

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Types of Speech Acts used by English Education Department Lecturer at UIN Antasari Banjarmasin

Based on the observation in UIN Antasari Banjarmasin about types of speech act used by English Education Department Lecturer on teaching learning process in sixth semester of 2016 group on Sociolinguistics class, the researcher found five types of speech acts performed by English Education Department Lecturer according to J.L. Austin and Searle's theory. Those are representatives, directives, commissives, expressives, and declarations. The findings of this research can be seen in the following data:

Table 1 The Findings of Speech Acts Types Classification in 5 meetings

No	J. L. Austin			J. R. Searle	Frequency
	Locutionary Acts	Illocutionary Acts	Perlocutionary Acts	Illocutionary Acts	
1	Declarative	-	TF	Expressives	5
2	Declarative	-	TK	Representatives	5
3	Imperative	-	TD	Commissives	1
4	Interrogative	-	TF	Directives	1
5	Interrogative	-	TD	Directives	1
6	Interrogative	-	TF	Directives	1
7	Interrogative	-	TD	Directives	1
8	Declarative	-	TD	Representatives	1
9	Declarative	-	TK	Declarations	2
10	Declarative	-	TK	Declarations	1
11	Declarative	-	TK	Representatives	1

12	Declarative	-	TK	Directives	9
13	Declarative	-	TP	Expressives	1
14	Declarative	-	TP	Expressives	1
15	Imperative	-	TK & TD	Directives	1
16	Declarative	-	TK	Directives	1
17	Declarative	-	TK & TP	Representatives	1
18	Imperative	-	TK & TD	Representatives	1
19	Interrogative	-	TK & TD	Directives	1
20	Interrogative	-	TK & TD	Directives	1
21	Declarative	-	TP	Expressives	1
22	Declarative	-	TF	Expressives	1
23	Declarative	-	TK	Representatives	1
24	Imperative	-	TD & TE	Directives	1
25	Interrogative	-	TK	Directives & Representatives	1

26	Imperative	-	TK	Representatives	5
27	Declarative	-	TD & TF	Expressives	5
28	Declarative	-	TK & TD	Commissives	4
29	Declarative	-	TF	Expressives	5
30	Interrogative	-	TD & TE	Directives	2
31	Declarative	-	TK	Representatives	1
32	Interrogative	-	TD & TE	Directives	1
33	Declarative	-	TE & TF	Directives	1
34	Imperative	-	TK & TE	Directives	1
35	Declarative	-	TK	Directives	1
36	Declarative	-	TK & TE	Directives	1
37	Interrogative	-	TK	Directives	3
38	Interrogative	-	TD	Directives	1
39	Interrogative	-	TD	Directives	1

40	Declarative	-	TK & TE	Declarations	1
41	Imperative	-	TK & TD	Expressives	1
42	Interrogative	-	TD	Directives	2
43	Declarative	-	TK	Representatives	1
44	Declarative	-	TK	Representatives	1
45	Declarative	-	TK	Representatives	1
46	Interrogative	-	TD	Directives	2
47	Declarative	-	TD & TF	Expressives	1
48	Imperative	-	TD	Directives	1
49	Imperative	-	TD	Directives	1
50	Interrogative	-	TD	Directives	1
51	Imperative	-	TP	Expressives	1
52	Interrogative	-	TD	Directives	1
53	Interrogative	-	TD	Directives	1
54	Imperative	-	TK & TD	Directives	1

1. Assamu'alaikum Wr. Wb.

Good morning? How are you today?

(Austin's Theory) Locutionary acts: Declaration

The lecturer wants to start the interaction in the lesson and greet the students with greetings at first. It marks the expression of caring and respectful.

Illocutionary acts: The lecturer wants to know the enthusiasm of students.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm in the hope that the learning process will be pleasant if it starts with good and enthusiastic greetings from each student in the classroom.

(Searle's Theory) Illocutionary acts: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

2. I'm fine, too.

(Austin's Theory) Locutionary acts: Declaration

The lecturer conveyed her situations with a warm smile to the students while expressing gratitude to God for the pleasure she felt and hoping that the learning she taught at the time was going successfully.

Illocutionary acts: The lecturer situation's is same with the students.

Perlocutionary Acts: TK

Students are happy to know the state of the lecturer is fine before she starts teaching a material.

(Searle's Theory) Representatives

The lecturer wants students to know that they are in a healthy, good condition and ready to teach in class.

3. *We will continue to the group presentation*

(Austin's Theory) Locutionary acts: Imperative

The lecturer signaled to the group that would advance to present the paper to prepare to come to the front of the class.

Illocutionary acts: The lecturer wants the students to start the presentation

Perlocutionary Acts: TD

The group presentation that will advance present their paper in front of the class is asked by the lecturer to start the material explanation and welcome the lecturer to lead the class.

(Searle's Theory) Illocutionary acts: Commisives

The lecturer and students approve and invite the advanced group presentations to prepare themselves and the presentation material to be delivered carefully.

4. *The paper it means there are 10, right?*

(Austin's Theory) Locutionary acts: Interrogative

The lecturer asked again about the number of papers collected by students.

Illocutionary acts: The lecturer forgets how much the paper so she asks the students again.

Perlocutionary Acts: TF

Students are able to capture and respond to things that are asked by the lecturer well and quickly. Therefore, the interaction process can run well between the speaker and the partner.

(Searle's Theory) Illocutionary acts: Directives

The lecturer wants to reinforce his opinion about the total amount of all papers collected by each group. Therefore, she asked the students about it.

5. Where is Hasbullah?

(Austin's Theory) Locutionary acts: Interrogative

The lecturer forgot the form of his pupil's face named Hasbullah. Therefore, she is looking for all the students to find the student who he wanted.

Illocutionary acts: The lecturer look for Hasbullah.

Perlocutionary Acts: TD

The student named Hasbullah smiled while raising his hand and several students while pointing to Hasbullah while telling the lecturer that the student she was looking for were among the other students in the class.

