

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher wants to discuss findings, data analysis, and discussion.

A. Finding and Data Analysis

The data in this study are in the form of utterances spoken by English education students during the teaching-learning process. The students used mixed language in the teaching-learning process. All the utterances were when the students communicated, presenting, and discussed in class with the lecturer and friend. The observation and interview were conducted by the researcher in October.

1. Types of Speech Act used by Students in The teaching-learning Process

In an interview about types of speech act, a student answered “I use each types according to the situation. To show the things that are going on based on the condition”. It can be concluded the students used the types of speech act according to the condition. The observation of the research was done in one meeting. The students used each type in the teaching-learning process, communicating to friends and the lecturer. There were three types of speech act, namely locutionary act, illocutionary act, and perlocutionary act that were found.

a. Locutionary Act

The researcher finds seven utterances of locutionary act which by English education students in the teaching-learning process. The data is below:

(L1) ok good afternoon everyone

The utterance by the moderator when opened the presentation. The utterance includes in the locutionary act because it is a statement of greeting.

(L2) *disini akan disampaikan oleh saudara Y*

This utterance by the moderator, the moderator just saying the statement and to inform that the topic will be delivered by Y.

(L3) *The founder is tapi dia terbunuh di Jerman*

This utterance is by a student who communicates with his friends. The sign ..., the name of 'banser' founder, that's a joke in the class but the sound not clear. The statement is just a joke to inform, the structure of sentence include in the locutionary act.

(L4) *Aku gak sabar ini mau bertanya ini*

This utterance by the student as the audience. The student mentions the utterance because the class is silent and the presentation unfinished. The utterance includes in the locutionary act because the utterance is a statement and to inform.

(L5) Ok, that's all by me and the next material will be continue by SAH.

This utterance by the presenter. This utterance is just to inform the presenter, the meaning and structure of the sentence can understand by audiences, so the utterance includes in the locutionary act.

(L6) So emm *berakhirnya* explanation *oleh S maka berakhir pula* emm our presentation today.

This utterance by the moderator. The utterance includes locutionary act because the utterance contains information.

(L7) *Nama saya MA, saya dari kelompok 7*

This utterance includes in the locutionary act because the utterance contains information about the speaker.

b. Illocutionary Act

The researcher founds fourteen utterances of the illocutionary act used by English education students in the teaching-learning process. The data is below:

(I1) Emm before that, emm let us introduce ourselves

This utterance by the moderator. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the speaker will introduce themselves.

(I2) so in here, I would like to explain our material

This utterance by the presenter. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the speaker will explain their topic.

(I3) So, in our ppt, we will explain about the nature of language divided into 3 parts.

This utterance by the presenter. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the speaker will explain about the three parts of the nature of language.

(I4) So, before we emm before we explain about the materi, in here we would like to explain about the nature of language.

This utterance by the presenter. The utterance includes in the illocutionary act because the utterance contains notice and purpose that before explaining the three parts of nature language, the speaker will explain the nature of language first.

(15) The next topic will deliver by me myself

This utterance by the moderator. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the topic will explain by himself.

(16) *kita mulai yaa*

This utterance by the moderator. The utterance includes in the illocutionary act because the utterance contains the notice and purpose that the speaker will start the presentation.

(17) Ok emm I will continue about the phonemic rules

This utterance by the presenter. The utterance includes in an illocutionary act because the utterance contains notice and purpose that the speaker will continue the presentation about the phonemic rules.

(18) Alright now I will explain about the last topic is about other thing in language use

This utterance by the presenter. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the speaker will explain about the last topic.

(19) we will try to answer as we can

This utterance by the moderator in the question and answer section. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the speaker will try to answer as they can.

(I10) *Jadi disini saya mau nanya*

This utterance by the audience in the question and answer section. The utterance includes in the illocutionary act because the utterance contains the notice and purpose that the speaker wants to ask.

(I11) *We aku panggil nama kelen yaa*

This utterance by the secretary in attendance list time. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the speaker will call name her friends.

(I12) *Baiklah saya akan menjawab pertanyaan DR*

This utterance by the presenter in the question and answer section. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the speaker will answer DR's question.

(I13) *jadi disini saya akan mencoba menjawab pertanyaan dari saudara M*

This utterance by the presenter in the question and answer section. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the speaker will try to answer the question by M.

