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**MALES AND FEMALES SPEECH ACTS IN
THE CLASSROOM SETTING**

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ABSTRACT

This study investigates the speech acts that are realized by male and female lecturers in the classroom setting. The objectives of this study is to describe the kinds of speech acts are realized by male and female lecturers in the classroom. This research is conducted by using ethnographic design and qualitative approach. The data are the utterances of the lecturers at State Islamic Institute (IAIN) of Zawiyah Cot Kala Langsa. Islamic Education Department lecturers are chosen as the source of data. The data are obtained from observation and the transcription of the recorded of 4 lecturers of 2 males and 2 females lecturers during their teaching performance in the classroom. The findings show that there are three kinds of speech acts that are realized by males and females of 4 lecturers of 2 males and 2 females during their teaching performance in the classroom setting; They are locutionary acts, illocutionary acts and perlocutionary acts. In addition, from 5 types of illocutionary acts such as representatives, directives, commissive, expressive and declaratives, both males and females lecturers only implement 4 types of them; they are representatives, directives, commissive, and expressive, while declarative does not. In addition, in terms of the types of illocutionary acts, males lecturers mostly utilize representatives ways while females mostly implement both representatives and directives ways than other types during their teaching performance.

KEYWORDS: Males and Females, Lecturer, Speech Acts, Classroom Setting

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INTRODUCTION

Researchers have given definitions of speech act in literature. Austin (1962:99) defines speech acts as “the actions performed in saying something”. This means, actions are performed oral utterances. Speech act is derived from interpreting an unterance in its speech. An utterance may convey more than one speech act . There are three term of speech acts; first, locutionary act: meaning contained in utterence; second, illocutionary act: meaning intended by the speaker; third, perlocutionary act: meaning as derived or interpreted by the listener. In addition, Searle (1979) points out five alternative taxonomy in term of speech acts namely; assertives,directives,commissives,expressiveand declarations.

Literature has informed that an effective and successful communication occured between speakers and interlocutors is due to polite speech acts (Zhao & Throssell, 2011: 88). Speech acts are always associated with culture, thus linguists believe that students would be able to use proper language only when they understand both linguistic and culture (Peterson and Coltrame, 2003 cited in Zhao and Throssell (2011: 92). Zhao and Throssell (2011 : 92) assert speech act theory does not only carry the linguistic rules, but also leads speakers to use this language appropriately.

It is commonly understood that the interaction between males and females is different in formal conversation, males talk more than females. This happens due to different purpose that they will achieve, males being more task-oriented and concerned with status, while females are expressive, responsive, and concerned with relationship (Holmes, 1992: 132-134). Therefore, males’ conversation is more likely to be more assertive in disagreement, instances of challenging utterances, and interruption, than females’ talk. From this behavior, it can be argued that males use talk to control and enhance their status in the public, while females use talk as the essence of relationship (Mulvaney, 2004 : 221-229). From result of their contribution in a conversation, their opinion is valued highly. However females are the opposite, they are concerned with the relationships. This happens because for females strengthening relationships is more important than status. Therefore, they try to avoid interrupting the conversation to avoid offending the other person. Since males and females have different purposes in their conversation. Therefore, different genders should understand these differences when they meet in a conversation.

Males and females are using speech acts differently in their communication. This happens due to their habitual differences. For males, most of them are eager to to talk in public as a way to show their status in a community. It is common for males to dominate the conversation during in a

discussion. This is their strategy to be regarded as a knowledgeable person among others. Therefore, males prefer to talk in the form of report-talk (Holmes, 1992:134-135). Through this way, they protect themselves from others' perceptions aiming to put them down. In contrast, women in their conversations use language for intimacy, in which the rapport-talk (Holmes, 1992: 134-135) is applied in a conversation. By applying the rapport-talk, they establish their good relationships with others. Most women think that through talking, they can create good relationship with others. Speakers are required to understand the differences between males and females in communication to avoid or at least to limit underestimate actions to other speakers in a conversation.

REVIEW OF LITERATURE

Pragmatics

Research on pragmatics has attracted attention of many researchers. They relate the pragmatics with the definition of competence. A researcher such as Leung (2005) states that communicative competence involves two competences, these are linguistics competence and pragmatics competence. It means, linguistics competence alone is not enough for a language learner to be competent. To be competence in using language, the understanding of syntax and lexis is also not enough (Krasner, 1999). Therefore, pragmatics is an important competence that learners need to have because speech acts as a part of pragmatics.

