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Lecturer's Speech Acts in Learning English Language Universitas Islam Negri Sumatera Utara

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Abstract

This research uses a descriptive-qualitative research type. The objects of this study were lecturers and students of the English Language Study Program at UIN North Sumatra. The data used in this study are spoken language data in the form of interaction from lecturer with student in learning process in English Course of English Study Program at UIN North Sumatra. The results of the study show that the form of language politeness in interactions from lecturers to students is in the form of declarative sentences, namely obeying the maxims of wisdom, praise and consensus; interrogative sentences, namely obeying the maxim of wisdom; imperative sentence, namely obeying the maxim of wisdom; exclamative sentences, namely obeying the maxim of wisdom.

Keywords: Speech acts; lecturer; learning English language

1. Introduction

We often encounter refers to speech acts in everyday conversations, such as at home, at school, on campus, in the office and so on. One of the speech acts on campus is included in the field of education. Education is inseparable from interactions between humans in which there are various activities that use the role of speech to convey aims and objectives. In the context of learning interaction, as a means of communication and maintaining cooperation, the function of language can be realized by building lecturer-student interactions that are as comfortable as possible. This is in line with the opinion of Yule (2014: 82) who argues that speech acts are actions performed through utterances.

In the process of teaching and learning, teachers often ask questions to students. The questions posed are not only to test, but also to ask for opinions, suggestions, input, and even criticism of an ongoing problem so as to provide a stimulus for students to be more active in the teaching and learning process. In giving lectures, lecturers usually ask questions to students with the aim of making students more active. Questions can be in the form of asking for answers, asking for opinions, or asking for suggestions. The role of the lecturer is very influential in every learning activity because the lecturer is a real model for them how they should teach in the future. Every speech act that occurs in learning is an interesting thing to observe, especially the speech act of asking a lecturer to stimulate students to be more creative and critical in dealing with a problem.

This research will focus on the use of language in the interaction of the learning process in the classroom between lecturers and students. Speech act events in learning on campus are a form of communication that takes place in class, in order to achieve good learning objectives. Communication between lecturers and students, not only issuing a speech, but there is a purpose or action in the speech. This is what is meant by the existence of speech acts in an utterance or illocutionary speech act.

Classification of illocutionary speech acts is based on several criteria that there are five types of speech acts, namely: (1) Assertive illocutionary speech acts (2) Directive illocutionary speech acts (3) Commissive illocutionary speech acts (Tarigan, 2009 & Leech, 1993). Illocutionary speech acts have attracted many researchers to conduct studies on them. Several previous studies have examined assertive illocutionary acts in television preaching, (stambo & ramadhan, 2019), directive illocutions in the Sumatran Express newspaper (Vita; 2015).

The results of previous studies have confirmed that illocutionary speech acts have a very important power in interaction. Haerunisa, (2017), found that there were several forms of speech acts asking lecturers in the learning process in the English department at STKIP YAPIS Dompus, (a) forms of direct literal speech acts, (b) forms of direct non-literal speech acts, and (c) form of indirect literal speech acts, (2) there are several functions of speech acts asking lecturers in the learning process in the English department at STKIP YAPIS Dompus, namely (a) asking, (b) testing, (c) confirming, (d) offering, (e) command, (f) motivate, (g) admonish, and (h) perceive. Handayani, et al. (2016), the results of the analysis found four types of speech, namely assertive, directive, commissive and expressive. Each type of speech has a different form. The functions of speech in the WBM book are assertive, directive, commissive and expressive speech. There are ten character values in the WBM book, namely religious, tolerance, discipline, hard work, creative, democratic, curiosity, respect for achievement, friendly/communicative, and social care.

These previous studies left gaps that this study could complement, especially in the form of lecturer speech whose categories are direct literal, direct indirect, indirect literal, indirect indirect literal. Form and function are very important to study, apart from previous observations how the form and function of speech acts is still not explained. Therefore, illocutionary speech acts can be examined in speech acts in learning English .

This research is one of the studies in the field of pragmatics that analyzes the speech acts of lecturers in the English language learning process. The problem of this research includes how and what speech acts occur during the learning process, especially in the process of learning English at FITK UIN North Sumatra. Speech acts of asking are included in illocutionary speech acts (1) Assertive illocutionary speech acts (2) Directive illocutionary speech acts (3) Commissive illocutionary speech acts. In order for the research results to be more in-depth and focused, the problem in This research is limited to two things that are interesting to observe, namely those related to the forms and functions of lecturer speech acts in the learning process in the English language department at FITK UIN North Sumatra. This research aims to find out and describe the forms and functions of lecturer asking speech acts in the process of learning English in the English department at FITK UIN North Sumatra. This research shows the need for lecturer illocutionary speech acts in English language learning at FITK UIN North Sumatra. This article consists of an introduction, theoretical study, results and discussion, and conclusions. In accordance with the focus of research, the problems that can be formulated in this study.