(Searle's Theory) Illocutionary acts: Directives

The lecturer tries to find a student he is looking for by calling his name to all students while looking at all the students one by one.

6. Who belongs to Hasbullah's group?

(Austin's Theory) Locutionary acts: Interrogative

The lecturer tries to remember who belongs to Hasbullah's group by asking the other students or Hasbullah himself and then records it again. Therefore, that this does not happen again later.

Illocutionary acts: The lecturer wants to know all member of Hasbullah's group.

Perlocutionary acts: TF

The students in one group with Hasbullah answered questions from the Lecturer while raising their hands. Therefore, that the lecturer knew who was a group with Hasbullah.

(Searle's Theory) Illocutionary acts: *Directives*

The lecturer again asked what he did not remember, namely the Hasbullah group, by asking students who belonged to Hasbullah's group.

7. *If I'm not mistake, today all have to gather, right?*

(Austin's Theory) Locutionary acts: *Interrogative*

The lecturer forgets a bit about the time the deadline assignment was given. To recall her memory of the task, the lecturer asked the student again about the time of collecting the task in the hope that the student still remembered the assignment and responded to the lecturer's question.

Illocutionary acts: The lecturer reassures the agreement she made with the students about the deadline of collecting the paper.

Perlocutionary acts: TD

The students only nodded at the Lecturer' questions and before a few moments later some of them collected their paper assignments each group followed the lecturer's statement asking about the assignment. Therefore, the lecturer felt that her speech was not wrong because no students tried to argue.

(Searle's Theory) Illocutionary acts: *Directives*

The lecturer wants to reinforce her opinion or remember her words regarding the deadline for collecting the tasks previously given by asking the students about this matter again.

8. *Some two person text me*

(Austin's Theory) Locutionary acts: Declarative

The lecturer stated something and wanted to tell all the students about the things that were conveyed by two students whose text they wanted to ask for permission related to the next learning to be released because there was a *Haulan Abah Guru Sekumpul* event and two people became committee members. Then, the lecturer wants to discuss the matter to her students.

Illocutionary acts: The lecturer wants discuss with the students about the message that she accepted.

Perlocutionary acts: TD

The lecturer wants to discuss together about the message she received from her two students to discuss the next meeting whether to go on holiday or stay in. Only then did the lecturer decides and be approved by all the students

(Searle's Theory) Illocutionary acts: Representatives

The lecturer stated and informed all her students about the message she received from two of her students to discuss together.

9. *We won't have any class next week*

(Austin's Theory) Locutionary acts: Declarative

The lecturer told all the students that the next meeting was closed because there was a *Haulan* event. The lecturer hopes that all students can approve the lecturer statement.

Illocutionary acts: The lecturer announces the students that the class is free for next week because *Haulan Abah Guru Sekumpul* event.

Perlocutionary acts: TK

The lecturer besides announcing the notice, she also discussed the remaining schedule with students so as not to clash with the fasting month. The lecturer also wants her students to better prepare more material for groups who have not advanced their presentations during the given holiday.

(Searle's Theory) Illocutionary acts: Declarations

The lecturer announced that the learning of next meeting is no class because there was a *Haulan* event. All the students in the class agree with the statement from the lecturer.

10. *I probably 75% on April 13 that I will go to like that, I can't enter the classroom. So, maybe the class will be off on that date.*

(Austin's Theory) Locutionary acts: Declarative

The lecturer was confused and a little reluctant to convey to her students that she might not be able to attend class on April 13. The lecturer wants to discuss the schedule again if this happens.

Illocutionary acts: The lecturer wants the students know her reason if she didn't come to the class on April 13.

Perlocutionary acts: TK

If the schedule is to be disbursed on that date, the lecturer must arrange another time with the student, but if learning continues on that date the schedule will be completed according to the target set at the beginning of the lecture.

(Searle's Theory) Illocutionary acts: *Declarations*

The lecturer announced to her students that she might not be able to attend the class on April 13 because a training. Therefore, that the lecturer hoped the students could understand about her situation.

11. *I know you really because I have been in the position of you all*

(Austin's Theory) Locutionary acts: *Declarative*

The lecturer knows that students will be happy when they hear the lecture on vacation because she also once was a student just like the students she taught.

Illocutionary acts: The lecturer was a student, too.

Perlocutionary Acts: TK

The students will be very happy when they hear the statement from the lecturer and the lecturer understands the response of the student because she has also been in the same position as her students.

(Searle's Theory) Illocutionary acts: *Representatives*

The lecturer understands the feeling students will be happy when they hear the lecturer statements about the next meeting that is closed.

12. *Distinguish (Pronunciation)*

(Austin's Theory) Locutionary acts: *Declarative*

The lecturer advises and gave an example of the pronunciation of the word "*Distinguish*" which was wrongly said by the student who appeared in front of the class.

Illocutionary acts: The student have to repair the correct pronunciation or grammatical.

Perlocutionary Acts: TK

The lecturer corrects and exemplifies the pronunciation of her student who is wrong with the aim that the student knows her mistakes and repeats the wrong word correctly as exemplified by the lecturer.

(Searle's Theory) Illocutionary acts: Directives

The lecturer immediately reprimanded when she heard the student mispronounced the word "*Distinguish*" by saying the correct pronunciation when the presentation appears in front of the class.

13. *So, from group one, I'm really surprised to know that the group especially Deni*

(Austin's Theory) Locutionary acts: Declarative

The lecturer was happy and very much appreciated Deni because he deeply understood the discussion of the material he explained and also always quoted the opinions of experts in journals or articles when forwarding presentations or when explaining something to other students. This means that Deni is a person who is diligent in reading. So, that makes him understand a material quite well.

Illocutionary acts: The lecturer wants another students to imitate like Deni.

Perlocutionary Acts: TP

The lecturer told all her students to imitate Deni's attitude who always diligently read and find out in advance the material to be delivered and also to always quote the opinions of experts in journals or articles when forwarding presentations or when explaining something.