The influence of culture

The culture influences the way of people behave in a community. Culturally, each area differs from one to another which impact on value, belief, and attitude. This happens due to different location, situation, and social condition. These differences could create different ways people communicate each other.

Definition of Speech Act

The speech act theory was proposed by the philosopher Austin who was interested in natural language pragmatics. Speech act theory as postulated by Austin and developed by Searle demonstrates that utterances are not only to say things but they have the power to do things (Alkhirbash,2016: 82). Austin is said to be the founder of the theory of speech acts, but Searle is the one who advances a principled taxonomy.

Kinds of Speech Acts

Speech Acts according to (Austin, 1962 cited in Hashim 2015 : 399) fall into three classes, which are: locutionary, illocutionary, and perlocutionary acts.

1. Locutionary acts

A locutionary act is an act of saying something; that is, the act of producing an utterance. A locutionary act “includes the utterance of certain noises, the utterance of certain words in a

certain construction and the utterance of them with a certain ‘meaning’” (Austin, 1962: 94). That is to say that locutionary acts are those acts which convey literal meaning with the help of a given syntax and lexicon (For example, it is cold here).

2. Illocutionary acts

Illocutionary acts are the core of any theory of speech acts. Illocutionary act is identified by the explicit performative. That is, the conventional force achieved in the saying of that utterance. An illocutionary act is viewed as the force carried with words or sentences (To illustrate by telling someone “It is cold here”, someone is actually asking someone else to close the window). This is realized, according to Austin (1962) as the successful realization of the speaker’s intention, which for Searle (1969) is a product of the listener’s interpretation.

3. Perlocutionary acts

The perlocutionary act is the effect or influence on the feelings, thoughts or actions of the listener/ hearer. In the other words, perlocutionary act means the consequential effect of utterance on an interlocutors or the change caused by the utterance (For instance, someone closes the window because of someone else’s statement). Perlocutionary acts could be inspiring, persuading, consoling, etc. it brings about an effect upon the beliefs, attitudes or behaviors of the addressee.

Types of Speech Acts

There are five types of speech acts proposed by Searle (1969) namely: representative, directives, commissives, expressives, and declaratives. Information of each type is presented below:

1. Representatives

Representative is the first type of speech act. It is a basic assertion made by the speaker, for example “I state that the earth is flat”. This assertion is made although the statement is false. A representative can be uttered in many forms of asserting, claiming, stating, informing, conveying, concluding, affirming, reporting, believing, denying, describing, and predicting.

2. Directives

Directives is the second type of speech act. This is utterances made in attempt by the speaker to get the hearer to do something for him. These directives may be expressed in different forms, such as in question form or in command form like “Would you like passing the salt?” or “Pass the salt”. In either case, the speaker wants the hearer to pass the salt. Other forms of directives are requesting, admonishing, warning, permitting, ordering, dismissing, excusing, forbidding, instructing, suggesting, advising, begging, challenging, insisting, pleading, and urging.

3. Commissives

Commissives is the third type of speech act. This speech act commits the speaker to some future event or action. These also express what the speaker intends to do, such as promising, offering, refusing, vowing, pledging, guaranteeing, agreeing, consenting, volunteering, threatening, and

swearing. In using the commissive, the speaker is making an understood contract with the hearer that will be carried out.

4. Expressives

The expressives as the fourth type of speech act focuses on expression of psychological states within the speaker and tell how the speaker feels. Example of expressives are statements of happiness “Praise to God”, thanking someone “Thank you very much”, apologizing “I am really sorry”, dislike “I prefer that one, not this one” and pain “Poor me”. Consoling, praising, congratulating, deploring, greeting, and welcoming.

5. Declaratives

Declaratives as the fifth type of speech act expresses statements made by authority, which cause immediate action from the utterances. These are only effective when it is stated by the appropriate authority. For example, “I hereby pronounce you man and wife” in turn officially causes the couple to be wed, and can take effect only if said by a priest or someone who carries authority to wed individuals. The examples of declaratives are declaring war, seconding a motion, adjourning a meeting, firing, nominating, finding guilty/innocent.

