expressed pleasure and satisfaction to A.Q because she could answer and share of another way on describing thing that was asked by the lecturer.

The types of this speech act are the felicity conditions of the lecturer`s utterance are fulfilled. The illocutionary act counts expressive because the lecturer showed his feeling of the student`s action. The function of this lecturer`s utterance is

convivial congratulating because the lecturer expressed satisfaction to the student from her answer.

Datum 3

While students were doing their assignment, the lecturer checked the student`s work from each group.

Lecturer: What kind of things you describe? (Lecturer asks to one of the groups)

F.A: Teddy bear doll, Sir. It`s our favorite doll. (While smiling)

Lecturer: *That`s awesome*

Analysis:

The utterance “*That`s awesome*” shows that he was amazed because his students could respond his request by answering that they would describe teddy bear doll. The felicity conditions of this datum were determined to ensure whether they were fulfilled or not. The propositional condition refers to the past action by the hearer. The student, F.A could respond the lecturer`s question. The preparatory condition is fulfilled because F.A was able to answer the lecturer`s question quickly. The sincerity condition is fulfilled because the lecturer felt happy and interested with the student`s answer by saying “*that`s awesome*” to F.A. The essential condition is also fulfilled because the lecturer`s utterance showed an expression of pleasure. In short, the felicity conditions of this utterance are successfully shown.

The illocutionary act of this utterance is expressive because the lecturer expressed his feeling that he is amazed with the student`s answer. The effect of this utterance is the students in that group (F.A and friends) was happy and the lecturer was amazed with his student. The function of this utterance is convivial because it was expressing pleasure and satisfaction to F.A and friends.

The felicity condition of this lecturer's utterance is fulfilled. The illocutionary act counts expressive because the lecturer showed his feeling to the student's action. The function of this lecturer's utterance is expressing satisfaction to the students from her answer.

Datum 4

After the first group came forward the lecturer asked them about the kinds of way used by them.

Lecturer: Ok, what kinds of way do you used?

First Group: We used outside in, Sir.

Lecturer: Ok, you described from the form, monitor and then programs. *Ok that's very good.* Ok, please choose for the next group.

Analysis:

The utterance "*Ok that's very good*" shows that he was happy and satisfied because his students could present his request correctly. The felicity condition of this datum is determined to ensure whether they are fulfilled or not. The propositional condition refers to the past action done by the hearer. The student could present the way in describing thing. The preparatory condition is fulfilled because the students were able to present their work correctly. The sincerity condition is fulfilled because the lecturer felt satisfied with the student's performance by saying "*Ok that's very good*" to the students. The essential condition is also fulfilled because the lecturer's utterance shows an expression of pleasure. In short, the felicity conditions of the teacher's talk are successfully shown.

The illocutionary act of this utterance is expressive because the lecturer expressed his feeling that he was happy with the student's performance. The effect of

this utterance is the students were happy and the lecturer was very satisfied with his students.

Then the function of speech acts of the teacher`s talk performed by the lecturer “*Ok that`s very good*”, expressed an appreciation to the students because they performed interestingly, so it is categorized as convivial functions.

Datum 5

The third group was talking about ball which was used for playing football.

Lecturer: Ok good, what kinds of way do you used?

Third Group: We used outside in, Sir.

Lecturer: Ok, you described from the form of ball and then the functions of ball in playing football. *Ok that`s very good*. Ok, please choose for the next group.

Analysis:

The utterance “*Ok that`s very good*” shows that the lecturer was happy and satisfied because his student could present his request correctly. The felicity condition of this datum is determined to ensure whether they are fulfilled or not. The propositional condition refers to the past action done by hearer. The student could present the way in describing thing. The preparatory condition is fulfilled because the students were able to present their work correctly. The sincerity condition is fulfilled because the teacher felt satisfied with the student`s performance by saying “*Ok that`s very good*” to the students. The essential condition is also fulfilled because the lecturer`s utterance shows pleasure expression. In short, the felicity conditions of the teacher`s talk are successfully shown.