(Searle's Theory) Illocutionary acts: Expressives

The lecturer praised one of the students because every explanation or rebuttal that he said was not just as long as he spoke but in accordance with the opinions of experts in the articles or journals he read first. Deni also received praise and applause from the lecturer and all students.

14. *He always says based on what he reads in this and that article or journal. That's a good point.*

(Austin's Theory) Locutionary acts: Declarative

The lecturer praised and was very happy for what was done by one of her students, he is Deni.

Illocutionary acts: That is the students have to do in when presenting or argument the paper in the class.

Perlocutionary acts: TP

The lecturer wants the other students not to be discouraged and imitate what Deni did.

(Searle's Theory) Illocutionary acts: Expressives The lecturer was amazed by what Deni did and told the other students that they should be critical and diligent like as Deni.

15. *So, you are a teacher to be. So, if you say something you should be on the evidence.*

(Austin's Theory) Locutionary acts: Imperative

The lecturer explained that it was not arbitrary to say something in explaining something during learning.

Illocutionary acts: The teacher must have a lot of knowledge and broad insight.

Perlocutionary Acts: TK & TD

All students must say and be kind and right when explaining things and must be accompanied by strong evidence support from experts to be accountable.

(Searle's Theory) Illocutionary acts: Directives

The lecturer advises her students that a lecturer is more careful in giving each explanation or comment and accompanied by strong evidence.

16. *We can't argue Deni's statement because he speaks based on the journal. The journal is more up-to-date than books.*

(Austin's Theory) Locutionary acts: Declarative

Any opinions that are sourced or based on references from journals or articles or in the opinion of experts are very difficult to be denied by anyone

Illocutionary acts: The references for the students are journals and books.

Perlocutionary acts: TK

The lecturer hopes that every student must read and include expert opinions to support the opinions their conveyed so that they are not easily denied by others.

(Searle's Theory) Illocutionary acts: Directives

Deni's opinion is very strong because it is supported by references from journals or articles that he reads.

17. *We are as a new teacher.*

(Austin's Theory) Locutionary acts: Declarative

The lecturer describes to her students that the teacher is a very extraordinary figure and as a prospective lecturer, they must be proud of that very noble and extraordinary profession.

Illocutionary acts: The lecturer reminding the students about new teacher in modern era.

Perlocutionary acts: TK & TP

The lecturer invites all of her students to continue their enthusiasm in learning during the process of becoming a teacher so that later, they will become a professional teacher with successfully.

(Searle's Theory) Illocutionary acts: Representatives

Reminding and awakening the students that they are a prospective teacher who must be prepared to face the real school environment and society.

18. *Don't let the students who are blending with the teacher but the teacher should blending with the students. So, you are as a teacher everything should be. So, you are as a teacher must have warehouse strategies. How do you students interest it.*

(Austin's Theory) Locutionary acts: Imperative

A teacher must be smart and observant in reading and managing all students and classes in various situations and conditions.

Illocutionary acts: The teacher must have creative and innovative in teaching the students well.

Perlocutionary acts: TK & TD

The teacher must have many skills, skills, authorities, strategies and methods that are also fun to be able to organize students in the various situations they face when in the class and understood the students well.

(Searle's Theory) Illocutionary acts: Representatives

The lecturer who must be able to organize their students in various situations and conditions are not the students who govern the lecturer.

19. Mr. Edward' seminar at that time was not important to use the correct grammar, right? The important thing is you can use the language.

(Austin's Theory) Locutionary acts: Interrogative

Don't be shy about speaking English with other people

Illocutionary acts: Advices for the students to practice the language.

Perlocutionary acts: TK & TD

Learn to use language as often as possible without having to think about mistakes and fears to become accustomed later.

(Searle's Theory) Illocutionary acts: Directives

Don't think too much about grammar when we speak English. Don't be afraid if you make mistakes in pronunciation or anything.

20. CLT is Communicative Language Teaching, isn't it?

(Austin's Theory) *Locutionary acts: Interrogative*

The lecturer tested her students whether they still remembered the material they had learned before by asking for the extension of CLT.

Illocutionary acts: The lecturer convincing the meaning of CLT to students

Perlocutionary acts: TK & TD

Some students answered the questions asked by their Lecturer correctly.

(Searle's Theory) *Illocutionary acts: Directives*

The lecturer strengthened her memory of the extension of CLT by asking her students.

21. Ali really good hard skill. I mean his self-confidence is ok. And then, the way he speaks is ok, too.

(Austin's Theory) *Locutionary acts: Declarative*

The lecturer praised and expressed her opinion to the students towards the figure of Ali who was the guest speaker at the seminar he had attended earlier. But not all students knew about the figure because only a few students were present at the seminar.

Illocutionary acts: The lecturer appreciates to Ali.

Perlocutionary acts: TP

Students are only partially nodded and some are silent. The lecturer hopes the students will agree with her opinion.

(Searle's Theory) *Illocutionary acts: Expressives*

The lecturer gave a good assessment and was amazed by a figure Ali who was very good at his appearance and manner of speaking at the seminar.

22. *But he is little bit a less politeness. He is not really surprise with Ali's ability. But I think he is so bored.*

(Austin's Theory) Locutionary acts: Declarative

The lecturer was a little disappointed with Ali because in her opinion Ali was acting a little bit a less politeness towards a time during the seminar. The lecturer also tried to lure her students to learn how to express opinions on the statements conveyed by the lecturer.

Illocutionary acts: The lecturer criticisms Ali's ability.

Perlocutionary acts: TF

Students just shut up and smile while listening to the lecturer' words and some of them answered agreeing with the opinion of the lecturer.

(Searle's Theory) Illocutionary acts: Expressives

The lecturer was a little disappointed to complain about Ali's attitude at the seminar to her students.

23. *The English people culture is straight to the point not like Indonesian people.*

(Austin's Theory) Locutionary acts: Declarative

The lecturer compared the situation between English people and Indonesian people when they are speak.

Illocutionary acts: The lecturer compares between English and Indonesian culture.