THE SIGNIFICANCE OF THE STUDY

The findings of this study would be useful and relevant theoretically and practically.

1. Theoretically, the findings of the study would give much contribution and insight to applied linguistics particularly in terms of pragmatics and sociolinguistics on how the implementation of speech acts realized by males and females in the classroom.

2. Practically, the findings would be beneficial to the lecturers and students and other researchers

- a. For Lecturers, this finding could give information and insight toward kinds of speech acts they are practicing during teaching and learning process.
- b. For students, It is hoped in order students are able to recognize and comprehend kinds of speech acts that exist in daily communication, the process and the reason why they are implemented.
- c. For other researchers, this finding can be used as an additional references to support the further research in terms of gender speech acts.

RESEARCH QUESTION

Inspired by the background above, the writer formulate one research question:

1. What kinds of speech acts are realized by male and female lecturers in the classroom?

METHODOLOGY

The Research Design

This study used ethnographic design and qualitative approach. Qualitative study employs to understand a phenomenon, a process or a particular point of view from the perspective of those involved (Ary et al, 2006). In short the aim of qualitative study is to understand the world or the experience of another. Bogdan and Biklen (1992:29) add that qualitative research is descriptive where data collected are in the form of words and picture rather than number.

Ethnography is the in-dept study of naturally occurring behavior within a culture or entire social group. It seeks to understand the relationship between culture and behavior, with culture referring to the shared beliefs, values, concepts, practices and attitude of a specific group of people. It examines what people do and interpret why they do it (Ary et al, 2006).

The Data and Source of the Data

The data was the utterances of the lecturers at State Islamic Institute (IAIN) of Zawiyah Cot Kala Langsa. Islamic Education Department lecturers were chosen as the source of data.

The Instrument of Data Collection

To collect the data, the writer was the main instrument since the writer was the one who will collect and analyse the data. Furthermore, observation sheet and tape recorder/handy cam was used as supporting instruments. Observation was applied to know the real teaching and learning activities occurred in the class besides to gain an understanding the process and the reason why the kinds of speech acts performed. The researcher knew closely the interaction between lecturer and students in the classroom.

Tape recording/ handy cam was used to make sure that the data were analysed deeper since the utterances of the lecturers of Islamic education department were written into transcript. And the last transcript of utterances were put as the data.

The Technique of Data Collection

The data were collected through observation and tape recording/handy cam.

Observation was conducted in ethnography phase. In ethnography phase, observations of the 4 lecturers (2 males and 2 females) were conducted during teaching and learning process in the classroom. In this study, observation applied to see the speech acts of those lecturers during the teaching and learning process. Tape recorder was utilized to record the speech acts performed by the four lecturers during their teaching and learning process. It was aimed to help the writer to avoid miss-utterances. Since the writer could still watch the video many times therefore the data collected were more acceptable.

The Technique of Data Analysis

In analyzing the data, interactive model of Miles, Huberman and Saldana (2014:33) elaborate several steps of analyzing data; they are (1) data condensation, (2) data display and (3) data verification/conclusion.

The Trustworthiness of the Study

The trustworthiness in qualitative research is to support the argument that the inquiry’s findings are worth paying attention to (Lincoln & Guba, 1985:290). In qualitative research the analyzed data must be auditable through checking that the interpretations are credibility, transferability, dependability, and conformability which will be applied in this study.

RESULTS AND DISCUSSION

Table 1: The Frequency of Speech Acts of the Male Lecturers (ML1 and ML2).

No	Kinds of Speech Acts	Classification of Illocutionary Acts	Form	Total		
				ML1	ML2	
1.	Locutionary Acts	-	-	18	17	
2.	Illocutionary Acts	Representatives	-Concluding	3	1	
			-Describing	6	1	
			-Informing	2	-	
			-Reporting	2	-	
			-Affirming	2	2	
			-Asserting	1	-	
			-Conveying	-	3	
			-Stating	-	1	
			-Believing	-	1	
			Directives	-Insisting	1	1
				-Requesting	1	-
				-Challenging	2	-
				-Suggesting	1	-
				-Instructing	2	-
-Permitting	1	-				

		Commissives	-Threatening	1	-
			-Promising	1	-
		Expressives	Congratulating	1	-
			-Welcoming	1	-
			-Praising	-	1
3.	Perlocutionary Acts	-	-	15	6
Total				62	36

Based on the data analysis. It can be seen that male lecturers utilized locutionary acts, illocutionary acts and perlocutionary acts. In addition, the table above showed that just 4 types of illocutionary acts used namely representatives, directives, commissives and expressives, meanwhile declaratives did not. It could be happened because the male lecturers only share their knowledge to the their students. In the other words, they did not promote them selves as a candidate to be voted.

