The Impact of Lecturer's Speech Act in EFL Classroom
(A Case at a Higher Education of *LLDikti IX*)

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Abstract

This research aims at investigating the impact of lecturer's speech act in EFL Classroom at a higher education of *LLDikti IX*. This study applied qualitative method. The subjects of this research are the students who are taught by the lecturers to investigate the impact of the lecturer's Speech Act in EFL Classroom. In analyzing the data, the researcher used cyclical data analysis. This study showed that The positive impact of lecturer's speech act in EFL Classroom, they are: Students feel comfortable on lecturer's request, Lecturer's prohibition impact on students' discipline, The lecturer's advice influence the students affective to be more serious in learning, Lecturer's reward can motivate the students to learn, and Lecturer's pleasure expression build the students' own belief in learning. While, the negative impact of lecturer's speech act in EFL Classroom, they are: The lecturer's command viewed as the lecturer's authority that negatively effect on the students' confidence, Students feel afraid on the difficult question from lecturer, and the face threatening decrease students' learning motivation.

Key words: *Impact, Lecturer's Speech Act, EFL Classroom, Higher Education*

1. Introduction

In order to make the communication effective in classroom, both of teacher and learner have to understand not only about the meaning of words used, but also about what the meaning of words or utterances that they produce. As Yule (2006:112) states that in the most important communication is the listener not only understanding the meaning of each speech or word spoken by the speaker, but further understanding of what is meant by the speaker. Associated with the term meaning of speech speakers, in a study known as pragmatics, the study of the meaning of speech speakers. Further, (Yule, 2006) states that pragmatics is the study of invisible meaning, context, deixis, reference, inference, anaphora, presupposition, speech acts, direct and indirect speech acts, politeness, negative and positive face.

The focus of this study is lecturer's speech act in EFL Classroom. Speech act explain actions such as: asking, ordering, questioning, and informing something in a certain context. Speech act is defined as actions carried out by the speaker with speech or utterance. Speech act is divided into three, namely the Locutionary act, the Illocutionary act and the Perlocutionary act. The Locutionary act is the act of saying something, the Illocutionary act is an action taken in saying something, and the Perlocutionary act is an action carried out by doing something, in this

case, the Perlocutionary act is the effect of the speech on the psychological state of the listener, (Searle, 1979). Girik Allo, Rahman, & Sultan (2020) finds that the lecturers' language power represented in the EFL Classroom through a directive, expressive, and assertive speech acts. The Directives Speech Acts revealed through command, and request, the Expressive Speech Act in the form of pleasure, and the Assertive Speech Acts represented in the *assertion.* In the classroom situation also especially when teacher talks, the students need to interpret the lecturer talks. It is crucial not only to understand the word uttered but also what really mean by every utterance of lecturer.

The Speech Act usually dealt with in foreign language teaching research, is emphasized in that it reflects usage problems faced by people of different cultures. However, describing what kind of speech act strategies are used in a language itself is also important, (Bayat, 2013). Through speech acts, the speaker can convey physical action merely through words and phrases. The conveyed utterances are paramount to the actions performed, (Hidayat, 2016). While, (Dylgjeri, 2017) claims that the speech acts bring to the fore meaning in speeches. In the process or act of saying something; other speech acts are performed. The speech acts in a work portray the personality of the speaker.

Based on the preliminary observation at a higher education in *LLDikti IX*. It can be shown through class observation below:

Learner	: *(He knocked and opened the door) (Context).* Good morning, mam.
Lecturer	: What time is it?
Learner	: *(he looked at her watch and said the time) (Context).* It is 07.45 now, Mam.
Lecturer	: What does it mean?
Learner	: Can I still go to class to study, mam?
Lecturer	: Well class, how is our course contract? How many minutes you may late after class begins?
Learners	: Fifteen minutes, mam.
Lecturer	: Ok, Anton, you were late thirty minutes, you cannot enter the class.
Learner	: Yes, Mam. *(He closed the door and out of class) (Context).*

In the context of the class conversation above, the learner did not understand about the lecturer question in form of directive speech act. In the context of the Lecturer's utterances "What time is it? It does not mean that the lecturer really wants to ask the students to check his watch and tell the time it means that the students were too late to come to class and the learner is

unpermitted to join the class as stated on their course contract that the students may not be more than fifteen minutes late after the class begins.

