

TYPES OF SPEECH ACT USED IN RESEARCH SEMINAR

(Tipe Tindak Tutur yang Digunakan pada Seminar Penelitian)

A Kamariah

Universitas Negeri Makassar

rheea85@gmail.com

Abstract

Tujuan dari tulisan ini adalah untuk memberikan pengetahuan mengenai penggunaan tindak tutur dalam wacana analisis resmi oleh peserta seminar penelitian, serta untuk menemukan jenis tindak tutur yang digunakan oleh peserta seminar penelitian. Penulis menerapkan desain penelitian deskriptif. Populasi penelitian ini adalah anggota seminar penelitian yang terdiri dari pengujian presenter dari Jurusan Bahasa Inggris, Program Pascasarjana UNM, dengan jumlah sampel adalah 3 orang yang diambil melalui purposive random sampling. Data diperoleh melalui perekam video dan analisis berdasarkan teori Austin dan Searle. Hasil penelitian menunjukkan bahwa jenis tindak tutur yang banyak digunakan oleh pembicara dalam seminar penelitian yaitu jenis bertanya dan menjawab. Ada beberapa faktor yang mempengaruhi penggunaan tindak tutur, seperti situasi berbicara dan hubungan antar-pembicara.

Kata kunci: tindak tutur, tipe, seminar

Abstract

The objective of this writing is to give a sight on the use of speech act in a formal spoken discourse by the participants of research seminar as well as to discover the types of speech acts used by participants of the research seminar. The writer applied descriptive research design. The population of the research was the members of research seminar consist of examiners and presenter of English Department, Graduate Program UNM, by total sample was 3 people taken through purposive random sampling. The data were acquired by the used of video recorder and were analyzed based on the theory of Austin and Searle. The results showed that types of speech acts mostly used by the speaker in the research seminar are *questioning* and *answering*. There are some factors affecting the use of speech act, such as speech situation and speaker relation.

Key words: Speech act, types, seminar

A. Introduction

Discourse is a behavioral unit which has a pre-theoretical status in linguistic, it is a set of utterances which constitute any recognizable speech events, for example a conversation, an interview, and a joke. Based on Crystal in Ba'dulu (2008), Discourse is a term used in linguistic to refer to continuous stretch of (especially spoken) language larger than a sentence-but within this broad notion, several different application may be found. In recent years, several linguists have attempted to discover linguistic regularities in discourse called discourse analysis. Discourse analysis has been influential in communicative language teaching as a source of principles for the detailed description of the resource other than language knowledge which are needed in communication (Cook in Ba'dulu, 2008).

Actually, there are two kinds of discourse that can be analyzed namely spoken and written discourse. Spoken discourse is possibly the form of discourse that poses the great problem in terms of analysis. A spoken discourse is often considered to be less planned and as we know that there are many factors can influence the way people speak or use the spoken discourse like the speech events. Therefore, there are also many aspects

that can be analyzed in spoken discourse analysis such as the turn taking, politeness, and speech act.

By considering the explanation above, the writer was interested to analyze a formal spoken discourse in classroom situational context through observing the conversation of the participants in a research seminar especially in the use of speech act.

Therefore, the writer is eager to find out the use of speech act in a formal spoken discourse by the participants of research seminar as well as to find out the types of speech acts used by participants of the research seminar.

B. Previous Related Studies

Types of speech act used in research seminar seem to be difficult without any ideas taken from some resources. There are some related studies used and found in relation to the use of speech act, some studies are referred to the following:

Akram (2008) in his research under the title "Speech Acts: A Contrastive Study of Speech Acts in Urdu and English" stated that it has been generally observed that the students in most of the situations tend to translate speech acts from their first language (Urdu) to the target language

(English). Such expressions may create pragmatic failure in communication with native speakers of English. An understanding of speech acts as they are realized in the English language will contribute a lot in achieving communicative competence in the target languages.