Illocutionary act of this utterance is expressive because the lecturer expressed his feeling that he was happy with the student`s performance. The effect of this

utterance is the student felt happy and the lecturer was very satisfied with his students.

Then the function of speech acts of the teacher`s talk performed by the lecturer “*Ok that`s very good*”, expresses an appreciation to the students because they performed interestingly, so it is include to the convivial functions.

Datum 6

The fourth group was talked about the activity which was used to do in the morning in Ma`had Sunan Ampel Al-Aly, it`s called sobahul lughoh.

Lecturer: Ok that`s very good. It`s the interesting topic. You described about the activity of sobahul lughoh right?

Fourth group: Yes Sir, It`s one of activity that we like most in the Ma`had.

Lecturer: **Ok thank you.** Please choose for the next group.

Analysis:

The felicity conditions are identified to ensure whether they are appropriate or not in each category of the utterance. The propositional content condition of this utterance is fulfilled because the condition includes the past action done by the students. The preparatory condition is successful because the students have presented their work interestingly. In the sincerity condition of the utterance the teacher feels grateful for the student`s performance. In the essential condition, the lecturer`s utterance is considered as an expression of thanks with student`s action.

The locutionary act of this utterance is the act of saying “*thank you*” as a meaningful exclamatory sentence because the lecturer`s utterance expressed directly his emotion to the students. The illocutionary act of the sentence “*thank you*” is

classified into expressive because the lecturer expressed gratitude to the student`s performance. The perlocutionary act is when the students know that their lecturer gives attention to them.

Then, the lecturer said “*ok thank you*” to students who also shows that the functions of teacher talks performed by the lecturer is expressing grateful to the students as expression to appreciate the students, so it is include to the functions of convivial.

Datum 7

After all of groups had presentation on describing thing in front of the class, then the lecturer gave respond for all their performance generally.

Lecturer: Ok, well. *I am very pleased for knowing the way you describing things.* I believe that you can do by yourself. So, for your final exam I would like to have your video on describing thing but the first you have to show me your thing that you will be described. Then, if you will used something abstract is like the taste of the food “delicious” so you have to add the reasons why it`s delicious. Ok any question?

Students: How long the duration, Sir?

Analysis:

The propositional condition is fulfilled because it refers to the past action done by students. Mostly, all the groups performed interestingly in describing thing. The preparatory condition is also fulfilled because the students were able to present their work seriously. The sincerity condition is fulfilled because the teacher felt happy with the student`s performance. The essential condition is also fulfilled because the lecturer`s utterance shows satisfy expression.

Illocutionary act of this utterance is expressive because the lecturer satisfied with the performance all the groups. Then the function of lecturer`s utterance is

convivial because it expressed an appreciation to the students because they performed seriously.

Datum 8

In the last time the lecturer reminded the students about the final project, then he also thanked to the students and perhaps they could meet again in the next meeting.

Lecturer: Ok, Don't forget about your final project and thank you for your coming.
See you next week.

Student: See you Sir.

Lecturer: Wassalamualaikum Warahmatullahi Wabarakatu

Students: Waalaikumsalam Warahmatullahi Wabarakatu

Analysis:

The utterance of "*See you next week*", fulfills the propositional content condition because the lecturer said "*See you next week*" to express that the process of teaching and learning had finished and the student answered with the same expression. In the preparatory condition, the lecturer believed that the students were able to respond the lecturer's greeting. The sincerity condition is fulfilled because the lecturer believed that the students were respected with his greeting. The student also gave greeting by saying "*See you Sir*" to the lecturer. Therefore, the essential condition is also fulfilled.

The locutionary act "*See you Sir*" is categorized as expressive because the lecturer expressed good bye towards the students. The perlocutionary act is the students replied the lecturer's greeting by saying "*See you Sir*".