The dialogue in the context above also identified as one form of teacher power in the classroom. As one of the directive acts, questioning act potentially represents the teacher's power in the classroom. Asking is one form of power from lecturers in learning. When asking, lecturers want answers and learners are expected to understand these questions well and be able to answer according to the context desired by the lecturer. However, the learner actually misinterprets and answers are not in accordance with the intention of the lecturer. Thus, the problem above, this research aims at investigating the impact of lecturer's speech act in EFL Classroom at a higher education of *LLDikti IX*.

2. Review of Related Literature

a. Pragmatics Meaning

Just what constitutes 'pragmatics' has been an open question for a long time, even after Morris (1938) defined it as 'a branch of semiotics', or 'the study of the relation of signs and interpreters' as quoted earlier. Today, in less technical and more communicative-orientated terms, one would talk of 'message' and 'language user'. Pragmatics therefore starts out from a basic conception of language as being interactive, or in relation to its 'users'. Mey (1993) underlines the idea of pragmatics being concerned with synchronic usage: That is to say, not the science of language in its own right, or the science of language as seen and studied by the linguists, or the science of language as an expression of our desires to play schoolmarm, but the science of language as it is used by real, live people, for their own purposes and within their limitations and affordance.

Whereas the aims of syntax and semantics and their place in language are relatively clear, the task of pragmatics and its contribution to linguistic meaning are not as clear. Pragmatics, once described by Leech (1983) as the 'rag-bag' of language studies is now respected as a study which enables us to understand the nature and structure of language and the way language is used in actual communication. It draws its inspiration mainly from the philosophy of language, as it is an attempt to investigate the nature of meaning creation using natural language. It is an attempt to unravel the process involved when speakers and hearers encode and decode language. It is this aim which ensures a central place in pragmatics for the theory of speech acts as well as

conversation principles. The relevance or existence of the study of pragmatics can, thus, no longer be denied.

b. Speech Acts Theories

People perform various actions through the use of words and when utterances are made, a particular act is performed; this is called Speech act. The Speech Acts theory is also described as "How to Do Things with Words Theory" since it has its roots in the work of Austin (1962) and Searle (1969). They are able to provide a shift from constative notion to performative notion in the empirical verifiability of signs; that is, the truthfulness of signs to what an expression does when it is uttered. Speech acts according to Austin (1962) fall into three classes, which are: locutionary, illocutionary and perlocutionary acts. A locutionary act is an act of saying something; that is, the act of producing an utterance. Illocutionary acts are the core of any theory of speech acts. The perculotionary act is the effect or influence on the feelings, thoughts or actions of the listener/hearer unlike locutionary acts. Perlocutionary acts could be inspiring, persuading, consoling, promising, encouraging etc. It brings about an effect upon the beliefs, attitudes or behaviours of the addressee. It is in consonance with this that Levinson (1983) describes perlocutionary act as the intended or unintended consequences of the speaker's utterance.

The application of the Speech Act theory in the analysis will allow in-depth research into the linguistic features that have been explored by the speaker to inculcate meaning into the formal linguistic properties of the selected speech. The following propositions analyzed are taken from the first speech that Edi Rama gave in front of the Albanian people after winning the elections, (Dylgjeri, 2017).

1) *Locution*: "From today onwards, we will be with you and for you, until this great responsibility is ours."
   Illocutionary act: Assertive (reporting).
   Expected Perlocutionary effect: Hopefulness.
2) *Locution:* "I love this country, that`s why I fought for it with all possible means. My heart knows how infinite are the possibilities to make this country reborn, and I will struggle hard to accomplish these possibilities."

Illocutionary act: Assertive (stating).

Perlocutionary effect: Confidence.

3) *Locution:* "Albanian families deserve better educational, medical and judicial systems to govern this country. So let us divide all this infinite challenges, aspirations and possibilities to recover the economy through honest taxation and free competition."

Illocutionary act: Commissive (promising).

Perlocutionary effect: Encouragement and hopefulness.