Perlocutionary acts: TK

The students listen carefully, which means they agree and justify the statements made by their lecturer.

(Searle's Theory) Illocutionary acts: Representatives

The lecturer conveyed the fact about the habits of the English people when they talking, they usually speak straight to the point of the conversation in contrast with Indonesian people who usually beat around when they are talking.

24. You should involve yourself.

(Austin's Theory) Locutionary acts: Imperative

The lecturer challenges and motivates her students not to give up easily in developing their abilities, especially in learning English in accordance with the majors that they are taking at this time.

Illocutionary acts: The lecturer motivates the students to be better.

Perlocutionary acts: TD & TE

After listening to the words of the lecturer, students' self-confidence began to increase and they felt challenged to be even more enthusiastic in improving their abilities and they hoped that they could develop themselves better according to the words of their lecturer.

(Searle's Theory) Illocutionary acts: Directives

The lecturer advises her students to continue to develop their potential and abilities in learning English.

25. You know Tegal?

Banyumas accent is the same with Tegal. If they speak with another person outside Tegal but if they meet same people from Tegal.. Woww... Inyong-inyong like that.

(Austin's Theory) *Locutionary acts: Interrogative*

The lecturer tells the students that between one region with another has different language, dialect and accent. So, people from the same area will understand and easily use the language in their area while people from two different regions cannot use their own language because they do not understand other language except their own regional language.

Illocutionary acts: Every accent in every area is different with others.

Perlocutionary acts: TK

Students understand the explanations presented by the lecturer well.

(Searle's Theory) *Illocutionary acts: Directives & Representatives*

The lecturer explained that people who came from the same area would understand easily when talking to each other using their own local languages while people who came from different regions, they could not use their local languages when speaking because they would have difficulties follow other regional languages. So, they need a united language to make it easier for them to communicate with each other.

26. Ok. That's all for today.

(Austin's Theory) *Locutionary acts: Imperative*

The lecturer has finished teaching the material perfectly to her students.

Illocutionary acts: The material has been taught by the lecturer.

Perlocutionary acts: TK

The sign that the lecture will end soon will be resumed at the next meeting.

(Searle's Theory) Illocutionary acts: Representatives

The lecturer has concluded the material coherently and clearly to her students. No one asked questions about the material anymore and they received all the explanations from the lecturer.

27. Thank you.

(Austin's Theory) Locutionary acts: Declarative

The appreciation given by the lecturer to her students for their enthusiasm and good response during the lesson took place.

Illocutionary acts: The lecturer was happy because the students study well.

Perlocutionary acts: TD & TF

The lecturer will immediately ask to leave the class.

(Searle's Theory) Illocutionary acts: Expressives

The lecturer is grateful for all the good behavior and cooperation that is done by students when the learning takes place from beginning to end.

28. See you next two weeks, yaa!

(Austin's Theory) Locutionary acts: Declarative

The lecturer and the students agreed to meet again at the next meeting.

Illocutionary acts: The lecturer reminds the students about the meetings.

Perlocutionary acts: TK & TD

The students answer respectfully and happily and agrees to the lecturer's words to meet again on next meeting.

(Searle's Theory) Illocutionary acts: Commissive

This utility can be categorized as promising. The lecturer said "*See you next two weeks, yaa!*" so the lecturer promised to students that they would meet again on next meeting.

29. Assamu'alaikum Wr. Wb.

(Austin's Theory) Locutionary acts: Declarative

The lecturer wants to close the meeting in the lesson and greet the students with greetings. It marks the expression of caring and respectful.

Illocutionary acts: The lecturer prays to the students with greeting.

Perlocutionary acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm from each student in the classroom.

(Searle's Theory) Illocutionary acts: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

30. Your name? Name.. Name..?

(Austin's Theory) Locutionary acts: Interrogative

The lecturer reminds the student to say her names first before asking a question.

Illocutionary acts: The students have to tell their name first before asking a question.

Perlocutionary acts: TD & TE

The student realizes her mistakes and apologizes and immediately mentions her names. After that, she repeated the question one more again.

(Searle's Theory) Illocutionary acts: Directives

The lecturer mentions the word "your name" to reprimand the student who forgot to mention her names when she wanted to ask something.

31. *The smaller part is dialect. The bigger part is variation. So, Dialect is smaller part of variation.*

(Austin's Theory) Locutionary acts: Declarative

The lecturer tells and explains the material that is still difficult for students to understand with a very simple explanation or method.

Illocutionary acts: The lecturer concluded the material to the students.

Perlocutionary Acts: TK

The students are no longer mistaken about the confusing material because the lecturer was explained with explanations that are very easy to understand.

(Searle's Theory) Illocutionary acts: Representatives

The lecturer explains the material to the students with very simple explanations. So, the students can understand it quickly and do not misunderstand the material.

32. *Do you understand dialects, idiolects, and variations?*

(Austin's Theory) Locutionary acts: Interrogative

The lecturer asked for a response from the students about the material that she explained whether she could understand or not.

Illocutionary acts: The lecturer wants to know the students get the point or not from the lecturer's explain.

Perlocutionary acts: TD & TE

The students respond to lecturer' questions well, which means they are understood the explanations delivered by the lecturer.

(Searle's Theory) Illocutionary acts: Directives

The lecturer asked whether the students had understood all the material explained by the lecturer or there were still some unclear so that the lecturer could explain it again if there was an explanation that still confused the students.

33. The role of sociolinguistics in language teaching. How we as a teacher to teach Language in School like that.

(Austin's Theory) Locutionary acts: Declarative

The lecturer assured her students that learning sociolinguistics is very helpful in language learning especially for prospective teacher in the face of various kinds of conditions in the class.

Illocutionary acts: The students have to know the role of sociolinguistics and the teacher.

Perlocutionary acts: TE & TF

The students are aware of the importance of learning sociolinguistics to be applied when teaching language later.

(Searle's Theory) Illocutionary acts: Directives

The lecturer explained the importance of the role of sociolinguistics in language learning, for example in school. By learning sociolinguistics, the teacher

can adjust the state of their students when in class with suitable strategies to be carried out during the learning process in order to run successfully.