(I14) *ok baiklah karena kedua jawaban tadi sudah selesai saya akan mencoba menjawab pertanyaan dari LH yaa.*

This utterance by the presenter in the question and answer section. The utterance includes in the illocutionary act because the utterance contains notice and purpose that the speaker will try to answer a question by LH.

c. Perlocutionary Act

The researcher founds five utterances of the perlocutionary act used by English education students in the teaching-learning process. The data is below:

(P1) *Kelompok 3 saya ingin bertanya*

This utterance by the audience when the class is silent (waiting for the lecturer). In the context of this utterance, the speaker does not truly want to ask, but just want to frighten the presenter. So the utterance includes in the perlocutionary act because the utterance can influence the speech partner.

(P2) *Hahahah kapok kau M haha*

This utterance by the audience when the class is silent (waiting for the lecturer). This utterance includes in the perlocutionary act because the audience want to frighten the presenter and can influence the speech partner.

(P3) *R kalo kubilang R jangan mau sama S R*

This utterance by a student when the class is silent (waiting for the lecturer). The utterance includes in the perlocutionary act because the utterance can influence 'R' and this is includes in cajoling.

(P4) *Yaa semangat yaa grup 3*

This utterance by a student in the question and answer section. The utterance can influence the presenter and this includes inspiring, so the utterance is a perlocutionary act.

(P5) *Kalau aku jadi MD gak puas aku sama jawaban kau*

This utterance by a student in the question and answer section (when the lecturer has a bad signal). This utterance includes in the perlocutionary act

because the utterance can influence MD, this includes cajoling MD and frightening the presenter.

Based on the analysis above, the percentages of the types of speech act are used by students in the teaching-learning process through the zoom cloud meeting application can be described through the table below.

Table 4.1 Frequencies of Types of Speech Act are Used by Students in the teaching-learning Process Through the Zoom Cloud Meeting Application

Types of Speech Act	Frequencies	Percentage (%)
Locutionary act	7	27%
Illocutionary act	14	54%
Perlocutionary act	5	19%
Total	26	100%

Source: The researcher data results 2021

So, there were three types of speech act used by students in the teaching-learning process, namely locutionary act, illocutionary act, and perlocutionary act. There were seven utterances (27%) of the locutionary act, fourteen utterances (54%) of the illocutionary act, and five utterances (19%) of the perlocutionary act. It can be concluded that the type of speech act most used by students in the teaching-learning process is the illocutionary act.

2. Functions of Speech Act used by Students in The teaching-learning Process

In the teaching-learning process, there were five functions of speech act, namely assertive, directive, expressive, commissive, and declaration were found.

a. Assertive

In the interview, a student answered “since it happen in the class which means as learning process, we use assertive most of the time. We open the presentation with expressive and asking question and sample with assertive”. That is accordance in with the observation that was done by the researcher. The researcher finds fifty one utterances of assertive which are used by English education students in the teaching-learning process. The data is below:

(A1) Allah who always given health for all of us and because of that we can to be here.

This utterance by the moderator when opened the presentation. This utterance includes assertive because the utterance has function stating the truth about Allah.

(A2) Muhammad Saw who always emm give us goodness in the world.

This utterance by the moderator when opened the presentation. This utterance includes assertive because the utterance has function stating the truth about Muhammad Saw.

(A3) mam RF and all the audience in zoom meeting who has given us opportunity to speak and to explain about our topic today.

This utterance by the moderator when opened the presentation. This utterance includes assertive because the utterance has function stating the truth.

(A4) Emm so today discussion is about nature of language.

This utterance by the moderator when presentating. This utterance include in assertive because the utterance has the function of stating the truth about the topic of the discussion

(A5) Ok, the first material will be deliver by our friend AMH.

This utterance by the moderator when presenting. This utterance includes assertive because the utterance has function mentioning. The moderator mentioned the name of his friend.

(A6) our reason problem first is how misunderstanding of language use in communication can occur and the second one is how people use language in everyday communication with others.

This utterance by the moderator. This utterance includes assertive because the utterance has function explaining.

(A7) my name is YF and my friends AMH and SH.

This utterance by the moderator. This utterance includes assertive because the utterance has function mentioning. The moderator mentioned his friends.

(A8) So our topic is about nature of language.

This utterance by the first presenter. This utterance includes assertive because the utterance has the function of stating the truth about their topic.

(A9) so as you can see in our slide

This utterance by the first presenter. This utterance includes assertive because the utterance has a function that shows. The first presenter showed the ppt in zoom.

(A10) so you can see our reason problem

This utterance by the first presenter. This utterance includes assertive because the utterance has a function that shows. The first presenter showed the reason problem in ppt.

(A11) the first is defining the term, the second is describing basic rules and the last is examining use in everyday communication.

This utterance by the first presenter. This utterance includes assertive because the utterance has function explaining.

(A12) Emm so ininya the nature of language is a human language which is something that we do orally, written and movement communicate.