4) *Locution:* "We will start working hard together to prove ourselves and not only, to prove all the world that we have enough talent, values and determination to fulfill the last will of our predecessors and the aspirations of our children." *Illocutionary act:* Commissive (promising).

Perlocutionary act: Happiness and hopefulness.

5) *Locution:* "It must be the freedom, not its absence, the right way to govern this country, the deserved merit, not its absence, the basis on which everybody and every enterprise should be evaluated in this country."

Illocutionary act: Commissive (offering and promising).

Perlocutionary act: Encouragement and hopefulness.

6) *Locution:* "We will govern Albania, but neither I nor the representatives that you have appointed cannot bring renaissance alone to Albania. I want you, the people of this country, to join the Renaissance squad."

Illocutionary act: Directive (appealing).

Perlocutionary effect: Inspiring.

7) *Locution:* "I know that as Abraham Lincoln has stated, "no government can please everybody`s aspirations and feelings".

Illocutionary act: Assertive (stating).

Perlocutionary act: Loss of confidence.

8) *Locution:* "…you believed in us because we made the most of ourselves to provide a project that will change Albania, a new alliance for the European Albania that demonstrated to the whole world we put Albania the first place, beyond our personal interests and Parties."

Illocutionary act: Commissive (offering).

Perlocutionary effect: Hopefulness and happiness.

9) *Locution*: "…our people unanimously, from Shkoder to Vlore gave us this important historical opportunity and we will struggle hard to separate this country once and forever from the ancient divisions of yesterday."

Illocutionary act: Commissive (promising).

Perlocutionary effect: Hopefulness and excitement

10) *Locution:* "We accept the opportunity that you, the noblest Albanian people gave us by being entirely humble to each you."

Illocutionary act: Assertive (stating).

Perlocutionary effect: Excitement.

11) *Locution:* "Being here, in front of you, watching the purple flags of victory waving everywhere in Albania, fron Gjirokaster to Kukes, I cannot hide the fact I feel eternally thankful and enthusiastic at the same time."

Illocutionary act: Expressive (thanking).

Perlocutionary effect: Cheerfulness and happiness.

12) *Locution:* "…this deserved enthusiasm is not what will bring new work places for the young people, not even better medical services, this victory is not the arrival point, it is just the starting point."

Illocutionary act: Directive (claiming).

Perlocutionary effect: Determining and encouraging.

13) *Locution:* "Until this moment, we demonstrated that we wanted Renaissance to occur, now we are left with the most crucial part, we have to work and sacrifice ourselves to make it be successfully accomplished."

Illocutionary act: Directive (requesting, demanding).

Perlocutionary effect: Inspiring and encouragement.

14) *Locution:* "Now, that the election process is over, I want to make it clear that I will serve with devotion every single Albanian, not only who voted me and my government."

Illocutionary act: Commissive (promising).

Perlocutionary effect: Hopefulness and encouragement.

The study of speech act assumes that provide some benefits in several context. Specifically, in the classroom context, speech act by lecturers/teachers give impact to the students in learning. Hidayat (2016) suggests that it is imperative to accurately understand the

intended meaning by analyzing the utterances. By understanding the norms and idiomatic expressions of the first and second language the students could determine the message of the utterances so that it could expand their knowledge resulting in the ability to perform the speech act. While, Basra and Thoyyibah (2017) find that the use of directive speech act apparently make implication towards the improvement of the students' productive skills. And, Sulistyani (2018) investigates that the pedagogical functions represented by the teacher's directives are as asking for confirmation, asking question, elicitation, checking knowledge, checking comprehension, asking for clarification, asking for repetition, and checking learning, ordering the students to do something, calling attention, wishing something to happen, nominating the students, commanding, instructing, grouping, guiding, stimulating, and correcting the students' error and lastly, suggestion.

3. Method

This study applied qualitative method, as Creswell (2012) states that qualitative method is exploring a problem and developing a detailed understanding of a central phenomenon. The term qualitative research as Mackey and Gass in Girik Allo, (2016), it can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures. The subjects of this research are the students who are taught by the lecturers to investigate the impact of the lecturer's Speech Act in EFL Classroom. In analyzing the data, the researcher used cyclical data analysis as supported by (Mackey, Alison, and Gass, 2005). As Creswell in Girik Allo (2020) this technique consist of data reduction, data display, conclusion, and tentative conclusion.