Al-Khateeb. 2009 in his thesis under the title “The Speech Act of Thanking as a Compliment Response as Used by the Arab Speakers of English a Comparative Intercultural Study” found that There are significant differences in the ways Arab learners of English and native speakers of English use the speech act of thanking due to the differences in their cultural backgrounds, specialization, proficiency level, and gender of the speakers.

From the previous related study, the writer conclude that there are many factors that can influence the use of speech act in the spoken discourse and the speaker need to achieve communicative competence like the use of speech act to make a good communication.

C. Some Pertinent Ideas

This part deals with some ideas namely the concept of discourse analysis and speech act.

1. The concept of discourse and discourse analysis

Originally the word ‘discourse’ comes from Latin ‘discursus’ which denoted ‘conversation, speech’. Discourse can be defined as a pattern of verbal behavior but at the same time, it can be viewed as a verbal form of social behavior, an instance of communicative language use, and the process of unfolding an idea into a text (Brown & Yule, 1983). There are two kinds of discourse that can be analyzed namely spoken discourse which refers to the utterances that utter orally, and written discourse is a kind of discourse consists of sentences in written form.

Wisniewski (2006) who focused on the analysis of oral communicative products divided discourse into six types namely presentation, message, report, public debate, conversation, and interview.

Discourse is general term for examples of language use which has been produced as the result of an act communication. Whereas grammar refers to the rules a language uses to form grammatical units such as clause, phrase, and sentence, discourse refers to larger unit of language such as paragraphs, conversations, and interviews. Sometimes the study of both written and spoken discourse is known as discourse analysis. Discourse analysis is the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews,

etc. For example: (1) how the choice of articles, pronouns, and tenses affects the structure of the discourse, (2) the relationship between utterances in a discourse, and (3) the moves made by speakers to introduce a new topic, change the topic, or assert a higher role relationship to the other participant. Analysis of spoken discourse is sometimes called conversational analysis.

Discourse analysis is concerned with the study of the relationship between language and the context in which it is used. Discourse analysts study language in use: written text of all kinds, and spoken data, from conversation to highly institutionalized form of talk. (McCarthy, 1991).

Discourse analysis examines how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users. It is a rapidly expanding field, providing insights into the problems and processes of language use and language learning, and is therefore of great importance for language teachers. Traditionally, language teaching has concentrated on pronunciation, grammar, and vocabulary, and while these remain the basis of foreign language knowledge, discourse analysis can draw attention to the skills needed to put this knowledge into

action and to achieve successful communication (Cook, 1990).

2. The concept of speech act

a. What is Speech Act?

A speech act is an act that a speaker performs when making an utterance. Speech act theories have treated illocutionary acts as the product of single utterances based on a single sentence with only one illocutionary point -- thus becoming a pragmatic extension to sentence grammars. In real life, we do not use isolated utterances: each utterance functions as part of a larger intention or plan. As Labov and Fanshel pointed out:

“most utterances can be seen as performing several speech acts simultaneously ... Conversation is not a chain of utterances, but rather a matrix of utterances and actions bound together by a web of understandings and reactions ... In conversation, participants use language to interpret to each other the significance of the actual and potential events that surround them and to draw the consequences for their past and future actions. (1977)

We perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. A speech act is an utterance that serves a function in communication. A speech act might contain just one word,

as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I forgot your birthday. I just let it slip my mind." Speech acts include real-life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture.

Here are some examples of speech acts we use or hear every day:

- Greeting: "Hi, Eric. How are things going?"
- Request: "Could you pass me the mashed potatoes, please?"
- Complaint: "I've already been waiting three weeks for the computer, and I was told it would be delivered within a week."
- Invitation: "We're having some people over Saturday evening and wanted to know if you'd like to join us."
- Compliment: "Hey, I really like your tie!"
- Refusal: "Oh, I'd love to see that movie with you but this Friday just isn't going to work."

Speech acts are difficult to perform in a second language because learners may not know the idiomatic expressions or cultural norms in the second language or they may transfer their first language rules and conventions into the second language, assuming that such rules are universal.

