

Speech Acts of the Lecturers in Teaching English

Nilma Taula'bi'

English Department Christian University of Indonesia Toraja
nilma_rain@yahoo.com

ABSTRACT

This research aims are to find out the types and the functions of speech acts those are used by the lectures in teaching English and to describe the students' perception toward the use of speech acts by the lecturers in lecturing process. This research employed qualitative method. The subjects of this research were the lecturers and the students at English Education Study Program of FKIP UKI Toraja. The result of the research revealed that (1) the types of speech acts used by the lecturers in teaching English at English Education Study Program of FKIP UKI Toraja are assertives (assertive, affirmative and informative), directives (asking question, suggest, command and request), commissives (offer and promise), declaratives (declare) and expressives (feeling expression, greeting, parting, thanking, and praising) and those are expressed directly and indirectly, (2) the functions of the speech acts used by the lecturers in teaching English at English Education Study Program of FKIP UKI Toraja are statement, asking question, command and request, (3) the students prefer the lecturers expressed their utterances directly because it is easy for them to grasp the meaning of the utterances and respond the lecturers' utterances. The students also prefer the lecturers mix their language and using body language or gesture to convey the materials in the lecturing process. The students were responded the lecturers' utterance in verbal, nonverbal and both of them. According to the students, the lecturers' utterances can help the students to improve their language competence, as a motivation for the students, can increase their vocabulary to implement in their communication, help them to imitate and practice the way in pronounce the words correctly.

Keywords: *Speech acts, English lecturers, students' perception*

A. INTRODUCTION

In teaching English as foreign language (TEFL) teachers or lecturers do not have to focus only on teaching pronunciation, spelling, vocabulary and grammar, or what one can refer to as linguistic or grammatical competence. Rather the lecturers need to focus on the communicative competence which is the ultimate goal for learning a foreign language. Many specialists emphasize the relevance between communicative competence and language learning, arguing that learners may fail to communicate functionally even when they have an excellent grammatical and lexical command (Arjmandi et al 2014). Within the same context, Wolfson (1989) believes that the recognition of the usefulness of moving away from

grammar exercises and working to guide students to learn to communicate in meaningful ways was a critical step for applied linguistics. The present study is concerned with one component of the communicative competence which is the pragmatic competence. Cohen (1996:388) classifies pragmatic competence into two components: Socio cultural ability and sociolinguistic ability. Widdowson (1978) notes that despite the fact that students may master the rules of linguistic usage but they are unable to use the language in context. This study focuses merely on one aspect of pragmatic competence which is speech act.

Of the explanation above, this research intends to find out the types of speech acts that are used by the lecturers in their lecturing process. Speech acts are communicative activities refer to the intention of speakers and the effect achieved on the listeners. Therefore, when the researcher studies the intention of speech acts used by the lecturers as the speakers, this research also used to find out the effects achieved by the students as the listeners at once. It is also beneficial to discover the types of speech acts used by the lecturers in the teaching and learning process. Therefore, when the researcher studies the intention of speech acts used by the lecturers as the speakers, this research also used to find out the effects achieved by the students as the listeners at once. It is also beneficial to discover the types of speech acts used by the lecturers in the teaching and learning process.

When the lecturers conduct the lecturing process, they have some intentions in their speech, directly or indirectly, and literal or non-literally spoken in their words. For that reason, the researcher wants to dig into the lecturers' intention in their lecturing from their speech acts. So that this research related to the students' responses in accepting the materials given by the lecturers and the students' language development. If the students comprehend what their lecturer's say, it means that the use of the speech acts is effective, for instance has no speech acts failure, although the intentions conveyed indirectly and non-literally. By knowing this relationship, hopefully it will help the lecturers find out the implementation of speech acts that are used in their lecturing. Based on the background above the researcher is interested to conduct the research with entitle "Speech acts of the Lectures in Teaching English".