This utterance by the first presenter. This utterance includes assertive because the utterance has function explaining. The first presenter explained the nature of language.

(A13) So based on this definition we can conclude or consider the nature of language that use in daily communication or language use.

This utterance by the first presenter. This utterance includes assertive because the utterance has the function of concluding. The first presenter concludes the definition of the nature of language.

(A14) emm language is made up of symbol that humans use to communicate with each other. The symbol of the language can be spoken or written and some are communicated in movements as in sign language and here in although by human to understand the meaning spoken that you must follow spesific rules that guide us to avoid the misunderstanding in interprate what someone want to communicated us.

This utterance by the first presenter in the presentation. This utterance includes assertive because the utterance has function explaining.

(A15) So there were three categories of rules that govern of language. There were semantic rules, pragmatic rules and phonemic rules.

This utterance by the moderator/second presenter in the presentation. This utterance includes assertive because the utterance has function explaining.

(A16) *emm salah ni mam apanya transkripnya.*

This utterance by the moderator when communicating to the lecturer. This utterance includes assertive because the utterance has the function of confessing.

(A17) so the next material is semantic rules, semantic rules is emm the meaning of words. The example is already presented by M tadi the cat and love. *Emm jadi contoh yang dijelaskan oleh M tadi, tujuannya itu terdapat misunderstanding atau kesalahpahaman di semantic.*

This utterance by the second presenter in the presentation. This utterance includes assertive because the utterance has function explaining.

(A18) *Jadi semantik ini terbagi dua yaa, denotatif dan konotatif.* The first is denotative meaning, denotative is a word that is a literal definition of the word. It is commonly called the dictionary meaning.

This utterance by the second presenter in the presentation. This utterance includes assertive because the utterance has function explaining.

(A19) *Sebagai contoh umumnya ada emm lit, lit itukan maksudnya menyala jadi disini lit itu bukan berarti seperti api yang menyala tapi seperti misalnya suatu hal itu terjadi secara hebat atau luar biasa dia*

mengantarkan kata kalimat luar biasa itu dengan 'lit'. Ok the next is connotative meaning, connotative meaning is a word that is the personal meaning of a word. It is based on each person's experience of a word.

This utterance by the second presenter in the presentation. This utterance includes assertive because the utterance has function explaining.

(A20) Ok next, the next is pragmatic rules, pragmatic rules is direct people on how to use a language when interacting with other people while semantic rules dictate how words in a language are defined. Emm oke next, the next is phonemic rules, phonemic rules adalah emm is these rules dictate how words should sound when spoken. Even though some words sound similar when spoken similar sounding words can have very different meanings.

This utterance by the second presenter in the presentation. This utterance includes assertive because the utterance has function explaining.

(A21) *Aku pindahin kelaptop M berubah dia, formatnya memang aku dari wps.*

This utterance by the presenter when the audience criticizes their ppt. This utterance includes assertive because the utterance has function stating the truth.

(A22) *Banser gak boleh dicari yee*

(A23) *Banser gak bisa ditanya tanyak*

These utterances by a student when communicating with his friend. They communicate when waiting for the lecturer because the lecturer's signal was bad.

These utterances includes assertive because the utterances have function disclaiming.

(A24) *seperti yang sudah saya jelaskan tadi ya emm phonemic rules ini emm ketika beberapa kata itu diucapkan namun memiliki arti atau makna yang berbeda sebagai contoh yang pertama emm tear.....*

(A25) So the first one is meaning of words. So *dalam kita berbicara ataupun berkata pasti ada maksud tertentu atau makna dari kata tersebut yang mana makna tersebut diartikan dalam pribadi orang tersebut baik itu yang didengarnya ataupun yang dibacanya.*

(A26) *Kemudian language is powerful. Bahasa yaitu memiliki kekuatan. Kemudian yang selanjutnya itu ada language can shape how people view a situation. Jadi bisa bahasa itu bisa membuat orang berprasangka lain terhadap orang yang berbicara itu. Kemudian words can be aligned with feminine or masculine behaviours, jadi sama ketika orang berbicara baik dari laki-laki atau perempuan. Kemudian selanjutnya yang terakhir itu people judge each other on how they use language.*

These utterances by the third presenter. He explained the topic slowly. These utterances are included in assertive because the utterances (24-26) have function explaining.

(A27) so the next agenda is question section

This utterance by the moderator. This utterance includes assertive because the utterance has the function of stating the truth about the next agenda.

(A28) I have a question for your group

This utterance by the audience. This utterance includes assertive because the utterance has function stating the truth.

(A29) so in the beginning M said that emm nature language is about the communication which is that orally, written or body movement yaa or bady language *lah ya kan*.