The lecturer said good bye to the students before leaving the class with saying "*See you next week*" has greeting function before finished the process of teaching. It shows that the lecturer says good bye to the students.

From the explanation above, the types of speech act can be shown in this datum as follows: the felicity conditions of this utterance are fulfilled. The illocutionary act implies expressive. The lecturer's utterance is expression of saying good bye to the students. The functions of teacher's talk performed by the lecturer is greeting because the lecturer greets good bye to the students as expression before leaving the class.

5. Declaratives

Searle in Yule (1996:53) states that declarations are those kinds of speech acts that change the world via their utterances. In the last types of speech act, the researcher does not find the forms of declaratives.

3.2 Discussion

The discussion of the finding needs to be done after the data are presented and analyzed. This research uses Searle's theory to analyze the types of speech acts. The researcher analyzes the data to confirm whether felicity conditions are appropriately used to analyze the speech acts and their types in each category of the lecturer's utterance.

The researcher can state that all of the lecturer's utterance are successfully fulfilled in terms of felicity condition. For example when the lecturer said "*How are you today*" to the students. The propositional content condition indicates that the lecturer's utterance "*How are you today?*" is a greeting and refers to future action. It means the students will be doing an action by answering the lecturer's greeting, so the propositional content condition is also fulfilled. The preparatory condition is also fulfilled because the lecturer greeted the student before starting the process of

teaching and learning. The lecturer's greet function good ice breaker. The sincerity condition of greeting sentence is determined because the lecturer believed that the students would reply the lecturer's greeting. The essential condition is also fulfilled because the students answered "*fine*" together as a sign of replying the lecturer's greeting.

This finding is related to Searle's theory in Iwanov (2007:3) that stated that felicity conditions are the constitutive rules of speech acts. He also formulated four categories of felicity conditions which illocutions must meet. The propositional content condition concerned with what the speech act is about (the "core" of the utterance). The preparatory conditions are real-world prerequisites for the speech act. The essential conditions must be satisfied if the act is to be performed sincerely (If it is not satisfied, the act is still performed, but there is an abuse). The sincerity conditions are speaker's intonation that his utterance will count as the identifiable act and that this intention is recognized by the addressee.

In the speech act category, the researcher finds the types of illocutionary act, such as directive, representative, expressive, commissive and declarative. The first type of illocutionary act is directive. In this research, the researcher finds several forms of directive, such as command, request, suggest and question. The researcher mostly found directive command in this research, for example when the lecturer explained about describing thing, the lecturer asked the students to divide into some groups and then they gather with their partner. The locutionary act is the lecturer's saying, "*Ok let me divide you into some groups, in pairs*" to the students. The illocutionary act falls into directives command because the lecturer would divide the students into some group by himself. The perlocutionary act is performed by the students by following the lecturer's command to receive anyone who will be their

partner, then the student gather with their group. The finding is relevant to Searle theory in Yule (1998:54) that stated that directive acts are those kinds of speech acts that speakers use to get someone else to do something.

The researcher finds eight data of expressive act produced by the lecturer that functions as expressing of feeling. For example, in datum 1 when the lecturer said “*How are you?*” the illocutionary act of the lecturer’s utterance falls into the category of expressive. It should not be taken literally because the lecturer did not necessarily concern much about the student’s physical condition, but he expressed “*How are you?*” for politeness concern. It is appropriate with Searle’s theory in Yule (1996:54) that stated the expressive are those kinds of speech act that state what the speaker felt. Hence, the illocutionary point of an expressive act deals with communication of an emotional state of the speaker.

The researcher also find the utterance that is included as commissive act in the datum 3. The locutionary act is shown by the act of saying “*any question?*” The illocutionary act of this utterance is included commissive offer because the lecturer asked their student’s understanding and offered about the second explanation. Based on the analysis, the utterance that is produced by the lecturer relates to Searle’s theory in Yule (1998:54) that stated commissives are those kinds of speech act that speakers use to commit themselves to some future action. They expressed what the speaker intended.