B. REVIEW OF LITERATURE

Communicative Competence

According to Canale and Swain (1980), communicative competences consist of grammatical competence, strategic competence, and sociolinguistic competence. Cook summarizes socio cultural competence as "knowledge of the relation of language use to it is non-linguistic context", while discourse competence is "knowledge of rules for 'the combination of

utterances and communicative functions’ which may be conceived as knowledge of factors governing the creation of cohesion and coherence” (Cook 1998:66).

Pragmatic Competence

Pragmatics is defined as ‘the study of people’s comprehension and production of linguistic action in context’ (Kasper & Blum-Kulka, 1993: 3). A more specific definition can be given as ‘pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication’ (Crystal 1985: 240).

Speech Acts

Schmidt and Richards (1985) state speech acts are all the acts we perform through speaking, all the things we do when we speak and the interpretation and negotiation of speech acts are dependent on the discourse or context.

Based on Austin (1962) considers speech acts as complex structures that can be decomposed into three main components (actions):

- a. The Locution act : The physical utterance by the speaker.
- b. The Illocutionary act : The intended meaning of the utterance by the speaker, i.e. the illocutionary point.
- c. The Perlocutionary act : The action that results from the locution (physical or cognitive).

Most classifications (taxonomies) of speech acts are based on this aspect. Searle distinguish between five illocutionary points:

- (1) Assertives are statements of fact. They have a truth value and express the Speaker’s believed about the propositional content.
- (2) Directives are for example commands, requests, etc. Directives are attempts to get the listener to do something, and express the speakers wish, desire or intention that hearer perform some action.
- (3) Commissives are for example promises, offers, etc. They commit the speaker to some future course of action. The speaker expresses the desire or intention that he will do some action.
- (4) Declaratives entail the concurrence of an action in themselves, for instance: “I name this ship Titanic”. Declarations bring about a correspondence between the propositional content and the world.

- (5) Expressives are expression of feelings and attitudes. Expressives express the speakers attitude to a certain state of affairs specified (if at all) in the propositional content (e.g. the bold portion of I apologize for stepping on your toe).

Direct and Indirect Speech Acts

According to Yule (1996: 54), whenever there is a direct relationship between the structural/ syntactic form and the communicative function, it then called direct speech act. In opposite, whenever there is an indirect relationship between the structure and the function of certain utterance, it called indirect speech act. Here is the table of the general functions and the structural forms of utterances (Yule 1996:54-55).

The General Communicative Functions and the Structural/ Syntactic Forms of Utterances

General Communicative Functions	Structural / Syntactic Forms
Statement	Declarative
Question	Interrogative
Command/Request	Imperative

The Students' Perception

According to Michael James Braund (2008:126) perception is the causal outcome of a linear chain of events beginning in the material world and (paradoxically) ending in the mind. In Indonesian dictionary (KBBI) the fourth edition (2008), perception is someone's direct responses from one thing through his/ her five senses or the process to know something through his/ her five senses.

C. METHOD

This research employed descriptive qualitative research where the researcher described the types of the speech acts uttered by the lecturers and the illocutionary force of using speech acts in lecturing process. The sources of the data taken from the observation of the lecturers in the teaching and learning process and focused on the speech acts those are used by the lecturers in teaching English at English Education Study Program of FKIP UKI Toraja. The lecturers who are selected as the subject of this research consist of three lecturers and fifteen students who are taught by the lecturers. The instruments of the research in collecting data consist of observation interview and documentation. The obtained data was analyzed in three major phases: reduction, displaying and conclusion.

D. RESULTS AND DISCUSSION

Assertives

Assertives is statements of fact. They have a truth value and express the speakers' belief about the propositional content for instance assert, affirm, state, informatives, forward, claim, and submit (Searle 1969). In this research the researcher found the types of assertives like assertive, affirmative and informatives. It is used to introduce a new topic, explained the material, give evaluation, feedback and give conclusion of the material. The utterances function as a statement, question, request and command and it is expressed directly and indirectly.

Assertive

The speech act of assertive used by the lecturers in teaching and learning process are used to explaining the material, evaluating the students, opening the class, and concluding the lesson. It is expressed directly and indirectly which function as statement and command. The syntactic form is declarative.