Because the natural tendency for language learners is to fall back on what they know to be appropriate in their first language, it is important that these learners understand exactly what they do in that first language in order to be able to recognize what is transferable to other languages. Something that works in English might not transfer in meaning when translated into the second language. For example, the following remark as uttered by a native English speaker could easily be misinterpreted by a native Chinese hearer:

- Sarah: "I couldn't agree with you more."
- Cheng: "Hmmm...."
(Thinking: "She couldn't agree with me? I thought she liked my idea!")

An example of potential misunderstanding for an American learner of Japanese would be what is said by a dinner guest in Japan to thank the host. For the invitation and the meal the guests may well apologize a number of times in addition to using an expression of gratitude (arigatou gosaimasu) -- for instance, for the intrusion into the private home (sumimasen ojama shimasu), the commotion that they are causing by getting up from the table (shitsurei shimasu), and also for the fact that they put their host out since they had to cook the meal, serve it, and will have to do the dishes once the guests have left

(sumimasen). American guests might think this to be rude or inappropriate and choose to compliment the host on the wonderful food and festive atmosphere, or thank the host for inviting them, unaware of the social conventions involved in performing such a speech act in Japanese. Although such compliments or expression of thanks are also appropriate in Japanese, they are hardly enough for native speakers of Japanese -- not without a few apologies!

Related with the use of speech act in conversation, according to Sternstrom (1994) in Rahman (2006), the utterances of a speaker in a conversation are not isolated phenomena but depend on the entire context for their interpretation. She further explained that “exactly what the speaker means by saying something must be interpreted not only in relation to the immediate context referring to what the previous speaker just uttered, but also in relation to the wider context which includes the speech situation, the topics, the speaker and their relationship to each other, and knowledge they share”.

b. Austin’s Theory

There are some theories about speech act and some of them are theories of Austin (1962) and Searle (1969). Austin claims that in uttering a sentence, one concomittantly produces

three acts: a locutionary, an illocutionary and a perlocutionary act. Austin 1962, 108:

'/performing/ a locutionary act ... is roughly equivalent to uttering a certain sentence with a certain sense and reference, which is again equivalent to meaning in the traditional sense. Second, we said that we also perform illocutionary acts such as informing, ordering, warning, undertaking, etc., i.e. utterances which have a certain conventional force. Thirdly, we may also perform perlocutionary acts: what we bring about or achieve by saying something, such as convincing, persuading, deterring and even, say, surprising or misleading'.

The locutionary aspect seems to correspond to the conventional content, i.e. to whatever information is tied to an utterance by convention. Locutionary act refers to the utterance of a sentence with determinate sense and reference.

Illocutionary act is the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional *force* associated with it (or with its explicit performative paraphrase) Speech act *can* be indicated by a performative verb, but it can also be implicit. Sometimes even explicit use of performatives need not express the corresponding speech act. The illocutionary aspect is said to be

identical with something Austin calls the conventional force of an utterance. (1) It's snowing. Thus, in (1), the locutionary aspect of the sentence says something about the weather conditions while the illocutionary aspect of (1) is its conventional force as a statement.

Perlocutionary act: the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance. Examples: *Give me an apple*. Locutionary act: the utterance itself. Illocutionary act: Request, command. Perlocutionary act (presumably): H passes S an apple.

c. Searle's theory

Another theory was given by Searle (1969) in his book "Speech Acts. An essay in the philosophy of language". Systematization and extension of Austins' original theory; still the standard view on speech acts. Aims at an analysis of the illocutionary force of an utterance on the basis of utterance situation, explicit performatives, and other illocutionary force indicating devices (IFIDS). According to Searle, felicity conditions are not merely dimensions in which utterances can go wrong, but they jointly constitute the possible range of all illocutionary forces. Moreover, Searle classified speech acts as follows:

- representatives: which commit the speaker to the truth of the expressed proposition (paradigm cases: *asserting, affirm, believe, conclude, deny, report, answering, etc.*)
- directives: which are attempts by the speaker to get the addressee to do something (*requesting, inviting, asking, challenging, commanding, insisting, questioning*)
- commissives: which commit the speaker to some future course of action (*promising, threatening, offering, guarantee*)
- expressives: which express a psychological state (*thanking, apologizing, welcoming, congratulating, appreciating, regretting, deploring*)
- declarations: which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions (*excommunicating, declaring war, christening, firing from employment*)

D. Method of The Research

1. Research Design

In this research, the writer applied descriptive research design

which applied the participant observation method with passive observer. It aimed to gain the data that were observed during conversation. The data were presented by analyzing the speech act that is used by the sample in the research seminar.

2. Population and Sample

The population of the research was the members of research seminar consist of examiners and presenter of English Department, Graduate Program UNM. The writer used purposive random sampling meaning the writer's taken the sample purposively. The samples of this study were the presenter and the examiners of a research proposal entitle "The use of nursery rhymes in improving preschool pupils' vocabulary). The number of total sample was 3 person namely presenter (Rahmi Usman, S.Pd.) , examiner 1 (Dr. Nasiruddin Sainu, M.Pd.), and examiner 2 (Prof. Dr. Baso Jabu, M.Hum.).

3. Instrument of the Research

The instrument of this study was participant observation with the passive observer where the writer used video recorder to record the conversation of the participants and also transcribing the conversation. This research instrument was applied to acquire the data about the process of participants in the research seminar in

conversation, especially the speech act of the participants. The instrument which was observed and recorded in the recorder during conversation included some categories or types of speech act.

4. Procedure of Collecting Data

In collecting the data, the writer became a passive participant observer meant that the observer had no any responsibilities in the process of conversation and she only saw what is going on around her. She only focused on collecting data. The observation of this research was conducted to collect the data about what types and process of speech act used by the participants. The procedures were as follows:

- a) The writer as a passive observer attended the research seminar on September, 15th, 2011.
- b) Without disturbing the research seminar, the writer observe while recorded the participants' activity in conversation especially on the use of speech act.
- c) The writer transcribe the conversation in the research seminar into three extract in which the first extract was the speech used by the presenter when presenting the presentation, the second one is the conversation between the first examiner and the presenter, and the third is the conversation between the second examiner and the presenter.

5. Technique of Data Analysis

In analyzing the data collected through observation by using video recorder, firstly the writer transcribe the spoken discourse by participants and then after transcribing, the writer analyze the use speech act by the participants based on the theory of Austin and Searle.

E. Findings and Discussion

The findings are in line with the problem statements stated in the introductory part. In the discussion section, arguments and further interpretation of the findings are given.

1. Findings

As the writer explained in the previous chapter that to collect the data in this research, the writer used observation by recording the spoken discourse in a research seminar and after that the writer transcribe the discourse into three extracts.

Extract 1: the presentation by the presenter

“...and then thanks to our prophet Muhammad SAW who brought us from the darkness to the lightness.

And then next to my supervisor, supervisor, Prof. Dr. Haryanto M.Pd. and eeeeeee Dr. Syarifuddin Dollah, M.Pd. who doesn't come yet

And my examiners, examiners Prof. Dr. Baso Jabu M.Hum. and Dr. M. Nasiruddin Sainu, M.Pd.

And thanks to my friends for coming today, and now to <X efficient X> the time, let me present my presentation, my research proposal under the title the use of nursery rhymes in improving the preschool pupils' vocabulary.

Mmmhhh Chapter 1, Introduction, mmmhhh a background, and The background here show that teacher should have a various techniques, methods, and media in presenting their lesson attract the pupils attention in teaching, mmhhh next, one ways to increase the pupils attention in learning is to provide fun, interesting, and memorable media to the children, I mean in here special to teach the children.

And I.I introduce nursery rhymes offer a learning sources to learning, to learning English, especially to learn vocabulary to the children, when nursery rhymes can give the catchy melodies, simply, simple words then can provide to children to learn and also <X the X> vocabulary easily and <X enjoyable X>

Next mmmhhh in my problem statement is mmhhhh, does the use of nursery rhymes improve the preschool pupils' vocabulary in <X preschool X> school Makassar.