The researcher finds the lecturer’s utterance in the form of assertive or representative that has informative function. Searle’s theory in Yule (1996:53) stated that assertive are those kinds of speech acts that state what the speaker believes to be

the case or not. Therefore, it is suitable with the first datum, which is the lecturer gave information to the students that they would go home early.

Declaratives is not found in this research because the lecturer does not bring about a change of a word by uttering a locutionary act. It means that the lecturer's utterance does not change the position of the students. For example, the word is "appointing" means a lecturer appoints one of the students to become the chairman of the class. It makes the status of the student change.

After analyzing 18 data, the researcher can conclude that the lecturer's utterances mostly use expressive act. The forms of expressive act that are often used in the lecturer's utterances are greeting, appreciating, expressing grateful and pleasure. Besides the types of teacher talk that mostly shown in this research is directive act which function as command, request, suggest and asking question.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion from the discussion on findings of the study and suggestion for other researchers or readers.

4.1 Conclusion

Based on the finding of this research, it can be concluded that the data of this research present the types and the functions of speech act used by the lecturer to the student`s in the class.

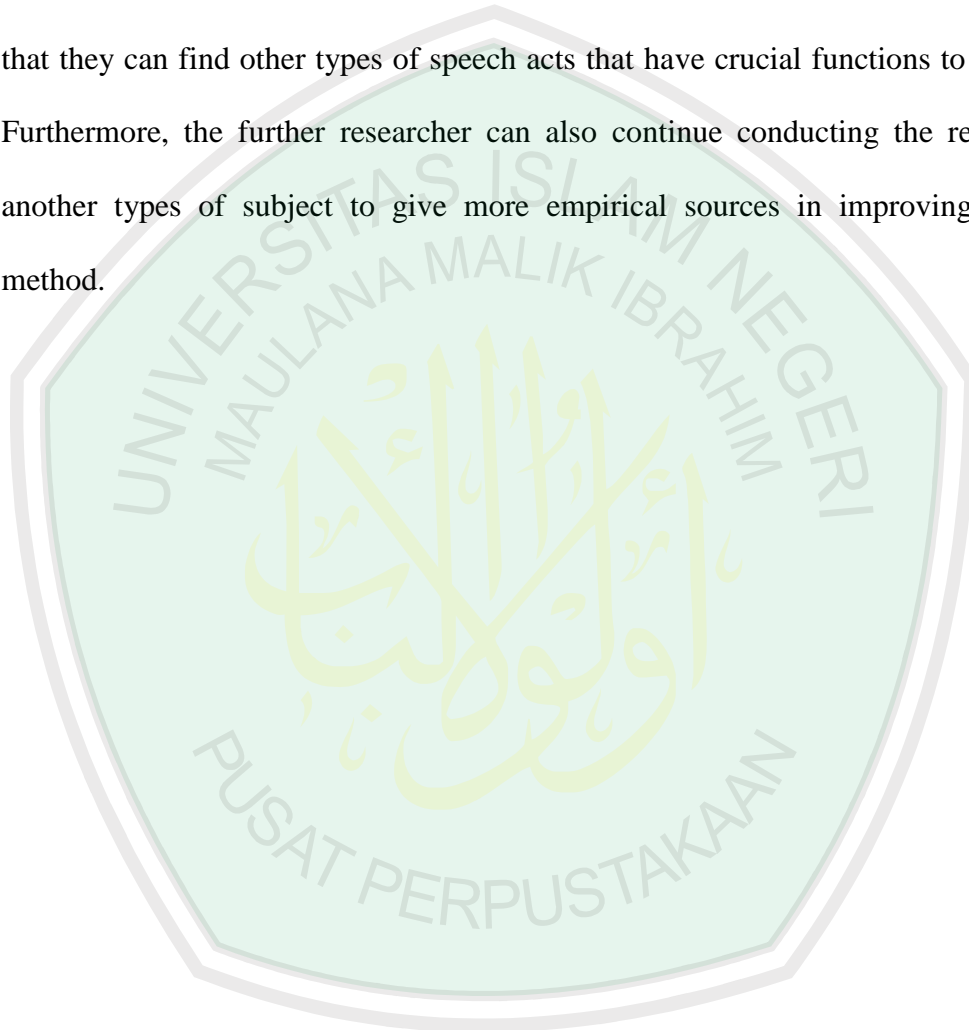
In this research the researcher find four types of speech acts, they are two data for representatives, seven data for directives, one data for commissives, eight data for expressive. The types of speech act mostly used are directive with requesting form. The declarative act was not found in this research because the lecturer`s utterances did not change the special status of the students. Mostly the functions of speech act are convivial and competitive with the command and congratulating functions.