Affirmative

The speech act of affirmatives used by the lecturers are used to explaining the material, asking about the term , giving example, concluding the lesson and sharing experience. The utterances expressed directly and indirectly which functions as statement, question, command, and request. The syntactic forms are declarative and interrogative.

Informative

The informative type of speech acts those are used by the lecturers to explain the material in teaching and learning process. The utterance categorize as direct speech act which functions as statement. The syntactic form is declarative.

Directives

Directives are attempts to get the listener to do something, and express the speakers wish, desire or intention that hearer perform some action (command, request, asking question, suggest, advise). In this research, there were several types of directives such as asking question, suggest, command and request. The utterances functions as a statement, question, request and command and it's expressed directly and indirectly. The utterances used to

asking the question to the students related with the material, suggest to recovered the students' assignment and presentation, command and request the students to do something.

Asking Question

The speech act of asking question used by the lecturers in teaching and learning process are used to asking about the material for instance asking about a term, asking about the students previous knowledge, asking the students conclusion and asking the students understanding. It is also used to asking the students who come late and asking the students condition at the beginning of the study. The utterances expressed directly and indirectly which functions as question and request. The syntactic form is interrogative.

Suggest

The speech act of suggest expressed by the lecturers are used to suggest the students about their research such as they way to conducting problem statement, the way to write the bibliography. It is also used to suggest the students who come late. The lecturers' utterances stated in directly and indirectly. The functions as statement, request, command and suggest. The syntactic forms are declarative and interrogative.

Command

The speech act of command uttered by the lecturers are used to tell the students to do something like presented their presentation in front of the class, pronounced the word correctly, practiced the sound, opened the window and repair their research presentation. The utterances stated as direct and indirect speech act. This functions as a command and the syntactic forms are declarative, interrogative and imperative.

Request

The researcher found that the speech act of request expressed by the lecturers are used to request the students to do something like read their books, practice the lesson at home and asking the students to give the lecturer a board marker. It is expressed indirectly which functions as request. The syntactic form is declarative

Commissives

Commissives is commits the speaker to some future course of action. The speaker expresses the desire or intention that he will do some action (promises, offers, planning, vowing and betting). In this research presented about the types of commissives found by the researcher entailed offer and promise. The lecturer expressed it direct and indirectly.

Offer

The speech act of asking question used by the lecturers in teaching and learning process are used to offering something to the students such as offering to show their presentation next week. The utterances stated indirectly which functions as a command. The syntactic form is declarative.

Promise

The speech acts of promise stated by the lecturers are used to give a promise to the students about the lecturing process for the next meeting. For example, telling the students about the limit time of presentation next week, giving a promise to the student about the final test and the activities for the next meeting. The utterances expressed directly and indirectly. This functions as command and statement; the syntactic form is declarative.

Declaratives

Declaratives entail the concurrence of an action in themselves. Declarations bring about a correspondence between the propositional content and the world (Searle 1969). In this research, the researcher found that the lecturers declared something directly and indirectly. This functions as command, request and statement; the syntactic form is declarative. It used to declare the term for their student or a thing.

Expressives

Expressive are the expression of the speakers' feelings, emotion and attitudes (thanking, greeting, parting, apologizing, welcoming, deploring). The researcher found the types of expressive uttered by the lecturers were feeling expression, greeting, parting, thanking, and praising. Those were uttered direct and indirect speech acts. The lecturers uttered the expression to show their feeling and emotion expression, welcoming and greeted the students, parting the students at the end of the meeting, thanking the students after doing something and praising the students after doing their assignment.

Greeting

The researcher found that the speech act of greeting uttered by the lecturers are used to welcoming and greeting the students, it is also used to welcoming and greeting the students. The utterances expressed directly which functions as statement. The syntactic form is declarative.

Thanking

The speech act of thanking expressed by the lecturers in are used to thanking the students after doing something like practice the lesson and thanking the students at the end of the lesson. The utterances stated as direct speech act which functions as statement. The syntactic form is declarative.

Praising

In this research the speech act of praising stated by the lecturers are used to praising the students' idea, praising the students in practice the lesson and presentation. It is expressed directly which function as a statement. The syntactic form is declarative.