What are the forms and functions of lecturer's speech acts in the learning process in the English department at FITK UIN North Sumatra?

2. Literature Review

The concept of pragmatics is expanded upon in a wide sense in Leech (1993: 1). As a method for analyzing meaning in linguistics, Leech makes use of the more general concept of pragmatics. It is possible to draw the conclusion that pragmatics is the study of meaning in relation to speech settings. This means that there is reference to one or more characteristics that become a criterion. This conclusion is based on the opinions of experts.

2.1. Politeness Principles

"Politeness in an interaction might be characterized as a technique employed to express awareness of other people's faces," writes Yule (1996: 82), who cites this definition. The term "face" refers to the outward manifestation of a person's identity in public settings. The "face" is shorthand for the social and emotional meaning that everyone possesses and assumes others are aware of. It is common practice to speak of friendliness, camaraderie, or solidarity when referring to the act of showing awareness for the faces of other people, even when those other people appear to be socially distant. According to this line of thinking, there are several forms of politeness that are associated (and linguistically marked) with the assumption of one's relative social distance or closeness to another person.

According to Wijana (1996: 55), pragmatics, which is a form of interpersonal rhetoric, is predicated on the notion of civility (politeness principle). The two people involved in a conversation—namely, oneself (sometimes referred to as "self") and others—are the subjects of the courtesy principle (other). The speaker is the self, the interlocutor is other people, and the third person is spoken of by both the speaker and the interlocutor. In keeping with the preceding, Wijana (1996: 4) explains that speech acts can be divided into three categories: literal speech acts, non-literal speech acts, and indirect speech acts. When acting politely so that the message to be conveyed can be conveyed properly to other people or interlocutors so that the communication that occurs can be considered with the principles of politeness, this means that there are various kinds of politeness that are different and linguistically related to each other marked by the assumption of relative social distance or closeness, and when acting politely so that the message to be conveyed can be conveyed properly to other people or interlocutors so that the communication.

The principles of politeness that were proposed by (Al-Khateeb, 2009; Al-Mansoob, & Alrefae, 2019; Leech, 1993) specifically the maxim of wisdom, the maxim of generosity, the maxim of appreciation, the maxim of modesty, and the maxim of agreement and sympathy. Geoffrey Leech's idea, which is based on some of the other theories of politeness outlined above, is the one that was utilized in this research. This is due to the fact that the requirements or maxims on politeness that Leech outlined can be applied to the process of learning, specifically the interactions that take place between lecturers and students, students and lecturers, and students with one another.

2.2. *Speech Acts Both Direct and Indirect to the Audience*

Declarative sentences, interrogative sentences, and imperative sentences are the three different types of sentences that are classified formally depending on the mode. Conventionally, a declarative phrase is used to tell something (information); an interrogative sentence is used to inquire something; and command sentences are used to express instructions, invitations, or requests. Direct speech acts will be formed if the news sentence operates normally to hold something; interrogative sentences function to ask; and command sentences function to order, invite, request, and so on.

There are two types of speech acts: literal and non-literal. Literal speech acts are those that have a meaning that is identical to the meaning of the words that compose them, whereas non-literal speech acts are those that have a meaning that is either not the same as the words that compose them or is the opposite of the words that comprise them. The following speech acts will be produced as a result of interactions including direct and indirect speech acts, literal and non-literal speech acts, and other speech acts. 1. A speaking act that is taken literally. 2. Literal verbal act that is not direct (indirect literal speech act). 3. Speech acts that are not literally taken. 4. Speech activities that are not literal but indirect. (Ong, 2019; Tursunovich, 2022; Al-ghamdi et al. 2014).

3. Research Method

The objectives of this descriptive qualitative study were to: According to Creswell (2008), the data were treated to a descriptive analysis, which included acquiring the data, reducing the volume of data, presenting the data, and drawing conclusions from the data. A qualitative approach was used for this investigation's goals, along with a number of analysis methodologies and content analysis design strategies. The participant in the learning process at UIN North Sumatra's English Language Study Program is a professor. Speak language data from exchanges between lecturers during the recuperation process in the General Course of the English Language Study Program at UIN North Sumatra were used in this study. The professors and their students engaged in these conversations. A recording device functions as a data gathering instrument as part of the study apparatus. The recording is done by a camera, which is the instrument in question. Recording, transcription, and note-taking techniques are the methods utilized to gather research data. The study of the collected data was done using descriptive and qualitative analysis techniques. The procedures for this study were as follows: first, the data were collected using a cellphone-attached recording device; second, the data were grouped; third, the supervisor confirmed the data. The last, the data is analyzed by the researcher.