4.2 Suggestion

The result of this research is expected to give many benefits for students, lecturers and further researcher. The students are expected to understand his role as individuals who have the distinction personal status with lecturers. Therefore, they have to pay attention and serious in the learning process without leaving the manners how to interact with the lecturers. For the lecturers, this research can become the source to enhance the quality of learning process and how to make students enjoy the process of learning. Furthermore, the lecturers should provide ample talking time

opportunity to their students using group and pair work by using different strategies such as providing brain storming activities, peer evaluation or feedback.

Besides, it is also suggested to further researchers to continue conducting the research about speech acts which might contain declarative act of illocutionary because the researcher does not find declarative act in her research it is also expected that they can find other types of speech acts that have crucial functions to the class. Furthermore, the further researcher can also continue conducting the research in another types of subject to give more empirical sources in improving learning method.



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**TRANSCRIPT IN TEACHING AND LEARNING PROCESS IN
SPEAKING CLASS OF ENGLISH DEPARTMENT OF MAULANA
MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG**

Wednesday, May 04 2016 at 09.50-11.20

This Morning, the lecturer explained about describing things. In the process teaching and learning, the lecturer tried to ask some questions to the students and asked some students to come forward to practice about describing things based on their groups. Besides the students respond with lecturer`s instruction and interest in the process of teaching and learning. In this meeting, the process of research is done in speaking class in the second semester of English Language and Letters Department of Maulana Malik Ibrahim State Islamic University of Malang. The medium that is used by the lecture is slide of power point, LCD, blackboard and board marker. The situation is sometimes calm and sometimes crowded. Then the lecturer use gestures or body language when he explains the material, besides use eyes contact in order the lecturer really pay attention to the students and know which one the students who is attention or not.

Lecturer : Assalamualaikum Warahmatullahi Wabarakatu

Students : Waaaikumsalam Warahmatullahi Wabarakatu

Lecturer : How are you today?

Students : Fine (*shout together*)

Before starting the lesson the lecturer gave information that they would go home early because the lecturers had meeting. Some students were happy; some gave applause, shouted and laughed together. The class seems a lot of noisy.

Lecturer : We are going to go home early today

Students : Yeah (Students are very happy and crowded)

Lecturer : Today we will study about describing thing. What do you think about describing thing and how to describing thing?

Students : Mmmmmm

Lecturer : Who is the leader?

Students : N.S

Lecturer : Today we will study about describing thing. It is kind of expression of what you have done in describing people, describing things. So what will we going to do today is how describing things, but first I would like to show you in later on if you are practice describe things so you have to order on describing. Usually the English style sometimes left to right, so you can start from left to right so probably if I give you example when I describe thing, I can start from this side from the beauty, style so on and so on. Besides left to right we also have right to left. Sometimes you can also do it by using right to left, from this side to the other side. Next, top down you can start or probably you can also use bottom up. Ok, may be you have another way to describe thing beside left to right, right to right, top down or bottom up?