Feeling expression

The speech acts of feeling expression uttered by the lecturers are used to express the lecturers' feeling and emotion for instance disappointment. The utterances stated directly and indirectly. The functions are command and statement. The syntactic forms are declarative and interrogative.

Parting

The speech act of parting used by the lecturers in teaching and learning process are used to parting the students at the end of the lesson. The utterance expressed directly which functions as statement. The syntactic form is declarative.

Students' perception towards the lecturer's speech acts

Based on the result of interview, it can be showed that:

Most of students like when their lecturers expressed the statement (affirm/ assert/ inform something) directly. They said that they can easy to understand of the lecturers' utterance if it is uttered directly (direct speech act).

Related to the use of the lecturers' speech act (directives) the students liked if the lecturers uttered it directly. Most of students stated that they can easily to grasp the meaning of the utterances if it is expresses directly although the lecturers' expressed it in direct and indirect speech.

The lecturer sometimes offered or promised the students directly and directly is easy for the students to grasp the meaning.

The students said that the lecturers' declared something directly and indirectly. The students mostly liked if the lecturer declared something directly because they can easy to know about the lecturers' means.

The lecturer sometimes expressed their feeling and emotion in direct and indirect form. Students liked if their lecturers expressed their feeling directly so they can easy to understand the lecturers' utterances and what will they do.

The students could grasp only a few of the meaning from their lecturers if the lecturers expressed it in full English because the students didn't know all the vocabulary stated by the lecturers. So that they preferred the lecturers mix their language and using body language or gesture to convey the materials in the lecturing process.

The students were responded the lecturers' utterance in verbal, nonverbal and both of them.

The lecturers' utterances can help the students to improve their language competence and as a motivation for the students. Also the new vocabulary from the lecturer can increase their vocabulary to implement in their communication. The students stated that based on the lecturers' utterances they can imitate and practice the way in pronounce the words correctly. All the lecturers' utterance was useful for them.

DISCUSSION

The kind of the speech acts used by the lecturers in teaching English at English Education Study Program of UKI Toraja as follows :

Assertives

Assertives is statements of fact. In this research the researcher found the types of assertives like assertive, affirmative and informative. It is used to introduce a new topic, explained the material, give evaluation, feedback and conclusion of the material. The utterances functions as a statement, question, request and command. The lecturers' utterances as assertive and expressed directly can be shown in the utterances when the lecturer gave the statement to their students for instance the lecturer stated that: "Maybe you never read the textbook", this utterances type is assertive which function as statement and the syntactic form is declarative.

The lecturers' utterances as assertive and expressed indirectly can be shown in the lecturers' utterance such as "I want to check your paper", this utterance functions as command and the syntactic form is declarative. The other type is affirmative, the example of the lecturers' utterance as affirmative type and uttered directly such as "Is it called laboratory?". This utterance is affirmative type which functions as question and the syntactic form is interrogative. The lecturers' utterances as affirmative and expressed indirectly for instance "Don't measure the distance by quart and don't bring basket to buy a buffalo". This functions as command and the syntactic form is interrogative.

Based on the interview the lecturers stated that they express their statement direct, indirect and both of them. They uttered it indirectly to made the students can interpret the utterances by themselves related to their daily live. The lecturer (NP) said that "I do more indirectly for instance I say refresh your mind to tell the student to rewind their knowledge again because they always do the action in their daily lives". The lecturers' reason to express the statement direct and indirectly depended on the context. The lecturer (RH) stated that "Depend on the context, I will express directly if it is important but I will give parable first to make them understand what I say for instance I don't tell them directly to open the door when it is hot but I tell it indirectly so they can get the meaning ". The lecturer (RL) expressed that "Both of

them but sometimes I lead the students by indirect speech acts so the students can try to get the meaning by themselves”.