4. Results and Discussion

The objectives of this descriptive qualitative study were to: According to Creswell (2008), the data were treated to a descriptive analysis, which included acquiring the data, reducing the volume of data, presenting the data, and drawing conclusions from the data. A qualitative approach was used for this investigation's goals, along with a number of analysis methodologies and content analysis design strategies. The participant in the learning process at UIN North Sumatra's English Language Study Program is a professor. Speak language data from exchanges between lecturers during the recuperation process in the General Course of the English Language Study Program at UIN North Sumatra were used in this study. The professors and their students engaged in these conversations. A recording device functions as a data gathering instrument as part of the study apparatus. The recording is done by a camera, which is the instrument in question. Recording, transcription, and note-taking techniques are the methods utilized to gather research data. The study of the collected data was done using descriptive and qualitative analysis techniques. The procedures for this study were as follows: first, the data were collected using a cellphone-attached recording device; second, the data were grouped; third, the supervisor confirmed the data. The last, the data is analyzed by the researcher.

The data obtained in the field found a form of language politeness towards lecturers in the process of learning English in General Lectures at the State Islamic University of North Sumatra.

Forms of language politeness in interactions from lecturers to students found in declarative sentences are the maxims of wisdom, praise, and agreement; interrogative sentences are maxims of wisdom and praise; imperative sentence is the maxim of wisdom; exclamative sentence is the maxim of wisdom. The analysis of the form of language politeness is as follows.

4.1. Declarative Sentence

The results of research regarding the form of language politeness in interactions from lecturers to students in the English language learning process are as follows.

a. Praise Maxims

In data (1) the context of the conversation that occurred from the lecturer to the students, along with the speech events that occurred.

Data 1

Student: Permission to criticize, sir, that this paper must use body notes.

Lecturer: *Yes, Asrul's criticism is very good*

Data (1) shows that the use of polite language is shown by the use of the sentence *Yes, it is very good to criticize Asrul* on the lecturer's speech when responding to student answers that are correct. This sentence is a compliment given by the lecturer to the student because the student's answer is correct. The lecturer's response containing praise is a form of appreciation given to students. This gives a sense of pleasure, reinforcement or enthusiasm to students so that students' interest in learning becomes great. After giving responses in the form of praise to students, the lecturer concludes the answers given by students, then adds or completes student answers. The polite value in data (1) obeys the maxim of praise, namely the maxim that maximizes praise and minimizes criticism of others.

b. Wisdom Maxim

In data (2), the context of the conversation occurs in the discussion atmosphere, along with the speech events that occur.

Data 2

Student: Permission sir, do you have to ask questions first or continue with the next presentation?

Lecturer: *Continue with the presentation first. Please advance to the next group.*

The language politeness shown in data (2) is the use of polite language in interactions from lecturers to students. The declarative sentence in the lecturer's speech which is polite in the event said above, namely *Continue with the presentation first. Please advance to the next group.* This is because the lecturer's speech tries to reduce student losses or reduce student disappointment because it has not been explained clearly. In general, the questions raised by the discussion participants were immediately given after the presentation of the material was over. So, to reduce feelings of disappointment or to appreciate the questions asked, the lecturer said that we postpone the answers to these questions first, which means there will be time to ask questions, but after all the material has been explained. Polite language in interactions from lecturers to students in data (2) obeys the rules or maxims of wisdom.

c. Consensus Maxim

In data (3) the lecturer justifies the answers of the discussion presenters, along with the speech events that occurred.

Data 3

Student: OK, friends, I think I can write the title of an ordinary article if (you can) not italicize the title of the article.

Student: Does it mean it is tilted and not tilted?

Lecturer: Yes, that's right. Discussion about writing the title delivered by the speaker, *I think the answer is correct.* Writing the title of the article in the bibliography can not be italicized when handwritten, only added an underline to the writing. Meanwhile, when the writing is typed, the writing of the title of the article is italicized.

The lecturer's speech on data (3) made the discussion atmosphere stable again. When the lecturer says *the answer is correct*, it is less likely for the student to blame the answer because basically the lecturer has higher power, a greater degree, and more knowledge than the student so that students are more likely to accept the lecturer's statement. The acceptance of the lecturer's statement by the students was not due to forced circumstances, but because the statement was true. In data (3), the utterances from lecturers to students use polite language because they comply with Leech's politeness maxims/rules, namely the maxim of agreement/conformity.