This utterance by the audience in the question and answer section. This utterance includes assertive because the utterance has the function of mentioning and explaining. The audience mentioned the name of presenter 'M' and explained her question.

(A30) But in all your presentation in all your paper no no no paper but ya your ppt said orally. I mean like emm it is in all your content today is about the speaking, how in written ways in nature language eh in nature ehh *ya itu*.

This utterance by the questioner. This utterance includes assertive because the utterance has function explaining. She has explained the question.

(A31) *Jadi saat seseorang berbicara, when someone is speaking emm pola dari semantic pragmatic and phonemic ini apakah berbeda-beda satu sama lain atau mereka bisa merujuk ke satu arah yang sama mengenai cara kita mengartikan suatu konteks.*

This utterance by the second questioner. This utterance includes assertive because the utterance has function explaining. She has explained the question.

(A32) LH *mau nanya itu we*

This utterance by the audience. This utterance includes assertive because the utterance has the function of mentioning and reporting. She was mentioned her friend's name 'LH' and reported that LH wanted to ask.

(A33) *emm tadi kan penjelasan M itu menjelaskan kalau bahasa itu simbol yang digunakan untuk berkomunikasi.*

This utterance by the third questioner. This utterance includes assertive because the utterance has function mentioning. She was mentioned her friend's name 'M'.

(A34) *We jadi kalo misalnya dia gak dipanggil berarti itu karena dia presentasi atau yang bertanya tadi yaa.*

This utterance by the secretary. This utterance includes assertive because the utterance has function stating the truth.

(A35) *Aktif mam video saya mam*

This utterance by a student when communicating to the lecturer. This utterance includes assertive because the utterance has the function disclaiming. She disclaimed that her video was not active.

(A36) *Mam JA masuk mam tadi*

(A37) *Emm MI mam I izin mam*

These utterances by the secretary. These utterances includes in assertive because the utterance has the function of mentioning and reporting.

(A38) *Gaktau, kalau minggu lalu gaktau. Kalau yang hari ini tadi dia ada urusan nelpon.*

This utterance by the secretary. This utterance includes assertive because the utterance has function stating the truth.

(A39) *Ni kayaknya gak ini mam jaringan dia ni mam, baru masuk ya PI.*

This utterance by the secretary. This utterance includes in assertive because the utterance has function predicting.

(A40) *Ada 3 orang mam, emm saya, M sama LH yaa*

This utterance by the secretary when communicating to the lecturer. This utterance includes assertive because the utterance has the function of mentioning and reporting.

(A41) *Jadi menurutku nature of language itu bahasa atau kata yang keluar dari manusia atau bisa dibilang ucapan yang mana secara spontanitas ataupun langsung dari pikiran yang kita sampaikan secara langsung dari mulut kita.*

This utterance by the presenter when answering the question. This utterance includes assertive because the utterance has function explaining.

(A42) *kecuali orangnya itu tunarungu gak bisa bicara lain cerita, itu dia bisa menggunakan tulisan, yaa kan gitu.*

This utterance by the presenter when answering the question. This utterance includes assertive because the utterance has function explaining.

(A43) *jadi dari saudara MD itu ada 2 pertanyaan*

This utterance by the presenter. This utterance includes assertive because the utterance has the function of mentioning and stating the truth.

(A44) *Baik untuk pertanyaan kedua menurut kami jadi untuk mengetahui arah atau tujuan orang ketika berbicara itu mungkin emm..*

This utterance by the presenter when answering the question. This utterance includes assertive because the utterance has function explaining.

(A45) *sejurnya ini sebenarnya diluar materi kami soalnya kami hanya berputar atau menjelaskan tentang language rules.*

(A46) *iya kami berusaha untuk menjawab tapi sayangnya disini diluar materi kami.*

These utterances by the presenter. These utterances include assertive because the utterances (45-46) have function confessing.

(A47) *Saya rasa itu tidak diluar materi karena cuman hm cuma mengambil benang merah dari 3 materi itu kan gitu.*

This utterance by the audience. This utterance includes assertive because the utterance has function disclaiming. She disclaimed that the question was out of the topic.

(A48) *hm sayangnya kami tidak berpikir demikian.*

This utterance by the presenter. This utterance includes assertive because the utterance has function disclaiming.

(A49) *Jadi LH tadi menanyakan bahwa bahasa adalah simbol yang digunakan untuk komunikasi dan pertanyaannya persamaan dan perbedaan komunikasi antara manusia dan hewan.*

This utterance by the presenter when answering the third question. This utterance includes assertive because the utterance has function mentioning.