Directives

Directives are attempts to get the listener to do something, and express the speakers wish, desire or intention that hearer perform some action (commands, requests, asking question, suggest, advise, etc). In this research the researcher found that there were several types of directives such as asking question, suggest, command and request. The utterances functions as a statement, question, request and command and it is expressed direct and indirectly. The utterances used to asking the question to the students related with the material, suggest to recovered the students' assignment and presentation, command and request the students to do something.

The example of the lecturers' utterances in asking question and directly is “What is refresh? What does it mean by refresh?” The general communicative function is asking question and the syntactic form is interrogative. The utterance as asking question mostly uttered directly. Lecturers' utterances in suggest the students and direct speech act such as “If we are going to make problem statement, the first step that I have explained to you that we don't write the title of your research before arrange the problem statement”. This functions as statement and the syntactic form is declarative. The other is about the lecturers' utterances as suggest the students in indirect speech act. The utterance for instance “Then you arrange the question based on the strategies, you may take out several points as a kind of prototype and you can design it into the questionnaire”. The functions as request and the syntactic form is declarative. When the lecturer command the students, It is expressed as direct and indirect speech act such as the Lecturers' command directly “Ok, look at the pictures below and match with the following description!”. This functions as command and the syntactic form is imperative. The Lecturers' utterance in command the student indirectly such as “Ok who's already completed can displayed it.”. This utterance function as command and the syntactic form is declarative. In request the students to do something the lecturer also expressed it indirectly. The lecturer utterance as a request and indirect speech act for instance “Keep in mind and try to practice”. The functions as request and the syntactic form is declarative.

Related to the result of interview in attempted to get the students to do something and desire or intention that students perform some action, the lecturer stated that they usually combine to express it direct and indirect speech act. It is uttered based on the students' characteristic so they can easy to understand about the lecturers' utterance. The lecturer (NP) stated that “I combine directly and indirectly. The second lecturer (RH) said that “Sometimes I express it based on the students' characteristic, I will express it directly if I see that the students can respond it immediately but I will give some statement first to deliver the meaning for the

students if they can't understand immediately. Lecturer (RL) expressed that "Both of them depend on the context."

Commisives

Commisives is commits the speaker to some future course of action. The speaker expresses the desire or intention that he will do some action (promises, offers, planning, vowing, betting etc). In this research presented about the types of commissives found by the researcher entailed offers and promise. The lecturer expressed it directly and indirectly. The example of the utterance as offers and indirect speech act is "So, who have not showed the instrument now will present it next week.". This utterance functions as command and the syntactic form is declarative. The lecturers stated their promise in direct and indirect speech act, the promise express directly such as "For the next meeting we have the final test and I will apply the interview test or oral test", This functions as statement and the syntactic form is declarative.

The example of the lecturers' utterance in stated their promise indirectly such as "Every student will present it about 5-7 minutes include my correction next week, Ok". This utterance function as command and the syntactic form is declarative. Based on the result of the interview to the lecturers, it can be concluded that the lecturers uttered their offer and promise direct and indirectly based on the students' characteristic. The lecturer (NP) stated that "I combine directly and indirectly". According to lecturer RH "Sometimes I express it based on the students' characteristic, I will express it directly if I see that the students can respond it immediately but I will give some statement first to deliver the meaning for the students if they can't understand immediately. The lecturer (RL) said that "Both of them depend on the context."

Declaratives

Declaratives entail the concurrence of an action in them selves. Declarations bring about a correspondence between the propositional content and the world (Searle 1969). In this research, the researcher found that the lecturers declared something directly and indirectly. It used to declare the term for their student or a thing. The lecturers' declared a term indirectly to their student such as "I call her Miss Kuti", the utterance functions as command and the syntactic form is declarative. The other example is the term declared directly by the lecturer for a thing, the utterance is "It's a good book", the general communicative function is statement and the syntactic form is declarative.

Expressive

Expressive are the expression of the speakers' feelings, emotion and attitudes (thanking, greeting, parting, apologizing, welcoming, deploring etc). The researcher found the types of expressive uttered by the lecturers were feeling expression, greeting, parting, thanking, and

praising. Those were uttered direct and indirect speech acts. The lecturers uttered the expression to show their feeling and emotion expression, welcoming and greeted the students, parting the students at the end of the meeting, thanking the students after doing something and praising the students after doing their assignment.