4. Results

In investigating the impact of lecturer's speech act in EFL Classroom, the researcher interviewed the students who are taught by the lecturer. The result of interviewed are divided into two dimensions, they are positive and negative impact as follow:

a. The positive impact of lecturer's speech act in EFL Classroom

1) Students feel comfortable on lecturer's request

Giving request is one of the illocutionary act namely directive speech act. Lecturer sometimes ask the students to do something in term of giving instructions. It can be seen in the following interview quotations:

St. 1 : "I feel happy if lecturer asked me to do my assignment, means she/ he gives me attention to get better"
St. 2 : "I always do my lecturer request in learning English"
St. 3 : "I'm excited when lecturer request me to do instruction"

Interviewed data from respondents

From the interview data above, it is obvious that the students views lecturer's request as positive aspect. They are comfortable, happy and excited on lecturers' request as instruction in teaching and learning. The students assumed that any request of lecturer give positive impact for them.

2) Lecturer's prohibition impact on students' discipline

Prohibition is a part of illocutionary act namely directive speech act. Its purpose is to direct students to engage in learning. The students' behavior in class sometimes violate the class regulations that can impact the classroom situation even the students' attitude to learn.

St. 1 : "I could understand the right and wrong behavior when lecturer prohibit me do bad things in classroom"

St. 2 : "When lecturer prohibit me cheating from other students, I can do my assignment by myself"

Interviewed data from respondents

Based on the students' view on the lecturer's prohibition above shows that the students change the bad behavior such as cheating with each other in class. They realize that bad habit can influence their affective, cognitive, and behavior.

3) The lecturer's advice influence the students affective to be more serious in learning

Advice is one of the illocutionary act namely directive speech act. Advising students in learning process is one of the lecturer's responsibility. Directly or indirectly, lecturer can advices students in order to bring the change to them as in the following interview quotations:

St. 1 : "Lecturer always advices me to submit assignment due to time limit, and influence me to be more discipline"
St. 2 : "The way of lecturer gives me advise is so wise, and I'm getting more serious to learn"

Interviewed data from respondents

The directive speech act in form of advice act especially when lecturer advised the students to be more discipline in submitting their tasks. The lecturer's way to advise the students is necessary in order to make them more serious in learning.

4) Lecturer's reward can motivate the students to learn

Lecturer's reward really need in teaching process. Reward is one part of Illocutionary act namely expressive speech act. Reward can be present or words to motivate the students. As in the following interview:

St. 1 : "I try to do my best on every assignment because lecturer gives me the good words on my achievement"
St. 2 : "I really need on lecturer's appreciation on my task"

Interviewed data from respondents

The students perception on the lecturer's rewards assume that they need appreciation such as good words or polite manner of lecturer's in responding the students' work. As finding above interview. The students evolve to be more responsible by doing their best on task just because the reward from lecturer.

5) Lecturer's pleasure expression build the students' own belief in learning

Pleasure expression and thanking are the part of Illocutionary act namely expressive speech act. Not many lecturers realize that thanking the students will bring positive impact on students. Pleasure expression, even, needed by them in process of learning. It can be seen as in the following interview:

St. 1 : "Even lecturer's smiling is very valuable for me to build my own belief in classroom situation"

St 2 : "The word *thanks* from my lecturer is very valuable to keep my willing in helping friends"

Interviewed data from respondents

It is clear that the students need the lecturer's pleasure expression and thanking them in classroom context. The students' change, especially, affective aspect evolve through the process of teaching and learning. When the lecturer shows the pleasure expression, the students seems be more confident and their basic truth on their own will be developed. They also proceed to do assist their friends due to the thanking from lecturer. They change to behave in good manner because the good role model of lecturer.

b. The negative impact of lecturer's speech act in EFL Classroom

1) The lecturer's command viewed as an lecturer's authority that negatively effect on the students' confidence

Command is part of directive speech act of illocutionary. Command can be direct and indirect way. Lecturer applies command in different linguistic use, and the students perceive it also in different views. The use of directive speech such as command can give the negative impact on students as in the following quotations:

St. 1 : "I don't sometimes really have any brave to give opinion because I'm just a student, lecturer seems know everything"

St. 2 : "My lecturer is too strict, so, I have to obey every command she gives"

St. 3 : "Mostly, I don't understand the lecturer's command giving to me or not. It is because, my lecturer uses indirect command, I really scare of that misunderstanding. My lecturer must be disappointed".