A.Q : Inside outside sir (One of the students answer lecturer`s question)

Lecturer : *Ok, that`s great.* Of course we can start from outside in. So probably if you describe about a building you will start from outside to inside. But sometimes you can also use outside in. Ok before you start describing things, first you have to pick your subject, always start with things you are actually interested in. Second identify your verb, in English the verb “to be” is always a good choice when it comes to a verb that can be used to describe almost anything. Then, try something more ambitious than to be, so you can start with a verb. Third, gather some adjectives. So please make a list of your favorite English adjectives, and then look them up in the dictionary. Furthermore brainstorming additional words you might need to describe your subject.

Ok let me to do it, draw a chart (while cleaning the blackboard) if you are difficult to memorize about something please use draw a chart to collect your memorize. Make your life easier and create a chart where you can practice describing things. Put the list of the subjects on the left, main verbs in the middle and adjectives on the right. For example: My house is big. (While writing in the blackboard)

Ok, what we are going to do next is of course get to work. After doing chart and then you try to start by writing down the descriptive sentences your chart gives you. So, physical

descriptions are more concrete and you should always start there before going into abstract or figurative language. *Any question?*

Students : No Sir (Shaking their head)

After explaining about describing thing the lecturer asks the students to divide into some groups.

Lecturer : Let`s come to the next term.

Lecturer : Ok let me divide you into some groups, in pairs. Please make a chart first then let`s discuss or probably your friend will share with you, may be you have similarities characters of subject with your friends. Later on you have to practice in front of class.

Students : Yes, Sir (they gathering by their partner)

Lecturer : I don`t want to force you to describe thing that you do not like. So you can describe person, your favorite place, your favorite hobby, your favorite doll, your favorite clothes, your favorite games or your favorite charger.

Students : Ha ha ha (Laughing together)

Lecturer : You can describe anything you like.

While students doing their assignment, the lecturer checking the student`s work from each group.

Lecturer : What kind of things you describe? (Lecturer ask to one of groups)

Farah A : Teddy Bear, Sir. It`s our favorite doll. (While smiling)

Lecturer : That`s awesome

Lecturer : And you, what kind of thing you describe? (Ask to other groups)

Students : We describe about shoes, Sir (One of the team of group answering)

Lecturer : Oooo You describe about shoes?

Students : Yes, Sir (they answering)

Lecturer : So, do not forget to talk about the smell

Students : Ha ha ha (laughing together)

After students finished their assignment, the lecturer asks each group to come forward for describing the thing that have been chosen by them.

Lecturer : Have you finished your work? (The lecturer asked about the assignment)

Students : No not yet Sir (they answering)

After waiting for while, the lecturer repeats his questions.

Lecturer : Ok, who wants to start? Or any volunteer? Next the volunteer choose who will be the next presenter.

Students : Me, Sir (one of students come forward with their groups)

Then one of group come forward and become the first volunteer. They describe about television.

Lecturer : Ok, what kinds of way do you used?

First Group : We used outside in, Sir.

Lecturer : Ok, you described from the form, monitor and then programs. Ok that`s very good. Ok, please choose for the next group.

Then the second group come forward, they describe about teddy bear doll.

Lecturer : Ok, thank you very much. Ok your group described about teddy bear doll?

Second group : Yes, Sir.

Lecturer : May I know who is his name?

Second group : His name is Chiko (All the students are laughing)

Lecturer : Ok, please choose for the next group.

The third group is talked about ball which used for playing football.

Lecturer : Ok good, what kinds of way do you used?

Third Group : We used outside in, Sir.

Lecturer : Ok, you described from the form of ball and then the functions of ball in playing football. Ok that`s very good. Ok, please choose for the next group.

The fourth group is talked about the activity which is used to do in the morning in Ma`had Sunan Ampel Al-Aly, it`s called sobahul lughoh.

Lecturer : Ok that's very good. It's the interesting topic. You described about the activity of sobahul lughoh right?

Fourth group : Yes Sir, It's one of activity that we like most in the Ma`had.

Lecturer : Ok thank you. Please choose for the next group.