The example of lecturer' utterance is "I think Yoel don't write a word during this time", the lecturer expressed his disappointment indirectly which function as command and the syntactic form is declarative. The lecturer welcoming and greeting the students directly by saying "First of all I would like to say good morning, we are coming to the research on ELT, good morning we are going to share about how to choose the research method in term of tools aim of gathering data", the utterances functions as statement and the syntactic form is declarative. In thanking their students, the lecturer stated it directly such as "Ok well thank you very much", This utterance functions as statement and the syntactic form is declarative. The lecturer praising the students by saying "Ok very good, fashionable style, the utterance function as statement and the syntactic form is declarative. In parting the students, the lecturer stated it directly like "See you next meeting", the utterance functions as statement and the syntactic form is declarative.

Based on the interview, the lecturers stated that they expressed their feeling, emotion and attitudes directly and indirectly but mostly indirectly because according to them the students who's they taught were the adult language learner, so let them understand the lecturers' utterances by them selves and let them difference good or bad attitude in lecturing process. Lecturer (NP) stated that "Mostly indirectly for instance I tell the student to take a position outside rather than bother their friend". Lecturer (RH) said that "Once again I said that we have to learn about the students' psychology because some of them can deliver the unpleasant thing directly but the other students can gave advice indirectly to tell them the inappropriate attitude". The lecturer (RL) said that "I express it directly and indirectly because we teach the adult students so let them understand what they are doing and of the indirect statement let them to know the improperly things that have done".

The students' perception toward the use of speech acts by the lecturers in teaching and learning process at English Education Study Program of FKIP UKI Toraja.

Michael James Braund (2008:126), Perception is the causal outcome of a linear chain of events beginning in the material world and (paradoxically) ending in the mind. In Indonesian dictionary (KBBI) the fourth edition (2008), perception is someone's direct responses from one thing through his/ her five senses or the process to know something through his/ her five senses.

Based on the interview conducted by the lecturers, the students had several kinds of perception towards the used of speech acts by the lecturers in lecturing process.

Students' perception towards the lecturer's speech acts (Assertives)

Regarded on the result of interview showed that the students prefer their lecturer expressed the statement (affirm/ assert something) directly. They said that they can easy to understand of the lecturers' utterance if it's uttered directly (direct speech act).

Students' perception towards the lecturers' speech acts (Directives)

Related to the use of the lecturers' speech act (directives) the students liked if the lecturers uttered it directly. Most of students stated that they can easily to grasp the meaning of the utterances and responded the lecturers' utterances if its expresses directly although the Lecturers' expressed it in direct and indirect speech act.

Students' perception towards the lecturer's speech acts (Commissives)

Based on the interview, the lecturer sometimes offered or promised the students directly and indirectly. Those are easy for the students to grasp the meaning.

Students' perception towards the lecturer's speech acts (Declaratives)

From the result of interview the students said that the lecturers' declared something directly and indirectly. The students mostly liked if the Lecturer declared something directly because they can easy to know about the lecturers' means.

Students' perception towards the lecturer's speech acts (Expressive)

After interviewed the students, the researcher concluded that the lecturer sometimes expressed their feeling and emotion in direct and indirect speech act. Students liked if their lecturers expressed their feeling directly so they can easy to understand the lecturers' utterances and what will they do to respond it.

Students' perception towards the lecturer's speech acts in lecturing process

The students could grasp only a few of the meaning from their lecturers if the lecturers expressed it in full English because the students didn't know all the vocabulary stated by the lecturers. So that they prefer the lecturers mix their language and using body language or gesture to convey the materials in the lecturing process.

The students' respond related to the lecturers' speech acts

The students were responded the lecturers' utterance in verbal, nonverbal and both of them. The students stated that they sometimes responded their lecturers' utterances by verbally. The other students responded their lecturer utterances by nonverbal respond like silent, nodding,

shaking head, smile and laugh. Also, the students expressed that they usually responded their lecturers' utterances by verbal and nonverbal respond.