The objective the research, the objective of this research is to find out whether or not the use of nursery rhymes improve the vocabulary of the

preschool pupils <X preschool X>
Makassar

The significant of this research, it is expected that the findings of the research will provide useful information and contribution to the English teacher and material developers in designing and teaching English Especially for teaching children in creative ways, and also this research is hoped to give significant contribution to educational institution.”

Analysis:

In the above extract, the presenter was using several types of speech acts. One of them is the use of *thanking*. The presenter said:

“...and then thanks to our prophet Muhammad SAW who brought us from the darkness to the lightness.

And then next to my supervisor, supervisor, Prof. Dr. Haryanto M.Pd. and eeeeeee Dr. Syarifuddin Dollah, M.Pd. who doesn't come yet

And my examiners, examiners Prof. Dr. Baso Jabu M.Hum.and Dr. M. Nasiruddin Sainu, M.Pd. And thanks to my friends for coming today,”

According to Searle, the speech act of thanking is a kind of representative which defined as an expression of gratitude and

appreciation in response compliments. In this case, the presenter expressed thanking in order to appreciate the supervisors, examiners and the audience.

Another type of speech act in the extract is *report* when the presenter said:

“Mmmhhh Chapter 1, Introduction, mmmhhh a background, and The background here show that teacher should have a various techniques, methods, and media in presenting their lesson attract the pupils attention in teaching, mmhhh next, one ways to increase the pupils attention in learning is to provide fun, interesting, and memorable media to the children, I mean in here special to teach the children.

And I.I introduce nursery rhymes offer a learning sources to learning, to learning English, especially to learn vocabulary to the children, when nursery rhymes can give the catchy melodies, simply, simple words then can provide to children to learn and also <X the X> vocabulary easily and <X enjoyable X>

Next mmmhhh in my problem statement is mmhhh, does the use of nursery rhymes improve

the preschool pupils' vocabulary in <X preschool X> school Makassar.

The objective the research, the objective of this research is to find out whether or not the use of nursery rhymes improve the vocabulary of the preschool pupils <X preschool X> Makassar

The significant of this research, it is expected that the findings of the research will provide useful information and contribution to the English teacher and material developers in designing and teaching English Especially for teaching children in creative ways, and also this research is hoped to give significant contribution to educational institution.”

According to Searle, the speech act of report is also a kind of representative which means [anaccountorstatementofthe](#) results [ofexaminationorinquiryemadebyrequest ordirection](#). In this seminar the presenter reported in order to present what her research proposal contain.

Extract 2: the conversation between the presenter and the first examiner

Examiner 1 : We realize just now you told us song and no one can follow the song

So, what if you relate teach the song to the preschool?

Do you start the same procedure?

Directly, directly, playing the song in front of the class and ask the student to follow you?

Do you do the same?

Presenter : no

Examiner 1 : So I want to real the, I want to see the real proce..., teaching procedure when you are in front of the preschool students

Presenter : Mmhhhh Mmhhhh ... Actually we have schedule there, in the school at the first time they came, they come to school and enjoy the talk, after that, after that about 30 minutes they can play, they can play first before we start the lesson or we <Xstart teach the studentsX>, so that's the time that I will mmmhhhhh eeeee turn on the nursery rhymes at the first time they will listening, they listening

Examiner 1 : they listen?

Presenter : Ya, they will, while playing they will listen the nursery rhymes

Examiner 1 : while playing they will listen to the, to your nursery rhymes

Presenter : yes, yes

Examiner 1 : without any instruction to listen to that song?

Presenter : No, no

Examiner 1 : So that, they will play and listen,

Presenter : yes

Examiner 1 : without any instruction that I will have, I will have to listen and pay attention to this

Presenter : yes, no

I just turning, turning on, so while they are playing, they can listen

After that when they enter the class

Mmmhhh I will eeeeeeee I will ask about the song that they are listen in the playing ground, and then mmhhhh I will sing that song without music first

Then I will say that “did you know the song when play just now?”