34. *We are as a teacher to be excited to speak English. You as a teacher feed the students not students feed you.*

(Austin's Theory) Locutionary acts: Imperative

The lecturer advises the students to continue to seek knowledge and learn more so that later they can teach their students well. This can be seen from the phrase "*a teacher feeds the students not the students feeds the teacher*" meaning that this does not happen, the lecturer must have a lot of knowledge and useful capital.

Illocutionary acts: The lecturer advises to the students

Perlocutionary acts: TK & TE

The students listen to the lecturer's advice attentively and hope they can apply the advice of their lecturer.

(Searle's Theory) Illocutionary acts: Directives

The lecturer advises that when the student becomes a teacher later, they must really teach something to their students. Do not let students manage the teacher.

35. *Everybody is smart but on their way.*

(Austin's Theory) Locutionary acts: Declarative

Don't easily call or judge someone stupid because of their ability to understand something or memory and how they think are not the same as people

in general. Because no one like a call like that. It is just that laziness continues to test everyone.

Illocutionary acts: Everyone doesn't want to be stupid.

Perlocutionary acts: TK

The students are indoctrinated so as not to judge and look down on anyone according to the lecturer's words. The students will focus on themselves in improving their abilities.

(Searle's Theory) *Illocutionary acts: Directives*

The lecturer explained there is no one who wants to be stupid. They learn something in their own way and they become smart in their own way, too.

36. Learning by doing.

(Austin's Theory) *Locutionary acts: Declarative*

The lecturer put a message on the sentence "*Learning by doing*" which is that we learn by doing not just limited to wishes and hopes but there must be something done.

Illocutionary acts: The students have to more learning in studying.

Perlocutionary acts: TK & TE

The students become more motivated in learning and studying

(Searle's Theory) *Illocutionary acts: Directives*

The lecturer advises the students if they want to learn something then they have to really do it so that they really want it to be achieved.

37. Ok. Any question? No question?

(Austin's Theory) *Locutionary acts: Interrogative*

Explanation of material from the lecturer has been completed. Then, the lecturer tries to ask the students again whether there is still something students are still confused about the material they are learning.

Illocutionary acts: The questions are answered and the lecturer wants to more a question from the students.

Perlocutionary acts: TK

The students are only silent that they have received and understood the material delivered by the lecturer.

(Searle's Theory) Illocutionary acts: *Directives*

The lecturer invites the students to ask something if there are still unclear things from the material explained by the lecturer.

38. Is there Alfian?

(Austin's Theory) Locutionary acts: *Interrogative*

The lecturer looked for a student named Alfian because she did not know him and Alfian also often did not attend the class. For this reason, the lecturer asks the other students whether anyone know the information about Alfian.

Illocutionary acts: The lecturer looking for Alfian in the class.

Perlocutionary acts: TD

Students shook their heads and answered that they didn't know anything about Alfian. They also said that Alfian was not from their class.

(Searle's Theory) Illocutionary acts: *Directives*

The lecturer is attending all her students and asking other students about Alfian.

39. *Where is the paper?*

(Austin's Theory) *Locutionary acts: Interrogative*

The lecturer tells the students to collect their papers per group because that day is the last day of the paper collection according to the previously arranged appointment.

Illocutionary acts: The lecturer collected the paper of students because the day is the deadline to collect the paper to lecturer.

Perlocutionary acts: TD

The students also obey the instructions from the lecturer to collect together the paper they have made to the lecturer's table.

(Searle's Theory) *Illocutionary acts: Directives*

The lecturer asks students to quickly collect their paper per group at the lecturer desk.

40. *And every meeting I count twice, yaa.*

(Austin's Theory) *Locutionary acts: Declarative*

The lecturer delivered and confirmed that students always attend the class because they would lose attendance for two meetings if they were not present in the class without reason being accepted.

Illocutionary acts: The lecturer warns the students again to keep the rules.

Perlocutionary acts: TK & TE

The students understand the rules. They also agree and hope that they can attend continuously during sociolinguistics course in accordance with what is desired by the lecturer.

(Searle's Theory) Illocutionary acts: Declarations

The lecturer conveys the rules he made to all students so that they pay attention and try to obey them well

41. Listen your friends! If you want to be listened. If you want to be respected, respect others.

(Austin's Theory) Locutionary acts: Imperative

The lecturer rebuked the students who were noisy and did not listen to the explanation of their friends who had advanced the presentation in front of the class. The lecturer wants all students to listen and pay attention to their friends who are explaining the material well and calmly.

Illocutionary acts: The lecturer doesn't like the noisy class atmosphere.

Perlocutionary acts: TK & TD

After listening to the lecturer's reprimand, all the students fell silent and immediately focused on listening to their friend explain. After the atmosphere calmed down, the presentation was resumed.

(Searle's Theory) Illocutionary acts: Expressives

The lecturer scolded the other students because when their friends were presenting his paper, the other students were very noisy and did not listen to the explanation of their friend who came forward in front of the class. The lecturer really didn't like that and immediately rebuke the noisy students.

42. Am I make myself clear?

(Austin's Theory) Locutionary acts: Interrogative

The lecturer asks students whether the explanation from the material delivered by the lecturer can be understood by the students well or not.

Illocutionary acts: The lecturer wants to know the students' respond about her explanation. They understood or not.

Perlocutionary acts: TD

Some students nodded their head and some answered "yes, ma'am" as a sign that they could understand the Lecturer' explanation well.

(Searle's Theory) Illocutionary acts: Directives

The lecturer asked the students if there were any questions or things that were still confusing them from the explanation given by the lecturer.

43. Just say sorry. I'm sorry. I don't mean to interrupt you.

(Austin's Theory) Locutionary acts: Declarative

The lecturer advises the students to be more careful in speaking especially with foreign people because their culture and way of speaking are different from ours. If you make a mistake that is not intentional, we must immediately apologize.

