

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the research finding that has been collected from observation in the class. In this observation the researcher used Google Meet as a media, because the lesson was conducted by the online class. By observing the classroom interaction between the lecturer and the students, the researcher will find the types of illocutionary acts performed by the lecturers. The researcher notes, and recorded on what happened in the class regarding to the use of illocutionary acts by the lecturer and students during the teaching and learning process.

A. Finding

In this chapter, the researcher presented the finding that has been collected from observation in the class. In this observation the researcher used Google meet as a media, because the lesson was conducted by the online class. By observing the classroom interaction between the lecturer and the students, the researcher have found the types of speech acts performed by the lecturer and students and the mostly dominant types of speech acts performed by the lecturer and students. The researcher notes, and recorded on what happened in the class regarding to the use of speech acts by the lecturer and students during the teaching and learning process.

Based on the formulation of the problem, this study aims to show the types of the illocutionary act in teaching and learning process and the dominant used

types of illocutionary act by the lecturer and students in teaching and learning process at UIN ANTASARI 6th semester (A and D class 2019) of English education department. All data in this study are lecturers and students' expressions to analyzed the types of illocutionary acts in learning by using google meet. The researcher took from 7th March 2022 until 28th march 2022 to analyze the language illucotionary act contained in the google meet. As explained in chapter 3, the subject of this study is Google meet content between lecturers and students. In this research, the researcher used google meet based research design by chooses some students of two grade and did observation four (4) times, 2 times with same lecturer is Ms. H A and 2 times with Mr. F F A.

The researcher found that there were (52) utterances that performed by the lecturer and students in teaching and learning process. While the object of this research is illocutionary act analysis language research to determine the five types of illocutionary act they are representative, directive, expressive, commisive and declarative. The researcher also found that the directive was mostly dominant used by the lecturer and students. contained in the lecturers and students pronunciation in learning through google meet can be proven by the description below:

1. Types of illocutionary acts used by the lecturer and students in the first meeting during the teaching and learning process. The observation from the first researching was doing by the researcher on March 7th 2022 in 6th semester D Class 2019, the major of this meeting is Morpho syntax. The

researcher found (17) utterances that include illocutionary acts. The types of illocutionary acts explained as follow:

4.1 Table of Illocutionary Act first meeting

No	Types	Data / Analysis
1.	Expressive	<p>- Data: Lecturer “Assalamualaikum Warahmatullahi Wabarakatuh, Good afternoon students?”</p> <p>- Data: Students “Waalaikumsalam Wr. Wb”</p> <p>- Data: Lecturer “ How are you today?”</p> <p>- Data: Students “ Alhamdulillah Im Fine”</p> <p>- Data: Lecturer “ That’s wrong”</p> <p>Analysis: Based on the dialogue above, the teacher said “<i>assalammualaikum, How are you, Alhamdulillah, etc.</i>” context of this utterance happened in the opening activity when the Lecturer started the lesson that day, and the expression was the form of greeting. The lecturer’s utterance above is classified as Expressive.</p>
2.	Directive	<p>- Data: lecturer “Before we continue our lesson last week I will check attendance first please turn on your mic and your camera!”</p> <p>Students “ Yes Miss, okay Miss”</p> <p>- Data: Lecturer : “<i>Hari ini ada kaka Tingkat kalian yang akan melakukan penelitian di kelas ini. Mencari data-data untuk skripsi nya. Okay alangkah baiknya jika kita berkenalan dulu dengan kaka nya. Silahkan</i></p>

		<p><i>perkenalkan nama, angkatan berapa dan tujuannya untuk meneliti kelas ini !”</i></p> <p>- Data: Lecturer “<i>tolong Siapa yang bisa memberikan contoh Bound morpheme silahkan angkat tangannya”</i></p> <p>- Data: Students “<i>Miss Can you repeat again about the explanation?”</i></p> <p>- Data: Lecturer “<i>You know pronoun?”</i></p> <p>Students “<i>Kata ganti”</i></p> <p>Lecturer “<i>yes Kata ganti”</i></p> <p>- Data Lecturer “<i>Kalo conjunction itu seperti apasih ada yang tau gak?”</i></p> <p>Analysis 1: Based on the conversation above, “please turn on your mic and your camera!” the context happened when the lecturer instruct the students. The students responded to the lecturer greatly. The lecturer’s utterance above is classified as Directive.</p> <p>Analysis 2: The type of text above is a directive. Where Ms Y said that researcher should introduce her self. Directives are intended to produce several effects through actions by the listener: ordering, asking, advising, and recommending are examples of how the speaker expresses his desires Leech as quoted.</p>
3.	Representative	- Data: Lecturer "I draw a conclusion from your