(A50) *jadi kita ini berkomunikasi secara natural namun pada kenyataannya ada sistem yang terstruktur yang tidak bisa dilakukan hewan dari cara bicaranya.*

This utterance by the presenter when answering the question. This utterance includes assertive because the utterance has function explaining.

(A51) *Emm oke mungkin LH sudah paham em oke* maybe that's all hehe.

This utterance by the third presenter. This utterance includes in assertive because the utterance has function predicting.

b. Directive

In an interview about types of speech acts, a student answered “Emm well honestly the all of them are quite used in the class but I feel like huh directive is one of the function that we often use in class. We like to ask someone to do something ya sering ‘*itu tolong ambilkan itula, tolongla, bisa ga gausah ribut*’ and then saying something. You know ya ok *bisa hapuskan papan tulis dulu*. I feel like we often say that in a class. In online class *juga sering sih* pake directive for example like em *untuk manggil dosen* and like share screen and then asking making for ppt, asking do this and that em yah”. In observation, the researcher finds nineteen utterances of the directive used by English education students in the teaching-learning process. The data is below:

(D1) emm first of all let's say thanks to Allah.

(D2) and the second shalawat and salam for our prophet Muhammad Saw.

Let's say Allahumma salli ala saydina Muhammad.

(D3) Emm before we start our discussion let's say basmallah.

These three utterances by the moderator when opened the presentation. These utterances include directive because the utterances (1-3) have function inviting/persuading.

(D4) Next please.

This utterance by the presenter. This utterance includes in directive because the utterance has function ordering. The presenter ordered the moderator to move to the next slide.

(D5) So to avoid the misunderstanding in interpret what someone wants you must follow the spesific rules and idea, the rules of language will guide us would be use the meaning of symbol.

This utterance by the presenter. This utterance includes in directive because the utterance has a function suggesting.

(D6) *Ganti ganti ganti*

(D7) *We perhatikan mam itu we*

(D8) *Eh tengok tu apa kata mam*

(D9) *Dah we lanjut we*

(D10) *iya we cepat we*

(D11) *jangan lupa direcord we*

These six utterances by the audiencies. These utterances includes in directive because the utterances (6-11) have function ordering. The audience ordered the presenters when the class waiting for the lecturer.

(D12) *Jadi dari situ kita harus menggunakan bahasa yang tersusun atau tertata dengan baik, structure nya harus jelas.*

This utterance by the presenter. This utterance includes in directive because the utterance has a function suggesting.

(D13) *one by one yaa*

(D14) *ayo satu lagi wee.*

(D15) *can you repeat or you can write down*

(D16) wait a minute to answer your questions

These four utterances by the presenter in the question and answer section. These utterances includes in disertive because the utterances (13-16) have function ordering.

(D17) *Baiklah we mari kita absen*

(D18) *Yok record*

These two utterances by the secretary. These utterances includes in directive because the utterances have function inviting.

(D19) *Emm sebelum itu kita harus tau apa itu nature of language*

This utterance by the presenter. This utterance includes in directive because the utterance has a function suggesting. The presenter suggested the audience know the nature of language first.

c. Expressive

The researcher founds twenty-two utterances of expressive which are used by English education students in the teaching-learning process. The data is below:

(A1) Oke thank you to my friend Y.

This utterance by the presenter. This utterance includes expressive because the utterance has the function of thanking. The presenter thanked the moderator.

(A2) *Benar saya ingin bertanya ini ppt kelen ini kurang huruf atau kekmana sih, banyak kali typonya. Cobaklah bilang group grou, definition efinition.*

This utterance by the audience. This utterance includes in expressive because the utterance has function criticizing. The audience criticized the presenter's ppt.

(A3) Ok thank you, mam

This utterance by the presenter when communicating to the lecturer. This utterance includes expressive because the utterance has the function of thanking.

(A4) Thank you so much to Y

This utterance by the third presenter. This utterance includes in expressive because the utterance has function criticizing. The presenter thanked the moderator.

(A5) *emm sejujurnya saya masih kurang puas kenapa kamu bilang, kamu bah, anda bilang ini bahasa human language sedangkan bahasa tidak harus berpatokan pada speaking.*

This utterance by the audience in the question and answer section. This utterance includes in expressive because the utterance has function criticizing.

(A6) *baik mungkin itu saja dari saya lebih dan kurangnya saya mohon maaf.*

This utterance by the presenter. This utterance includes expressive because the utterance has function apologizing.

(A7) *ok thank you S telah menjelaskan explanation*

(A8) ok thank you moderator

(A9) *Yaa terimakasih kelompok 3*

(A10) Ok thank you DR.