Illocutionary acts: When do mistake to foreign people, say apologize quickly.

Perlocutionary acts: TK

The students listen attentively to the lecturer's explanation because the thing that is conveyed by this lecturer is capital for students if they talk or struggle with foreign people so that they will not be shocked or lack information about the situation.

(Searle's Theory) Illocutionary acts: Representatives

The lecturer explains to the students when wrong or offensive in speaking to foreign learners even though we don't mean that, then we just need to say sorry and not intend to interrupt him or her. So, he or her will not be offended.

44. They speak straight to the point. Foreign learners do not like small talk.

(Austin's Theory) Locutionary acts: Declarative

The message obtained from the Lecturer' explanation is the thing that needs to be known when speaking or dealing with foreign learners is that they prefer to speak directly to the core of the conversation rather than having to talk at length.

Illocutionary acts: The students have to pay attention when speak with foreign learners.

Perlocutionary acts: TK

The students listen carefully, which means they agree and justify the statements made by their lecturer.

(Searle's Theory) Illocutionary acts: Representatives

The lecturer conveyed the fact about the habits of the English people when they talking, they usually speak straight to the point of the conversation.

45. Javanese language is really different with Banjarese language and literally different also with Sumatran language.

(Austin's Theory) Locutionary acts: Declarative

The lecturer explained that each region has a distinctive language in their respective regions which is different from other regions and in Indonesia has many regions that have a variety of different languages. The lecturer invites students to respect those differences with unity.

Illocutionary acts: Every region has its own language.

Perlocutionary acts: TK

The students are aware of the importance of unity in the midst of differences.

(Searle's Theory) Illocutionary acts: *Representatives*

The lecturer implies in his explanation that each region has a different language than the other regions

46. Ok. So, this is understand, yaa?

(Austin's Theory) Locutionary acts: *Interrogative*

The lecturer asks students whether the explanation from the material delivered by the lecturer can be understood by the students well or not.

Illocutionary acts: The lecturer wants to get the respond of the students' understand about the material.

Perlocutionary acts: TD

Some students nodded their head and some answered "yes, ma'am" as a sign that they could understand the Lecturer' explanation well.

(Searle's Theory) Illocutionary acts: *Directives*

The lecturer asked the students if they were understood the material well or they have still some questions or things that were still confusing them from the explanation given by the lecturer.

47. *Alhamdulillah no.*

(Austin's Theory) Locutionary acts: Declarative

The lecturer was very happy because there were no more questions asked by her students as the material delivered by the lecturer was well understood by the students.

Illocutionary acts: The lecturer happy because the students understood the material well.

Perlocutionary acts: TD & TF

The students also say the same words as their lecturer say while smiling.

(Searle's Theory) Illocutionary acts: Expressives

The lecturer expressed his speech as a form of gratitude to God because his students did not ask any more questions and they were already familiar with the material being studied.

48. *Question first, question for group 5.*

(Austin's Theory) Locutionary acts: Imperative

The lecturer asks students to ask the groups who have finished presenting their papers because there is no student who raises their hand to ask questions. So, the lecturer returns the other students to ask questions.

Illocutionary acts: The lecturer wants the students to active and ask the questions for group 5.

Perlocutionary acts: TD

Initially there were no students who raised their hands but after the direction from the lecturer, then some students finally raised their hands and asked their friends who had advanced the presentation.

(Searle's Theory) Illocutionary acts: Directives

The lecturer allows students to ask the group that presents the paper in front of the class.

49. Tell the name of your group first!

(Austin's Theory) Locutionary acts: Imperative

The lecturer rebuked the student who wanted to ask a question to the presenter because she forgot to tell the group first.

Illocutionary acts: The lecturer remind the student to tell her names first before asking a question.

Perlocutionary acts: TD

The student stops the question that she wants to convey and then tell the name of her group and resumes the question that she wants to ask the presenter.

(Searle's Theory) Illocutionary acts: Directives

The lecturer told the students who asked to tell about the group first.

50. Group 6 is it finish? How many more questions?

(Austin's Theory) Locutionary acts: Interrogative

The lecturer thoughts all the questions were answered by group 6 but the students said there were still unanswered questions. Then, the lecturer wants to know the remaining number of questions from the group 6.

Illocutionary acts: The lecturer confirms the remaining questions to students.

Perlocutionary acts: TD

Group 6 answers Lecturer' questions that there are still 2 more questions that they have not answered. Then the lecturer nodded and invited the group 6 to complete it.

(Searle's Theory) *Illocutionary acts: Directives*

The lecturer asks the group 6 how many more questions are left that have not been answered.

51. Give applause to group 5 & 6.

(Austin's Theory) *Locutionary acts: Imperative*

The lecturer praised the performances of groups 5 & 6 who presented their papers very well.

Illocutionary acts: Group 5 & 6 presented their paper well.

Perlocutionary acts: TP

The students give lively applause to groups 5 & 6 at the request of the lecturer.

(Searle's Theory) *Illocutionary acts: Expressives*

The lecturer invites other students to give applause and praise to groups 5 & 6 who have presented and explained their material very well.

52. Who arrived late to the class?

(Austin's Theory) *Locutionary acts: Interrogative*

The lecturer saw some of students who came late to the class and wanted to know who was late.

Illocutionary acts: The lecturer looking for the students who are late in attending to the classroom.

Perlocutionary acts: TD

Some students were too late to raise their hands and the lecturer signed their names and punished them with 1 meeting or 1 absence because they were more than 15 minutes late.

(Searle's Theory) *Illocutionary acts: Directives*

The lecturer asked all students who came late to the class.

53. Who is not attended today?

(Austin's Theory) *Locutionary acts: Interrogative*

The lecturer wanted to know the number of students present and who were not present at the meeting at that time.

Illocutionary acts: The lecturer checked the detail list of students.

Perlocutionary acts: TD

Some students answered completely and some students were silent. To ascertain this, the lecturer attends the students one by one.

(Searle's Theory) *Illocutionary acts: Directives*

The lecturer asked the students who were not present at the meeting at that time.