		<p>explanation that morpheme cannot stand alone”</p> <ul style="list-style-type: none"> - Data: “<i>jadi I itu adalah pronoun bukan conjunction</i>” <p>Analysis: This sentence explains that using the representative type of allocation action. The representative is what type of speech act is believed to be a case or not, it can be a statement or fact, a conclusion and a description. explained that the sentence is in the form of a conclusion.</p>
4.	Commissive	<ul style="list-style-type: none"> - Data: Lecturer "You have to study more diligently so you're your future will be bright and get the job you want". - Data: Lecturer “ Please always healthy and see you next week” - Data: Lecturer “ <i>Kalo pembahasan Subject, predicate, object nanti kita bahas di sintaxis ya.</i> ” <p>Analysis: The speech allocation type of language is commissive. Where commissive is to express what the speaker means about some actions that will occur in the future. And the phrase in question is to study more</p>
		diligently so that the future has a good future.
5.	Declarative	<ul style="list-style-type: none"> - Data: Lecturer "I said each set an example". <p>Analysis: I said each set an example. The sentence used uses the type of action allocation declarative</p>

		where each of them is a command sentence Ms Y tell students to obey her orders and from the sentence it describes ordering someone to take the action that has been said.
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Explanation: At the first meeting of the morphosyntax lesson, the researcher were found 17 utterances of illocutionary act. The most widely used is Directive 6 times, then expressive 5 times, commissive 3 times, representative 2 times and declarative 1 time.

2. Types of illocutionary acts used by the lecturer and students in the second meeting during the teaching and learning process. The observation from the second researching was doing by the researcher on March 11th 2022 in 6th semester A Class 2019, the major of this meeting is Business English Writing. The researcher found (14) utterances that include illocutionary acts.

The types of illocutionary acts explained as follows:

4.2 Table of Illocutionary Act Second meeting

No	Types	Data / Analysis
1.	Expressive	<ul style="list-style-type: none"> - Data: Students “Bismillah Assalamualaikum Wr. Wb we are from group two (2)” - Data: Students “let me start it” - Data: Students “Thank you Sir” - Data: Students “ Okay I got t” <p>Analysis 1: Based on the conversation above when</p>

		<p>students want to start their presentation. The student's utterance above is classified as Expressive act since it showed the students feeling at the beginning of the lesson.</p> <p>Analysis 2: In closing section the sentence uses expressive allocation action, where the sentence describes the students apology to their lecturer and the type of allocation action used is Expressive, where in expressive describes Gratitude.</p> <p>Expressive functions to express or know the speaker's psychological attitude towards a situation; for example thanking, congratulating, forgiving, blaming, praising, condolences, etc.</p>
2.	Directive	<ul style="list-style-type: none"> - Data: Students “ and then continue by my friends” - Data: Students “ can you guys see the script?” - Data: Students “ So let’s go to the next slide” - Data: Students “ Ok next slide please!” - Data: Students “ What is the different between writing inbusiness and other?” - Data: Lecturer “One question again” <p>Student “Can I please”?</p> <p style="padding-left: 40px;">Lecturer “Okay”</p> <ul style="list-style-type: none"> - Data: lecturer “because time is over I will check yourattendance. Please, turn on your Camera”!

		<p>Analysis: Directives are intended to produce several effects through actions by the listener: ordering, asking, advising, and recommending are examples of how the speaker expresses his desires Leech as quoted.</p>
3.	Representative	<p>- Data: “ Next week Group three right?”</p> <p>Analysis: Based on the sentence above, “next week group three right?” the context happened when the lecturer confirming again about to the students. The utterances produce by the lecturer classified as the representative of confirming.</p>
4.	Commissive	<p>- Data: Lecturer “next week can you make it according what I direct so that your presentation becomes better”</p> <p>Analysis: The sentence uses a commissive allocation action type. Commissive expresses what the speaker is talking about; for example promising, swearing, offering. Where the sentence explains that Sir F offers to make his presentation according to what he directs so that he does not repeat it over and over again and is not mistaken.</p>
5.	Declarative	<p>- Data: Lecturer “ The class was exciting today”</p>

Explanation: At the second meeting of the business English writing lesson, the researcher were found 14 utterances of illocutionary act. Like the previous

meeting The most widely used is Directive 7 times, then expressive 4 times, commissive 1 times, representative 1 times and declarative 1 time.