These four utterances by the students in the question and answer section. These utterances includes in expressive because the utterances (7-10) have function thanking.

(A11) emm sorry LH your voice is not clear

This utterance by the presenter in the question and answer section. This utterance includes expressive because the utterance has function apologizing.

(A12) Thank you guys of your question

This utterance by the presenter. This utterance includes expressive because the utterance has the function of thanking.

(A13) *Mohon maaf ini direcord*

(A14) *Maaf we ini gak direcord?*

These two utterances by the audience. These utterances includes in expressive because the utterances have function apologizing.

(A15) Thank you D

(A16) *terimakasih saudara DR.*

(A17) *em ya ya lah that's ok, thank you yaa.*

(A18) *Terimakasih atas jawabannya*

(A19) *haha baik terimakasih*

(A20) *Mungkin itu saja semoga dapat dipahami yaa terimakasih*

(A21) *Makasih Y*

These seven utterances by the students in the question and answer section. These utterances include in expressive because the utterances have function thanking.

(A22) emm sorry for our mistakes, thanks for your attention

This utterance by the moderator. This utterance includes expressive because the utterance has the function apologizing and thanking.

d. Commissive

The researcher finds one utterance of commissive which is used by English education student in the teaching-learning process. The data is below:

(C1) *Ha ini slide yang ini khusus untuk R.*

This utterance by a student when communicating to his friends (waiting for the lecturer). This utterance includes commissive because the utterance has function offering.

e. Declaration

The researcher finds five utterances of declaration used by English education student in the teaching-learning process. The data is below:

(D1) *cie cie cie. Gak akan mau R sama S*

(D2) *Udah berani S sekarang yaa*

(D3) *Depan orang ini bah haha terang terangan kali*

(D4) *kasian aku nengok kau R*

(D5) *kelen taktau jawabannya ajanya kelen, hahaa*

These five utterances by the students when waiting for the lecturer. The students communicate with each other, joke, and laugh. These utterances includes in the declaration because the utterances have function excommunicate.

Based on the analysis above, the percentages of the functions of speech act are used by students in the teaching-learning process through the zoom cloud meeting application can be described through the table below.

Table 4.2 Frequencies of Functions of Speech Act are Used by Students in the teaching-learning Process Through the Zoom Cloud Meeting Application

Functions of Speech Act	Frequencies	Percentage (%)
Assertive	51	52 %
Directive	19	19 %
Expressive	22	23 %
Commissive	1	1 %
Declaration	5	5 %
Total	98	100%

Source: The researcher data results 2021

So, there were five functions of speech act used by students in the teaching-learning process, namely assertive, directive, expressive, commissive, and declaration. There were fifty-one utterances (52%) of the assertive act, nineteen utterances (19%) of the directive act, twenty-two (23%) utterances of the expressive act, one utterance (1%) of the commissive act, and five utterances (5%) of declaration. There were nine functions of the assertive act that were used by students in the teaching-learning process. The nine assertive functions are stating the truth, mentioning, explaining, concluding, confessing, disclaiming, showing,

reporting, and predicting. There were three functions of the directive that were used by students in the teaching-learning process. The functions are suggesting, ordering, and inviting. There were three functions of expressive that were used by students in the teaching-learning process. The expressive functions are thanking, apologizing, and criticizing. There was only one function of expressive that was used by students in the teaching-learning process namely offering. There was a function of the declaration act that was used by students in the teaching-learning process, that is excommunicate. It can be concluded that the function of speech act most used by students in the teaching-learning process is the assertive.

3. Forms of Speech Act used by Students in The teaching-learning Process

In the interview, a student answered, “I convey something according to the function of the sentence since I am a typical of person who clearly use a certain sentence.” This proves that some students used the sentences according to the function. The observation of the research was done in one meeting. There are two forms of speech act, namely direct speech act and indirect speech act that were found.

a. Direct Speech Act

The researcher founds twelve utterances of the direct speech act used by English education student in the teaching-learning process. The data is below:

(DS1) *Bagian mananya itu mam?*

This utterance by a student when communicating to the lecturer. This utterance includes a direct speech act because the sentence of the utterance accordance with the function – interrogative sentence for a question.

(DS2) *Saya ingin bertanya siapa ketua banser tahun 2021 di medan tembung?*

This utterance by a student when communicating to her friends (waiting for the lecturer). This utterance includes a direct speech act because the sentence of the utterance accordance with the function – interrogative sentence for a question.

(DS3) *We materi kelen masih banyak lagi?*

This utterance by the audience when waiting for the lecturer. This utterance includes a direct speech act because the sentence of the utterance accordance with the function – interrogative sentence for a question.