54. Don't forget to study!

Austin's Theory: Imperative

The lecturer reminds the students to always study both at school and at home. So, that their knowledge increases and develops well.

Illocutionary acts: The lecturer gives an advice for the students to study at home.

Perlocutionary acts: TK & TD

The students nodded and said "yes ma'am" as a sign that they understood and obeyed the advice of the lecturer.

(Searle's Theory) Illocutionary acts: Directives

The lecturer advises the students to continue learning and learning.

2. The Most Dominant of Speech Acts used by English Education Department Lecturer at UIN Antasari Banjarmasin

After conducting the research, the researcher found all types of speech acts performed by English Education Department lecturer on English teaching learning process in sixth semester of 2016 group at UIN Antasari Banjarmasin based on the observation on March until April 2019. They were representatives, directives, Commisives, expressives, and declarations. The researcher presents it for three types of tables. The detail is as bellow:

a. Locutionary Act

The percentage of types of speech acts that was used by English Education Department Lecturer in teaching and learning process at UIN Antasari Banjarmasin, the researcher used table to make easier to know the frequency of the used speech act in locutionary act. The table as below:

Table 2 Locutionary Act that used by English Education Department Lecturer in Teaching Learning Process on 5 meetings

Locutionary Act		Total
Declarative	26	54
Interrogative	17	
Imperative	11	

Based on the table above, the researcher found 54 differences of utterances in English are identified as locutionary speech act, 26 Declarative utterances, 17 Interrogative utterances, and 11 Imperative utterances. Based on explain above, it can be concluded that the dominant of locutionary act that used by English Education Department lecturer during teaching learning process is Declarative utterance. Declarative was uttered by English Education Department lecturer 26 times.

b. Illocutionary Act

The percentage of types of speech acts that was used by English Education Department Lecturer in teaching and learning process at UIN Antasari Banjarmasin, the researcher used table to make easier to know the frequency of the used speech act in illocutionary act. The table as below:

Table 3 Illocutionary Act that used by English Education Department Lecturer in Teaching Learning Process 5 meetings

Illocutionary Act		Total
Representatives	12	55
Directives	28	
Commissives	2	
Expressives	10	
Declarations	3	

Based on the table above, the researcher found 54 differences of utterances in English are identified as Illocutionary speech act, 12 Representatives utterances, 28 Directives utterances, 2 Commissives utterances, 10 Expressives utterances, and 3 Declarations utterances. Based on explain above, it can be concluded that the dominant of illocutionary act that used by English Education Department lecturer during teaching learning process is Directives speech act. Directive was uttered by English Education Department lecturer 28 times.

c. Perlocutionary Act

The percentage of types of speech acts that was used by English Education Department lecturer in teaching and learning process at UIN Antasari Banjarmasin, the researcher used table to make easier to know the frequency of the used speech act in perlocutionary act. The table as below:

Table 4 Perlocutionary Act that used by English Education Department Lecturer in Teaching Learning Process 5 meetings

Perlocutionary Act		Total
TK	26	71
TD	25	
TE	7	
TF	8	
TP	5	

Based on the table above, the researcher found 54 differences of utterances in English are identified as perlocutionary speech act, 26 TK (to get people know) utterances, 25 TD (to get people do something) utterances, 7 TE (to get people to expect something) utterances, 8 TF (to get people express feeling) utterances, and 5 TP (to get people praise) utterances. Based on explain above, it can be concluded that the dominant of perlocutionary act that used by English Education Department lecturer during teaching learning process is TK (to get people know) speech act. TK (to get people know) was uttered by English Education Department lecturer 26 times.

In this study, the researcher used J.L. Austin and John R. Searle theory. They classified types of speech act into five, that are representatives, directives, Commisives, expressive, and declarations. The researcher uses J.L. Austin and John R. Searle classification speech acts about the realization of speech acts based on the way to convey to describe types of speech acts and speech acts based on

the way to convey used by English Education Department lecturer in teaching learning process. From the research finding, the researcher found several types of speech acts used by lecturer in uttered her utterance to students in learning process. After researcher analyzing the dialog of the lecturer in teaching and learning process in the classroom, the researcher found all kinds of speech acts that were used by English Education Department Lecturer. The lecturer used 54 differences utterances in English of types of speech acts.

In locutionary act, declaratives speech acts were used 26 times from 54 differences utterances. Declarative is mostly performed by English Education Department lecturer. It is because declarative can be applied in the teaching and learning process to make students understand the explanation of each material presented. Therefore, the lecturer says many explanatory and statements to her students. It is also useful to increase students' knowledge or understanding in understanding the material provided well.

Interrogative speech acts were used 17 times from 54 differences utterances. Interrogative is the second mostly performed by English Education Department lecturer. It is because interrogative can be applied in the teaching and learning process to ask a question to the students that is not known to the lecturer so that it requires answers from students, for example about the students who are not in the class.

Imperative speech acts were used 11 times from 54 differences utterances. Imperative is the third mostly performed by English Education Department lecturer. It is because imperative can be applied in the teaching and learning

process to instruct the students to do something according to what is instructed by the lecturer's said.

In illocutionary act, directives speech acts were used 28 times from 54 differences utterances. Directive is mostly performed by English Education Department lecturer. It is because directives can be applied in the teaching and learning process to manage and control the activities and the students during the teaching and learning process. The lecturer mostly expressed her statement and asking the statement to the students. The lecturer's uses of asking allowed the students to participate more actively in the lesson. It is also beneficial to check the students' knowledge or comprehension as well as to promote the students' critical thinking. It implies that asking and giving should be employed by the lecturer during classroom communication practice.

Representatives utterances were used 12 times by English Education Department lecturer. Representative is most widely applied second after expressives by English Education Department lecturer in teaching learning process at UIN Antasari Banjarmasin. Lecturer mostly expressed explaining statement to the students. It is because the lecturer must be explanation the material to make the students understand in the lesson. By explaining statement, it is make lecturer easy to transfer the material to the students.