The Fifth group is describing about shoes. So, they show the shoes which they are going to describe in front of the class.

Lecturer : Ok, so what kinds of way do you used in describing your shoes?

Fifth group : We used outside in Sir

Lecturer : Ok very good. You describe the form then the functions of your shoes. Thank you very much. Ok please choose for the next group.

The sixth group is describing about their favorite their favorite actor. They talked about Kim So Yoon Korean actor.

Lecturer : Ok, what kind of way do you used to describe Kim So Yoon?

Sixth group : We use top down. So we describe from his hair until his foot.

Lecturer : Ok, so you describe his physical appearance of Kim So Yoon. Very good. Thank you; please choose for the next group.

The seventh group is talked about the isti`lamat in their dormitory. Isti`lamat is a place for giving announcement for all students in the dormitory.

Lecturer : Ok very good, you are describing the functions of isti`lamat then the form of isti`lamat. So, what kind of way are you used?

Seventh group : We use Inside out sir

Lecturer : Ok thank you very much. Please choose for the next group

The eight groups are describing about their laptop.

Lecturer : Ok very good, you are describing the functions of your laptop then the form of laptop, right? So, what kind of way are you used?

Eighth group : We use Inside out sir

Lecturer : Ok thank you very much. Please choose for the next group.

The ninth group is talked about the actress of Lala in the cartoon movie the title is Teletubies.

Lecturer : Ok, what kind of way do you used to describe Lala?

Ninth group : We use outside in. So we describe her physical appearance then, we tell her characteristics.

Lecturer : Ok, very good. Thank you. Give applause please.

Ok, well. I am very pleased for knowing the way you describing things. I believe that you can do by yourself. So, for your final exam I would like to have your video on describing thing but the first you have to show me your thing that you will be described. Then, if you will used something abstract is like the taste of the food "delicious" so you have to add the reasons why it's delicious. Ok any question?

Students : How long the duration, Sir?

Lecturer : Ok your video on final project not more than five minutes may be it wills around two until three minutes. Ok main point not more than five minutes. Ok?

Students : Yes Sir

Lecturer : Ok, Don` t forget about your final project and thank you for your coming. See you next week.

Student : See you Sir.

Lecturer : Wassalamualaikum Warahmatullahi Wabarakatu

Student : Waalaikumsalam Warahmatullahi Wabarakatu



CURRICULUM VITAE

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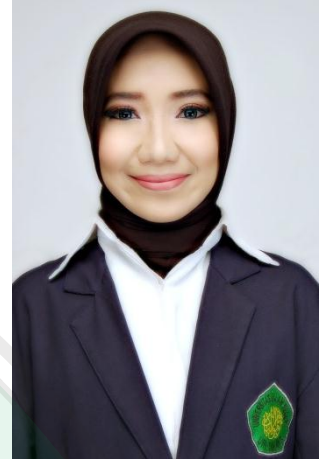
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Educational Background

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The State Islamic Junior High School Al-Yasini	2009	Pasuruan
The State Islamic Senior High School 02 Kraton	2012	Pasuruan
Maulana Malik Ibrahim State Islamic University Malang	2016	Malang

Organization Background

ORGANIZATION	POSITION	YEAR
OSIM MTs Al-Yasini	Chief	2007-2008
Supervisor Fatimah Az-Zahra Dormitory	Language Division	2013-2014
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CONSULTATION PROOF

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Thesis Tittle : Speech Act Used by the Lecturer of English Language and Letters
Department at UIN Maliki Malang

Advisor : Rina Sari, M.Pd

No	Date	Description	Signature
1	29 February 2016	Consultation about the topic of research	
2	18 March 2016	Chapter I	
3	22 March 2016	Chapter I	
4	24 March 2016	Signature of approval sheet for thesis proposal	
5	25 May 2016	Chapter I and II	
6	20 June 2016	Chapter III and IV	
7	21 June 2016	Signature of approval sheet for thesis examination	

Approved by
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