(DS4) *Dah bisa masuk?*

This utterance by the moderator. This utterance includes a direct speech act because the sentence of the utterance accordance with the function – interrogative sentence for a question.

(DS5) *how in written? You get it?*

(DS6) *bagaimana kita meyakini kalau emm kalau kita itu berbicara dengan konteks yang sama seperti orang yang kita ajak berbicara?*

(DS7) *Nah pertanyaan saya adalah apa hal yang mendasar yang menyebabkan persamaan ataupun perbedaan sistem komunikasi manusia dan hewan?*

These three utterances by the audiences in the question and answer section. These utterances includes a direct speech act because the sentence of the utterance accordance with the function – interrogative sentence for a question.

(DS8) *Ada lagi yang belum dipanggil?*

This utterance by the secretary. This utterance includes a direct speech act because the sentence of the utterance accordance with the function – interrogative sentence for a question.

(DS9) *oh ya mam apa jadinya ni yaa?*

(DS10) *pertanyaan aja mam?*

These two utterances by a student when communicating to the lecturer. These utterances includes direct speech act because the sentence of the utterance accordance with the function – interrogative sentence for a question.

(DS11) *Bagaimana saudara MA?*

This utterance by the presenter in the question and answer section. This utterance includes a direct speech act because the sentence of the utterance accordance with the function – interrogative sentence for a question.

(DS12) *Maybe that's all from our presentation today.*

This utterance by the moderator. This utterance includes a direct speech act because this is a declarative sentence and the student wants to finish the presentation – in accordance between the structure and the function.

b. Indirect Speech Act

In an interview about forms of speech act, a student answered “Well actually whenever I wanna ask someone I don't really like think about the

function of the sentence because you know it just coming out naturally so if I wanna ask something it is just genuinely from what I what I'm curious about, I don't really think about the function so you know it just comes naturally from my mind if I don't know something and if I curious about something I just ask." In observation, the researcher finds five utterances of indirect speech act which used by English education student in the teaching-learning process. The data is below:

(IS1) M time and place are yours.

This utterance by the moderator. This utterance includes an indirect speech act because this is a declarative sentence but the function is command/imperative, to ask M to start his presentation.

(IS2) and thats'all from me, back to moderator.

This utterance by the presenter. This is a declarative sentence but the function is command/ imperative, to finish the presentation and ask the moderator to continue the presentation. So the utterance includes in the indirect speech act because the sentence is not according to the function.

(IS3) to S time is yours.

This utterance by the moderator. This is a declarative sentence but the function is command/imperative, to ask M to start his presentation. So the utterance includes in the indirect speech act because the sentence is not according to the function.

(IS4) *saya kembalikan kepada moderator.*

This utterance by the presenter. This is a declarative sentence but the function is command/ imperative, to finish the presentation and ask the moderator

to continue the presentation. So the utterance includes in the indirect speech act because the sentence is not according to the function.

(IS5) *Gapapa dia minta dua kali udahlah*

This utterance by a student when communicating to her friends. This is a declarative sentence but the function is command/ imperative, to ask her friend/the other student to stop discussing. So the utterance includes in the indirect speech act because the sentence is not according to the function.

Based on the analysis above, the percentages of the forms of speech act are used by students in the teaching-learning process through the zoom cloud meeting application can be described through the table below.

Table 4.3 Frequencies of Functions of Speech Act are Used by Students in the teaching-learning Process Through the Zoom Cloud Meeting Application

Forms of Speech Act	Frequencies	Percentage (%)
Direct speech act	12	71 %
Indirect act	5	29 %
Total	17	100%

Source: The researcher data results 2021

So, there were two forms of speech act used by students in the teaching-learning process. There were twelve utterances (71%) of direct speech act and five utterances (29%) of indirect speech act. It can be concluded that the form of speech act most used by students in the teaching-learning process is the direct speech act.

B. Discussion

Based on the data analysis, the researcher found three types of speech acts used by students in the teaching-learning process. This is same with a Journal of Pragmatic Research, the result of the research were three types of speech acts, namely locutionary Act, illocutionary Act, and perlocutionary Act.¹ Students used locutionary acts to give statements or information to the listener. It is in line with theory produced by Austin, locutionary act is the act of stating or information something.² Students used illocutionary act contains notice and purpose. It is in line with Searle's and Vanderveken's theory, an illocutionary point is a basic purpose of a speaker in making an utterance.³ The utterances of the perlocutionary act that are used by students can influence the speech partner, such as cajoling and frightening. This is following Austin statement, the speech was spoken by a speaker often has an effect or power of influence. The effect produced by saying something is what Austin calls the perlocutionary act.⁴

Based on the data analysis, the researcher found five types of speech acts used by students in the teaching-learning process. This is in line with Searle's theory. In Searle's theory, there were five functions of speech act, they are assertive, directive, expressive, commissive, and declaration.⁵ There were nine functions of the assertive act that were used by students in the teaching-learning

¹ Danin Christianto, "Speech Act in EFL Classrooms", *Journal of Pragmatics Research*. Salatiga: Real Equivalent Englis. Vol. 2(1) 68, 2020.