Eventhough the two lecturers have the same gender. It did not mean that they have the same way in teaching. However, both of them represent representative most than other types. In summary, the role of the context that they had at the time influence to the way they produce the speech acts.

Table 2: The Frequency of Speech Acts of the Female Lecturers (FL1 and FL2).

No	Kinds of Speech Acts	Classification of	Form	Total	
				FL1	FL2
		Illocutionary Acts			
1.	Locutionary Acts	-		11	21
2.	Illocutionary Acts	Representatives	- Affirming	1	-
			-Asserting	1	2
			-Concluding	1	-
			-Informing	-	1
			-Stating	-	2
			-Predicting	-	2
			-Describing	-	1
		Directives	-Suggesting	3	1
			-Challenging	-	2
			-Insisting	-	1
			-Urging	-	1

			-Forbidding	2	-
			-Instructing	1	-
			-Advising	2	-
			-Admonishing	1	-
			-Requesting	1	-
		Commissives	-Offering	1	-
			-Refusing	-	1
			-Promising	-	1
			-Guaranteeing	-	1
		Expressives	-Deploring	2	2
			-Praising	5	-
3.	Perlocutionary Acts	-	-	5	2
Total				37	42

Based on the data analysis. It can be seen that females lecturers utilized locutionary acts, illocutionary acts and perlocutionary acts. In addition, the table showed that just 4 types of illocutionary acts are used by them namely representatives, directives, commissives and expressives, meanwhile declaratives did not. It could be happened because the females lecturers only share their knowledge to the their students. In the other words, they did not promote them selves as a candidate to be voted.

Eventhough the two lecturers have the same gender. It did not mean that they have the same way in teaching. One of them represent directives most than other types, while the rest applied reprehensive dominantly. In summary, the role of the context that they had at the time influence to the way they produce the speech acts.

CONCLUSION

There are three kinds of speech acts that are realized by gender of 4 lecturers of 2 males and 2 females during their teaching performance in the classroom setting; they are locutionary acts, illocutionary acts, and perlocutionary acts. In addition, from 5 types of illocutionary acts such as representatives, directives, commissive, expressives, and declaratives. Both males and females lecturers only implement 4 types of them; they are representatives, directives, commissives, and expressives, while declarative does not. It is happened because they do not promote themselves as a candidate to be voted but the lecturers just share their knowledge to their students through teaching performance in the classroom. Furthermore, both males and females lecturers have different way in aplying types of ilocutionary acts. Males lecturers tend to utilize representatives, but females lecturers prefer to use both representatives and directives ways. This is happened

because there are differences in the way of speaking between males and females.. For the majority of males, being able to talk in public is a way of maintaining or building higher status in a community. It is the nature of males that they like to be paid more attention or be listened to by the audiences during conversation. The aim beyond this is to be regarded as a skillful or a knowledgeable person. Therefore, males prefer to talk in the form report-talk (Holmes, 1992:134-135). Through this way, they protect themselves from others' perceptions aiming to put them down.

In contrast, women in their conversations use language for intimacy, in which the rapport-talk (Holmes, 1992:134-135) is applied to the conversation. By applying the rapport-talk, they can establish or maintain their good relationships or connections with others. Most women think that through talking, they can make good relationship with others. Therefore, it always occurs that their talk will concentrate more on negotiations form for the sake of closeness. Through talking or negotiation, they will be able to obtain and to and to support to each other. Often, they will bring a public topic to the personal conversation, which is the opposite of males. People need to understand about the difference between males and females in communication in order to limit or even avoid blaming others in a conversation.

Limitation of the study

This study is limited to the implementation of speech acts that are realized by male and female lecturers and to know the differences of utterances showed by male and female lecturers at IAIN Zawiyah Cot Kala Langsa. Moreover, it is focused on the speech acts produced by 4 lecturers of 2 males and 2 females in Islamic Education Department class.

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