4.2. Interrogative Sentence

Speeches in the form of interrogative sentences are speeches that have the intention of asking questions or wanting to know answers to something. The research found the use of polite and impolite language in interactions from lecturers to students using utterances in the form of interrogative sentences as follows.

a. Wisdom Maxim

In data (4) the context of the conversation occurs when the lecturer asks the students, along with the speech events that occur.

Data 4

Lecturer: Okay, our presentation material this time is about tenses. So, the group discussing tenses immediately came to the fore. Before we get into the material, where did the material last Sunday go? *Do you still remember what the material was?*

Student: About Derivation, Sir.

In this speech the lecturer uses interrogative sentences because he asks about something. Use of *sentences Do you still remember what the material was?* in the speech of lecturers to students shows the use of polite language. This is indicated by the use of the expression still remember in the sentences spoken by the lecturer. The use of the expression still remember gives the impression that sometimes students forget and this is a human understanding. Polite language in data (4) obeys the maxim of wisdom because it reduces student losses or increases student profits.

The use of language that violates the maxim of wisdom so that it is not polite in interactions from lecturers to students in the form of interrogative sentences is as follows.

Data 5

Lecturer: Most of the male groups don't do the assignments. If it's your turn to give a presentation, no one will come. *Why is the male group so lazy? (Why is the boy group so lazy?)*

Student: Lazy to do sir. No one wants to come when working in groups, sir.

The lecturer's speech to students in data (5) is not polite because the language used is rough which is marked by the use of such expressions and is very lazy in speech. This causes students to be embarrassed or unhappy which is indicated by the use of the expression (he is lazy) in student speech. The interaction from lecturers to students in data (5) in the form of interrogative sentences violates the wisdom maxim because it adds to the loss of the interlocutor.

4.3. Imperative Sentence

The use of polite language in interactions from lecturers to students in the English language learning process in the form of imperative sentences is as follows.

a. Wisdom Maxim

In data (6) speech events occur from lecturers to students, along with speech events that occur.

Data 6

Lecturer: Can you calm down first? *Don't talk yet! Listen to a friend giving a presentation.*

Student: Sorry, don't have any activities other than listening to the speaker so that the material can be understood properly.

In data (6) the lecturer conveys the intention of ordering or wanting other people to do what the speaker wants to do using interrogative sentences *Can you calm down?*, then followed by imperative sentences *Don't talk yet!*. Commanding using interrogative sentences is a polite use of language because it uses indirect speech. Ordering using language indirectly is more polite than direct language.

The form of using polite language obeys the maxim of wisdom.

The use of impolite language because it violates the maxim of wisdom in interactions from lecturers to students in the form of imperative sentences is as follows.

Data 7

Lecturer: Moderator, please calm down, this is class. *Noisy! Admonish the moderator if it's too noisy.*

Student: Yes, sir! Sorry, there is no forum in the forum.

In data (7) the lecturer ordered the moderator to reprimand the discussion participants who were noisy because the moderator had the responsibility of managing the discussion participants during the process. Lecturer's speech to students in data (7) uses impolite language. Imperative sentences containing orders or orders sound harsh, so they must use indirect speech so that the other person does not feel disadvantaged by the order. In data (7) the lecturer's speech to students is not polite because it violates the maxim of wisdom, namely the rule that requires the speech participant to reduce losses or increase the gain of the interlocutor.

4.4. Exclamative Sentence

The use of polite language in interactions from lecturers to students in the English language learning process in the form of imperative sentences is as follows.

The form of polite language in interaction from teacher to student in the form of exclamatory sentences is as follows.

a. Wisdom Maxim

In data (8) speech events occur from lecturers to students, along with speech events that occur.

Data 8

Student: Sorry sir, the citations in the text of the novel are not of the same type as the citations in scientific works. For those in books, for example citations in scientific works.

Lecturer: *Yes, that's right!* So in scientific work we use quotes when we borrow other people's words. So the name must be included. But if in the text of the drama and others, it is not included.

Interaction from lecturer to student in data (8) is the lecturer's response to the correct student answer. The lecturer's response is in the form of an exclamatory sentence because it contains an expression of feelings using the word interjection, namely *Yes, that's right!* The exclamative sentence used in the speech of the lecturer to the students is an expression of satisfaction with the answers given by the students. The lecturer uses the exclamative sentence because the student's answer is correct so that the lecturer expresses his satisfaction. From the analysis of the data above, 8 pairs of utterances were found. Declarative sentences consist of 1 maxim of praise, 1 maxim of wisdom, and 1 maxim of agreement. Interrogative sentences, as many as 2 maxims of wisdom. In the imperative sentence, there are 2 wisdom maxims. The exclamative sentence is 1 wisdom.