² John L. Austin. 1962. *How to Do Things with Words*. London: Oxford University Press, p. 94-107.

³ John Searle and Vanderveken Daniel. 1985. *Foundations of Illocutionary Logic*. England: Cambridge University, p. 13-15

⁴ John L. Austin. 1962. *How to Do Things with Words*. London: Oxford University Press, p. 101.

⁵ John R. Searle. 1979. *Speech Act and Recent Linguistics: Expression and Meaning*. Cambridge: Cambridge University Press, p.11

process. The nine assertive functions are stating the truth, mentioning, explaining, concluding, confessing, disclaiming, showing, reporting, and predicting. The nine functions of assertive act used by students in the teaching-learning process same as theory by Searle, assertive is a speech act that binds the speaker to the truth of what we say. Included in these functions of speech act are speeches stating the truth, explaining, concluding, confessing, showing, reporting, giving testimony, disclaiming, mentioning, and predicting.⁶ There were three functions of the directive that were used by students in the teaching-learning process. The functions are suggesting, ordering, and inviting. The three functions line with the result in a Journal, all the example of directive speech acts above require the students/listener to do something based on the context of the communication.⁷ There were three functions of expressive that were used by students in the teaching-learning process. The expressive functions are thanking, apologizing, and criticizing. The three functions line with a result in Journal of Educational Research and Evaluation, concerning the function of expressive speech acts, the results performed greeting, thanking, praising, apologizing, wishing, stating surprise, stating pleasure, stating annoyance, stating dislike, stating anger, and leave taking.⁸ There was only one function of expressive that was used by students in the teaching-learning process. The utterance has function offering. The function includes in Searle's theory, commissive is the kind of speech acts that speaker use to commit themselves to some future action. They are promising,

⁶ Ibid., p. 12-28

⁷ Hajjah Zulianti. "Speech Act on EFL Learners' Teaching Performance and Its Implication In Teaching and Learning Activity", *Jurnal SMART : Journal of English Language Teaching and Applied Linguistics*. Vol. 4(2) 93, 2018

⁸ Ivana Swastiana. Adi J. Putra. Suarnajaya, "An Analysis of Speech Act Used by the Seventh-Grade Teacher of SMPN 2 Bangli in EFL Classroom Interaction", *Journal of Educational Research and Evaluation*. Vol. 4(1) 49, 2020.

threatening, offering and commitment.⁹ There was only one function of the declaration act that was used by students in the teaching-learning process. The function is excommunicated. The excommunicate function is one of the declaration functions. This is in line with theory by Searle, the declaration speech act is a speech act intended by the speaker to create new things, which causes a change in the external situation referred to, the example of utterance is ‘I excommunicate you’.¹⁰

Based on the data analysis, the researcher found two forms of speech act used by students in the teaching-learning process. This is in line with Yule’s theory. In Yule’s theory, there were two forms of speech act namely the direct speech act and the indirect speech act. These forms of speech act are divided based on the relationship between the structure of the speech act and the function of the speech act.¹¹ There were twelve utterances of direct speech act used by students. The sentences are following the function, interrogative sentence for a question and declarative sentence for statement. That is in line with the research in a Journal of English education and teaching, it is called direct speech act in types of Interrogative because the utterance directly asking to the hearer.¹² There were five utterances of direct speech act used by students. The utterance is a declarative sentence but the function is command/imperative. That is in line with Yule’s

⁹ John R. Searle. 1964. *Speech Act: An Introduction to the Philosophy of Language*. Cambridge: Cambridge University, p.12

¹⁰ Ibid., p. 18-26

¹¹ George Yule. 1996. *Pragmatics*. New York: Oxford University Press, p. 54

¹² Fyngky Oktadistio. Mahrul Aziz. Zahrida. “An Analysis Of Direct And Indirect Speech Act Performed By Main Character In The Movie Revenant Script”, *Journal of English Education and Teaching (JEET)*. Vol. 2(1) 59, 2018.

theory, a declarative used to make a statement is a direct speech act, but a declarative used to make a request/command is an indirect speech act.¹³



¹³ Op.Cit., p. 55