3. Types of illocutionary acts used by the lecturer and students in the third meeting during the teaching and learning process. The observation from the third researching was doing by the researcher on March 25th 2022 in 6th semester A Class 2019, the major of this meeting is Business English Writing. The researcher found 5 utterances that include illocutionary acts. The types of illocutionary acts explained as follows:

4.3 Table of Illocutionary Act third meeting

No	Types	Data / Analysis
1.	Expressive	<p>- Data: Student “ Assalamualaikum Wr. Wb we are from group two (3)”</p> <p>- Data: Students “Thankyou to group two”</p> <p>Analysis: Based on the conversation above when students want to start their presentation. The student’s utterance above is classified as Expressive act since it showed the students feeling at the beginning of the lesson and show expressive with word ‘thanks’ because group two have ask to group three.</p>
2.	Directive	<p>- Data: Lecturer “ Please turn on your camera I will check your attendance”</p> <p>- Data: Students “ The next explanation will be continue</p>

		<p>by my friend”</p> <p>Analysis 1: The last meeting in closing the lecturer instruct the students for turn on their camera and see their face who is present in the class.</p> <p>Analysis 2: The type of allocation of language speech used is directives. Where the above sentence describes the student asking his friend for continue his explanation.</p>
3.	Representative	-
4.	Commissive	<p>- Data : “ Okay any question?”</p> <p>Analysis: Based on the utterance above, “<i>Ok, any question?</i>” the context happened when the teacher offering the question to check student’s understanding of the material.</p>
5.	Declarative	-

Explanation: At the third meeting of the business English writing lesson, the researcher were found just 5 utterances of illocutionary act. This meeting the utterance was very little compared to the last meeting because students were focused on presentations, the utterances of directive 2 times, expressive 2 times, commissive 1 time, while declarative and presentative are not used at this meeting.

4. Types of illocutionary acts used by the lecturer and students in the fourth meeting during the teaching and learning process. The observation from the

third researching was doing by the researcher on March 28th 2022 in 6th semester D Class 2019, the major of this meeting is Morpho syntax . The researcher found 5 utterances that include illocutionary acts. The types of illocutionary acts explained as follows:

4.4 Table of Illocutionary Act fourth meeting

No	Types	Data / Analysis
1.	Expressive	<ul style="list-style-type: none"> - Data: Lecturer “ Assalamualaikum Wr. Wb hello Good morning.” - Data: Lecturer “Good job” - Data: Lecturer “Nice example” - Data: Lecturer “ Yes, that’s good example Shihab.” <p>Analysis: Based on the sentence above The lecturer utterance above is classified as Expressive act since it showed the lecturer’s feeling at the beginning and in the middle of the lesson.</p>
2.	Directive	<ul style="list-style-type: none"> - Data: lecturer “ tell your friends please join link google meet cause I will check your attendance” - Data: Lecturer “Silahkan buka power pointnya” - Data: Lecturer “who can be explained about that”? - Data: Lecturer: “ <i>Ok sekarang kita mulai presentasinya yah. Wait a minute</i>” - Data: Lecturer : “ <i>Jelas gak?</i>”

		<p>Students: “<i>jelas Bu</i>”</p> <p>Lecturer : “<i>Kelihatan gak?</i>”</p> <p>Students : “<i>Kelihatan Bu</i>”</p> <p>- Data: “Lecturer “I wanna ask, Meliyani are you there? can you give me an example of prefix is”</p> <p>Analysis 1: Based on the utterance above, the lecturer said “<i>jelas gak? Kelihatan gak?</i>” the context happened when the lecturer asking the students This utterance was classified on a directive of asking.</p> <p>Analysis2: The utterance was classified as a directive of order because the lecturer ordered the students directly to answer.</p> <p>Analysis 3: The type of allocation of language speech used is directives. Where the above sentence describes Ms. H.A instruct the students for wait her to start presentation”</p>
3.	Representative	<p>- Data: Lecturer “<i>Because itu free morpheme karena bisa berdiri sendiri</i>”</p> <p>- Data: lecturer “yes right. It’s lexical not functionalmorpheme”</p> <p>- Data: lecturer “today we will learn about how to constarct a word”</p>

		<p>Analysis 1: Based on the utterances above, was the context situation happened when the lecturer explains for the students about the words “Because” is Free morpheme not bound morpheme. This utterance was classified as representative of explaining.</p> <p>Analysis 2: And also another utterances was the context situation happened when the lecturer give correction for the students about the answer. This utterance was classified as correcting.</p>
4.	Commissive	<p>-Data : “ Okay any question else?”</p> <p>- Data: Lecturer “<i>Kita akan berkenalan dengan istilah Clipping, compounding, blending, acronyms, borrowing coinage, affixes etc.</i></p> <p>Analysis: Based on the utterance above, “<i>Ok, any question else?</i>” the context happened when the lecturer offering the question to check student’s understanding of the material</p>
5.	Declarative	<p>- Data: Lecturer “okay I feel materi today is clearly and easy”</p>

Explanation: At the fourth meeting of the morphosyntax lesson, the researcher were found 16 utterances of illocutionary act. The most widely used is

Directive 6 times, then expressive 4 times, commissive 2 times, representative 3 times and declarative 1 time.