The students' perception towards the lecturers' speech acts related to students communication competence

After interviewed the students, it can be concluded that the lecturers' utterances can help the students to improve their language competence and as a motivation for the students. Also the new vocabulary from the lecturer can increase their vocabulary to implement in their communication. The students stated that based on the lecturers' utterances they can imitate and practice the way in pronounce the words correctly. All the lecturers' utterances were useful for them.

E. CONCLUSION

Based on the observation and recording, the researcher found the types of speech acts used by the lecturers in teaching English at English Education Study Program of FKIP UKI Toraja that are drawn as follows: assertives (assertive, affirmative and informative), directives (asking question, suggest, command and request), commissives (offer and promise), declaratives (declare) and expressives (feeling expression, greeting, parting, thanking, and praising); those are expressed as direct and indirect speech act.

The functions of the speech acts used by the lecturers in teaching English at English Education Study Program of FKIP UKI Toraja are statement, asking question, command and request.

The researcher interviewed the students to collect the data related to the students' perception towards the used of speech acts by the lecturers in lecturing process. It can be concluded that they prefer their lecturers expressed the statement, asking question, suggest, command, declare something, offering, promising, expressed their feeling and emotion directly because it is easy for them to grasp the meaning of the utterances and respond the lecturers' utterances. The students could grasp only a few of the meaning from their lecturers if the lecturers expressed it in full English. So that they preferred the lecturers mix their language and using body language or gesture to convey the materials in the lecturing process. The students were responded the lecturers' utterance in verbal, nonverbal and both of them. Also, it can be concluded that the lecturers' utterances can help the students to improve their language competence and as a motivation for the students. The new vocabulary from the lecturer can increase their vocabulary to implement in their communication. The students stated that based on the lecturers' utterances they can imitate and practice the way in pronounce the words correctly. The entire lecturers' utterances were useful for them.

REFERENCES

- Arjmandi, Masouleh and Vahdani. 2014. The impact of Metapragmatic instruction on Speech acts awareness of Iranian EFL Learner. *Language Teaching Research*, 111-116. Department of English Language Islamic Azad University Iran.
- Austin, J.L. 1962. *How to Do Things with Words*. Cambridge: Harvard University Press.
- Bach. 1994. *Meaning and Communication*. Routledge Encyclopedia of Philosophy.
- Bachman & Palmer. 1996. *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: Oxford University Press.
- Blum-Kulka, S. & Olshtain, E. 1984. "Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP)". *Applied Linguistics*, 5 (1), 196-213. Cambridge: Cambridge University Press.
- Braund James Michael. 2008. *The Structures of Perception an Ecological Perspective*. Boston. Houghton Mifflin Company.
- Canale and Swain. 1980. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* (pp 214-220). Cambridge: Cambridge University Press.
- Cohen, A. 1996. Speech acts. In S. McKay and N. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp.383-420). Cambridge: Cambridge University Press.
- Crystal. 1985. *The Cambridge Encyclopedia of Language*. London : CUP.
- Cook 1998. *Teaching language as communication*. London: Oxford University Press.
- Dawson, Dr. Catherine. 2002. *Practical Research Method : A user-friendly guide to mastering research*. United Kingdom: Oxford OX4 IRE
- Kamus besar Indonesia, 2008. Departemen Pendidikan Nasional, Jakarta : Pusat Bahasa
- Schmidt, R., and Richards, J. 1985. *Speech acts and second-language learning*. The context of language teaching. Cambridge: Cambridge University Press.
- Searle. 1969. *Speech acts*. Cambridge University Press, Cambridge UK.
- Sharafadi, Reza. 2011. Delving into Speech acts of Suggestion: A Case Study of Iranian EFL Learners. *International Journal of Business and Social Science* Vol 2 No 16. Iran

Yule, George. 1996. *Pragmatics*. Oxford: Oxford University Press.

Wolfson, N. 1989. *Perspectives: Sociolinguistics and TESOL*. Mass.: N. H. Pub. Inc.

Widdowson, H. 1978. *Teaching language as communication*. London: Oxford University Press.