“I can sing that too, I can sing that song too”

So, I will show to them to eeeeeee how to sing

that nursery rhymes without the music first, and after that I will ask them to follow me, even, even only mmhhh they just follow to act out the nursery rhymes first without say the lyrics of the song first, and then after that I will show the flash card that related to the song, and mmmhhhh after that mmmhhhh I will introduce the flash card one by one first, and then mmhhhh, sometimes when I show them the flash card they will ask, most of them will ask “what is this miss?”

Examiner 1 : How do you know that most of them will ask?

Presenter : Yes, because mmhhhhh that’s they way eeeeeeeee, to teach eee, that’s they way the teacher eeee teach them to introduce mmhhhhh the new vocabulary, teaching flash card, but now most of them while we show the flash card, <X sometimes X> they say “oohhh miss, mmmhhh study again study again”

| | | |
|------------|---|--|
| | So that's maybe the new teach that I want introduce the new vocabulary to them by listen the by listen the nursery rhymes | "do you that, I can sing that song too" |
| Examiner 1 | : so when you sing in the first, do you sing in the normal speak, like you did to us | So I will sing that song, for example that we play just now "one two three four five" (singing) |
| Presenter | : no | And then after that I will ask them that "do you want to sing with me please?" |
| Examiner 1 | : so, can you, can you practice perform the way you sing to the students with less than normal speak, can you? | And most of them, sometimes when I ask them to sing the song, most of them will come in front and sing with me, and I will teach them to act out for example just now to use our finger, to count "One two three four five..." (singing) |
| Presenter | : with the participant? | And then mmmhhhh after that when they eeeeeee see their friends sing that song in front of, |
| Examiner 1 | : yeah, you don't have to ask them to stand, but you act them out, to act it out, where's the speak | Sometimes, they will, all of them will come, all of them will come |
| Presenter | : yeah, ok, mmmhhhh, the first mmmhhhh that, when enter to the class after the playing time, I will mmmhhhh, I will tell to them that, I will ask them that "Do you listen the song when you played outside?" | So, if they are come, I will make circle and I will use this flash card to show, to help them to not only imagine the, the, the, for example dog, there is |
| Examiner 1 | : is it the instruction all in English? | |
| Presenter | : yes, yes And then they say "yes miss" and I will say | |

dog in our nursery rhymes, not only imagine but

Examiner 1 :

but we didn't hear any dog in your song just now

Presenter : yeah, there is song

Examiner 1 : There is song?

Presenter : yes, mmhhhh, and then I will make a circle and I will sing, and after that, when I "one two three four five" (singing) ask them for mmmhhh there are many ways while showing this flash card or while I'm singing

Examiner 1 : ok, the next question is "how old have they been in that classroom, when you, by the time you come? How old have they been studying English by the time you come?"

Presenter : the students?

Examiner 1 : yeah, when you come there, how long have they been studying English?

Presenter : Mmhhhh almost two years

Examiner 1 : almost two years already?

Presenter : Yes

Examiner 1 : So, eeeee the students that you are going to teach have been studying English for almost two years?

Presenter : Yes

Examiner 1 : And they, how about their ability to pronounce the words, one two three four five

Presenter : yes

Examiner 1 : Are they able to pronounce it very fluently as you do?

Presenter : Mmhhh not

Examiner 1 : Ok, That's the problem, how are you going to solve the problem when they are not fluent enough to measure one to ten?

Presenter : Oh yes, Mmhh actually at the first time they come, they will <X handle the toddler class X> Istimahnya masih bayi, masih merangkak So that's the mmhhhh face, or that's level of teach them one until ten, they have to know or they have to recognize number one until ten in that level

After that they go, come to the next level called beginner, and the beginner class they have to recognize one until <X thirty X>

Examiner 1 : So, they students that you are going to face are no longer beginner, no longer toddler, they already beginner

Presenter : No, Pre-K class. Pre-K. First is toddler, next is beginner, middle, and then Pre-K

Examiner 1 : So, they are Pre-K?