B. Discussion

This section presents a discussion of the research findings. In this research, there only problem statement proposed in this study and the discussion. As mentioned in the previous chapter, the study aims to know the types of illocutionary acts performed by the English lecturers and students in the teaching and learning process on the sixth semester D and A class of English education department and the mostly dominant types of illocutionary acts used by the lecturers and students in the teaching and learning process.

Then, the researcher applies the theory to analyze the dialog of lecturers and students in the teaching and learning process in UIN ANTASARI. Yule's theory shows that there are 5 kinds of a speech act; expressives, declaratives, directives, representatives and commissives. From the research finding, the researcher found several types of illocutionary acts used by the lecturers in uttered her or his utterances to students during the teaching and learning process. In analyzing the data, the researcher uses Searle's theory. Searle divides the kinds of illocutionary acts into expressive, directive, representative, declarative, and commissive Searle (2005).

This study focuses on the types of illocutionary contained in vocabulary that have been expressed during learning in the form of google meet. Researcher chooses google meet because it is suitable and interesting for everyone. In addition, many of the spoken languages of Lecturers Sir. F F A and Ms. H A are

found on google meet. Therefore, the language allocation actions in google meet must be interpreted correctly so as not to confuse people. They have found it difficult to understand the expression allocation actions in google meet because they can find the meaning of action allocation in the dictionary like any other vocabulary that readers usually use in everyday conversation. In addition, the use of language allocation actions in google meet will be easier to understand and interesting.

Researcher's discussion discusses the five types of illocutionary and illocutionary domination used in Google Meet. This means that the type of illocution used to look for illusory expressions in google meet must be interpreted correctly so as not to confuse people.

Based on research findings above the researcher also discuss above types of illocutionary act where the authors foundThe lecturers and students used 52 utterances of types of illocutionary acts. From 52 utterances, directives were used 21 times (40,38%). The directive is mostly performed by the lecturers and students during the teaching and learning process. It is because directive 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 lecturers used asking allowed the students to participate more actively in the lesson. It is also beneficial to check the student's understanding of the material. The lecturer also used directive to gave task and homework to the students, because the lesson was conducted by online class. It aims to make students always study at home and easier to remember the material.

Expressive was used 15 times (28,84%), used by the lecturers and students during the teaching and learning process. The expressive mostly used by the lecturers and students then representative acts. It is because Expressive is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The lecturers and students mostly used to express welcoming and thanking during the teaching and learning process, it is because the lecturers always gives appreciated for the students after the students have done to do something and also welcoming statement to the students always used in opening and closing activity. Leech (1983, p. 56) states that the illocutionary force of these acts can be in the forms of apologizing, condoling, praising, congratulating, thanking and the like. It is states what the speaker feels.

Representative was used 6 times (11,53%) used by the lecturers during the teaching and learning process. The representative it mostly used by the lecturer then declarative acts. It is because the lecturers must explain the material to make the students understand the lesson and also the students get information about something that they still do not know to be known. By explaining statements and information, it is made the teacher easy for transferring material to the students.

Commissive was used by the lecturers and students 7 times (13,46%) during the teaching and learning process. The lecturers used expressed promise to the students. It is because the lecturers promise to the students will continue the lesson at the next meeting. According Cutting (2002, p. 17) adds that promising, threatening, refusing, and pledging, offering, vowing and volunteering are some examples of illocutionary forces that fall under the category of commissives.

Declarative was used by the lecturer and students 3 times (5,77%) during the teaching and learning process. Declarative is also rarely used by the lecturer and students during teaching and learning process in the classroom. A Declarative acts can change the world via utterance. When using this act, the speaker has to have a special institutional role also, the declarative act will successfully perform if it is said by someone who has power or effect.

Based on research findings above the researcher also discuss above types of illocutionary act where the authors found (52) data utterances from analysis types in google meet.

The author determines the data from the illocutionary act types, from the directive (21) utterances (40,38%), representative (6) utterances (11,53%), declarative (3) utterances (5,77%), Expressive (15) utterances (28,84%), and Commissive (7) utterances (13,46%) so from the type of illocutionary act the author gets the most dominant result is directive with (21) utterances.