Interviewed data from respondents

Command as directive speech act in classroom context is intended as classroom management and instruction. The lecturer's way of giving command sometimes give impact on students change. As in the interview quotations above, the students view that the lecturer position or the authority of the lecturer in classroom bring the students to the assumption that the lecturer's command need directly to conduct. The lecturer also applies the indirect command, thus, the students misunderstand on it. The effective communication in classroom determined by the successful message deliver by the lecturer to students. If the indirect command cannot be understood by the students, it means that the lecturing run beyond the scenario (lesson plan). It means that the lecturer need to cross check the course goals every meeting.

2) Students feel afraid on the difficult question from lecturer

Questioning is one of the Illocutionary act namely Directive speech act. Questioning from lecturer aims to check the students' comprehension on material, serve as the clarification on something, it is also functioning as requesting about something. In classroom interaction, lecturer give question to student in varying ways. The level of questions from easy to difficult provided in this context. The students' competence

St. 1 : "Sometimes, I'm not ready to get any question from lecturer. Lecturer's question is unpredictable"

St 2 : "My lecturer give me bad expression on wrong answer"
Interviewed data from respondents

Based on the interview above, the students felt afraid on the unpredictable question from lecturer. The lecturer tend to respond the incorrect answer from students with bad feedback such unpleased expression.

3) The face threatening decrease students' learning motivation

Displeasure such face threatening as part of expressive speech act of illocutionary act. Such speech act that can demotivate the students. It is obvious in the interview below:

St. 1 : "If lecturer stare off me in class, I feel uncomfortable and afraid to express my idea"

St 2 : "I feel my answer is nothing when lecturer give face threatening in teaching"

Interviewed data from respondents

When students were being stared off, they will be very uncomfortable and lack of confidence to give their idea. Moreover, the students have their own idea, but if they see the face threatening on their lecture they will keep their answer. They tend to keep silence while classroom interaction is on progress.

Hidayat (2016) suggests that it is imperative to accurately understand the intended meaning by analyzing the utterances. By understanding the norms and idiomatic expressions of the first and second language the students could determine the message of the utterances so that it could expand their knowledge resulting in the ability to perform the speech act. While, Basra and Thoyyibah (2017) find that the use of directive speech act apparently make implication towards the improvement of the students' productive skills. And, Sulistyani (2018) investigates that the pedagogical functions represented by the teacher's.

In this study, it is investigated that there are two impact of lecturer's speech act in EFL Classroom. They are:

a. The positive impact of lecturer's speech act in EFL Classroom, they are: Students feel comfortable on lecturer's request, Lecturer's prohibition impact on students' discipline, The lecturer's advice influence the students affective to be more serious in learning, Lecturer's reward can motivate the students to learn, and Lecturer's pleasure expression build the students' own belief in learning.

b. The negative impact of lecturer's speech act in EFL Classroom, they are: The lecturer's command viewed as the lecturer's authority that negatively effect on the students' confidence, Students feel afraid on the difficult question from lecturer, and The face threatening decrease students' learning motivation.

5. Conclusion

Based on the result of the research above, it can be concluded that the impact of lecturer's speech act in EFL Classroom at a higher education of *LLDikti IX* are: The positive impact of lecturer's speech act in EFL Classroom, they are: Students feel comfortable on lecturer's request, Lecturer's prohibition impact on students' discipline, The lecturer's advice influence the students affective to be more serious in learning, Lecturer's reward can motivate the students to learn, and Lecturer's pleasure expression build the students' own belief in learning. While, the negative impact of lecturer's speech act in EFL Classroom, they are: The lecturer's command viewed as the lecturer's authority that negatively effect on the students' confidence, Students feel afraid on the difficult question from lecturer, and the face threatening decrease students' learning motivation.

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