Based on these data, the maxim of wisdom dominates politeness with the appearance of 6 pairs of utterances as much as 75%, while the least are maxims of praise and maxims of agreement, each 1 pair of utterances or as much as 12.5%.

This research supported by Santosa et al. (2021), who determined the following frequencies for each classification: 57% for assertive, 25% for expressive, 40% for directed, and 1% for commissive. The teacher regularly employs assertive speech acts because he or she provides pupils with test-taking practice and then discusses it. Then, Kamil & Hasan (2021) found that speech acts classification reveals that the frequency of (Representative) represents the ratio (24.7%), which is the most frequently used in all situations, followed by (Directive) which represents the ratio (20.3%), the frequency of (Expressive) represents the ratio (17.9%), the frequency of (Commissive) follows with the ratio (17.3%), and finally the frequency of (Declaration) which represents the ratio (12.6%).

Additionally, Fatma et al. (2020), support this study with their contributions. Both the locutors and the interlocutors utilize a wide range of phrases in spoken academic discourse. Language variation, which also involves some use of the local language, includes the use of literal and non-literal translations, as well as direct and indirect strategies. The use of directive speech acts is influenced by contextual sociocultural factors present in the discourse. On occasion, the locutors will turn to local language in an attempt to convey a specific meaning to the interlocutors. Furthermore, the structure of conversation forbids adopting any standpoint outside of the interlocutors from which they might be assimilated into a larger whole. This is due to the fact that dialogue calls for a mutual exchange of ideas.

Along with other academics, Al-ghamdi and Al-fae (2020), support this research, The results showed that there were obvious differences across the civilizations. Particularly in conversations with individuals of lower and similar socioeconomic status, Yemenis have a propensity to be more direct than Americans. The frequency of a few different refusal strategies varied significantly. The fact that only one group used some of the strategies also demonstrated the cross-cultural variances. Yemenis frequently use the name of God as an addition, which is a significant cultural difference. Other civilizations don't typically engage in this activity. The socioeconomic position of the persons involved has had a significant impact on the use and selection of rejection strategies, both among Yemenis and Americans. For instance, Americans will use this tactic in every interaction, whereas Yemenis will only do so if they are going to decline an offer of a higher status. Yemenis have been observed to employ a straightforward approach in situations of equal status, whilst Americans have been observed to use an excuses and gratitude supplementary tactic. The results of this study can be used in a variety of situations involving the teaching and learning of languages, and they can also aid in a better understanding of cultural and linguistic norms.

Ritter and Wiltchko (2019)., among others, have also endorsed this research. Speech-act structure is used to establish a link between the discourse referent and the speech-act circumstance. The pronouns and other nominals, particularly impersonal pronouns, which lack this speech-act structure provide the evidence that we explore. We argue that while the lack of a nominal speech-act structure is one thing all impersonal pronouns have in common, their different syntactic structures prevent them from being a natural class. In light of this, we propose a novel formal typology of impersonal pronouns.

The results of this study have a number of implications for English teachers and lecturers in all educational settings, such as schools, universities, and institutes, who want to improve their students' pragmatic knowledge. Researchers in the field of pragmatic competence can use the results of this study as a starting point for similar studies. Last but not least, policymakers in education, who are in charge of making the English curriculum, can use the results of this study and other similar studies to make big changes in how language teaching is done by putting in place strategies that improve the learners' pragmatic competence.

The results of an analysis of data on speech acts and the type of language etiquette used by English language instructors to help students learn the language. that discovered non-compliance and a variety of linguistic politeness in speech acts that were occurring during the process of learning in UIN North Sumatra General Lectures. Declarative sentences, like "obeying the maxims of wisdom, praise, and agreement," interrogative sentences, like "obeying the maxim of wisdom," imperative sentences, like "obeying the maxim of wisdom," exclamative sentences, like "obeying the maxim of wisdom," and the form of disrespect, which is someone who violates the maxim, are examples of language politeness in interactions between lecturers and students.

The findings of this research have a variety of important repercussions for English instructors and lecturers working in all types of educational environments, including schools, universities, and institutes, who are interested in enhancing the pragmatic knowledge of their students. The findings of this study can serve as a springboard for further investigation into related topics by researchers working in the field of pragmatic competence. Last but not least, education policymakers, who are in charge of making the English curriculum, can use the results of this study and other studies that are similar to it to make significant changes in the manner in which language instruction is carried out by putting into place strategies that improve the learners' pragmatic competence.

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