Expressives speech acts were used 10 times by English Education Department lecturer. Expressive is most widely applied third after directives by English Education Department lecturer in teaching learning process at UIN Antasari Banjarmasin. Expressive is to express the psychological state specified in

the sincerity condition about a state of affairs specified in the propositional content. The lecturer mostly used expressed welcoming statement to the students. Therefore, English lecturer usually used in opening activity and closing activity.

Commissives utterances were used 5 times by English Education Department lecturer. Commissive is also rarely used by English Education Department lecturer at UIN Antasari Banjarmasin. The lecturer mostly used expressed promising statement to the students, English lecturer used when the lecturer promise to students. So, it is seldom used by English lecturer in teaching learning process at UIN Antasari Banjarmasin.

Declarations utterances were used 5 times by English Education Department lecturer. Commissive is also rarely used by English Education Department lecturer at UIN Antasari Banjarmasin. The lecturer announces the important information to her students. English lecturer used when the lecturer makes an announcement to the students. So, it is seldom used by English lecturer in teaching learning process at UIN Antasari Banjarmasin.

In perlocutionary act, TK (to get people know) utterances was used 26 times from 54 differences utterances. TK (to get people know) is mostly the most implicit effect of the words uttered by the English Education Department lecturer. It is because TK (get people know) is the effect that occurs by the recipient of the speech on the utterances of the lecturer in the form of declarative and directive. Because the lecturer' words give more explanation, asking statements and questions to the students. The effect is that the students listen more attentively and focus to be able to understand the material delivered by the lecturer or material

that they still do not understand. It is also help them check and hone their knowledge. So, they will understand the material delivered by the lecturer well.

TD (to get people do something) utterances were used 25 times from 54 differences utterances. TD (to get people do something) is the second mostly the most implicit effect of the words uttered by the English Education Department lecturer. It is because TD (to get people do something) is an effect that occurs when the lecturer speaks to the students and the students must do something to respond or answer the utterance said by the lecturer.

TF (to get people express feeling) utterances were used 8 times from 54 differences utterances. TF (to get people express feeling) is the third mostly the most implicit effect of the words uttered by the English Education Department lecturer. It is because is an effect that occurs when the lecturer expresses the feelings she experiences to students and students respond with the same feeling, for example: when the lecturer expresses greetings and the students will answer the greeting, too.

TE (to get people to expect something) utterances were used 7 times from 54 differences utterances. TE (to get people to expect something) is an effect that is rarely implied by the words uttered by English Education Department lecturer. It is because an effect that occurs when the lecturer hopes something for her students or the students also hope for their lecturer or something. For example, the lecturer said to her students that "you have to be great a teacher" so the students hoped that they could become great teacher later as they were told by their

lecturer. As for the lecturer, she rarely says the words or expressions that contain hope from that words.

TP (to get people praise) utterances were used 5 times from 54 differences utterances. TP (to get people praise) is an effect that is also rarely implied by the words uttered by English Education Department lecturer. It is because an effect that occurs when the lecturer give praise to the students. For example, the lecturer gives praise to students who are very fluent in explaining the material by saying "give applause to your friends" while patting both hands and being followed by other students.

B. Discussion

This section presents the discussion of the research findings. There are two problem statements proposed in this study and the discussion only focuses on them. As mentioned in the previous chapter, the aims of the study are to know the types of speech act and the most dominant of speech act that used by English Education Department lecturer in teaching learning process on Sociolinguistics class on sixth semester of 2016 group at UIN Antasari Banjarmasin.

In analyzing the data, the researcher used J.L. Austin and Searle's theory. Searle divides the kind of speech acts into representatives, directives, commissives, expressives, and declarations (Searle, 1979).

In this discussion, the researcher found all type of speech acts used by English Education Department Lecturer at UIN Antasari Banjarmasin. This is accordance with the classification proposed by J.L. Austin and John R. Searle.

The terminology of such a function of language is called speech acts (Austin, 1975: 22). Speech acts theory generally explains these aspects of having three parts: locution, illocutionary, and perlocutionary acts. Austin defines performed in saying something. Further, he identifies three distinct levels of action beyond the act of utterance. He distinguishes the act of saying something, which is a term of speech acts: locutionary act, illocutionary act, and perlocutionary act. Then, Searle adds illocutionary acts to five classifications: Representatives, directives, commissives, expressives and declarations (1997: 22).

As for the three previous researchers also examined speech acts, which distinguishes between the researcher and previous researchers are located on the subject and the speech acts which were investigated by previous researchers in which one researcher only focuses on one type of speech acts proposed by Searle namely the speech acts directive used by English teachers SMAN 13 PADANG. The result is a researcher found in the six types of teachers' directive speech acts. They are bald imperative (command), requestive (embedded imperative), question, requirement (hint directive), permissive, need statement. Research also found the function of directive speech acts.

Then, the second researcher focused on comparing illocutionary acts used by two teachers in the teaching and learning process in the class at MTS Al-Wahhab Bago Krandenan. The result of the researcher has found the types of speech acts used by English teachers. They were directives, representative, expressive and used by English teachers in teaching learning processes.

The third researcher analyzes the speech acts proposed by J.L. Austin and John R. Searle that found in Hillary Clinton's Concession Speech on November 9th, 2016. The researchers found all types of Austin and Searle theories that were used by Hillary Clinton on Concession Speech and the type of speech / discourse which called persuasive-argumentative.

This study analyzes the same object with the research conducted by the third researcher, which is analyzing speech acts proposed by J.L. Austin and John R. Searle. While the difference is that the researcher examined different subject from the three previous researchers, namely the English Department of Education Lecturer at UIN Antasari Banjarmasin while the two previous researchers analyzed teachers and other researcher examining the public figure. The researchers found all types of Austin and Searle theories that were used by English Education Department Lecturer and found declarative (locutionary acts), directives (illocutionary acts) and TK (to get people know) lecturer in teaching learning processes at UIN Antasari Banjarmasin.