Presenter : They are Pre-K, so they can counting one until fifty and they can recognize one until thirty at least

Examiner 2 : what do you think if they know number one to ten?

Examiner 1 : What about this, would did they able follow the rhymes? Because you cannot manipulate to sing of the song
Can they say one two three four five
Or they say one, one
My question is how to solve, how do you solve that kind of problem?

Because they are not able to mention the numbers fluently

Presenter : Mmmhhhhh some of children eee love to sing a song
So, when the teacher sing a song they will pay attention to them, maybe, some of children doesn't have a good mood, Doesn't have any attention to listen my eee..

Examiner 1 : That's the problem

If I suggest, I, first of all before singing the song, I will tell them to sing the song which consist only the <X lyric X>, one two three four until ten (singing), that's will be repeated probably two weeks, After, after, after mastering to counting that you can ask the next
What do you think?
Yes or no?

Presenter : Actually they already know one until ten

Examiner 1 : ten? And they can measure it fluently as you song us?

Presenter : No, they can recognize but not fluently yet to pronounce

Examiner 1 : It doesn't have to be very fast, the question is whether they can follow the song, one two three four five (singing)

It doesn't have to "one two three four five", the speech is different

Which one, the first or the second?

Presenter : the slowly, the slowly (laughing)

Examiner 1 : They slowly one, the slowly version ya?

Presenter : yes

Examiner 1 : ya, somewhere in your page, eeee on page four you mention it's necessary for teachers to have good technique, I think you should find out the level which is their level of age and interest, the level of age and interest

And still on page four the second paragraph in the bottom,

According to the national <X criterion X> organization, you don't have the source. Ok?

But That's all, thank you.

Analysis:

In the above extract, the presenter and examiner used several types of speech acts. One of them is the use of *questioning*. The speech acts of *asking* mostly were uttered by the examiner. The speech acts of *questioning* as follows:

Examiner 1 : We realize just now you told us song and no one can follow the song

So, what if you relate teach the song to the preschool?

Do you start the same procedure?

Directly, directly, playing the song in front of the class and ask the student to follow you?

Do you do the same?

Examiner 1 : they listen?

Examiner 1 : without any instruction to listen to that song?

Examiner 1 : How do you know that most of them will ask?

Examiner 1 : so when you sing in the first, do you sing in the normal speak, like you did to us?

Presenter : with the participant?

Examiner 1 : is it the instruction all in English?

Examiner 1 : There is song?

Examiner 1 : ok, the next question is “how old have they been in that classroom, when you, by the time you come?
How old have they been studying English by the time you come?
Presenter : the students?
Examiner 1 : yeah, when you come there, how long have they been studying English?
Examiner 1 : almost two years already?
Examiner 1 : So, eeeee the students that you are going to teach have been studying English for almost two years?
Examiner 1 : And they, how about their ability to pronounce the words, one two three four five?
Examiner 1 : Are they able to pronounce it very fluently as you do?
Examiner 1 : Ok, That’s the problem, how are you going to solve the problem when they are not fluent enough to measure one to ten?
Examiner 1 : So, they are Pre-K?
Examiner 1 : What about this, would did they able follow the rhymes?

Because you cannot manipulate to sing of the song
Can they say one two three four five?
Or they say one, one?
My question is how to solve, how do you solve that kind of problem?
Examiner 1 : ten? And they can measure it fluently as you song us?
Examiner 1 : Which one, the first or the second?
Examiner 1 : They slowly one, the slowly version ya?

According to Searle, the speech of *questioning* is a kind of directives in which the way to put a question in order to seek an answer or to seek information about.

To answer the questions, the presenter used the speech act of *answering*:

Presenter : no
Presenter : Ya, they will, while playing they will listen the nursery rhymes
Presenter : yes
Presenter : Yes, because mmhhhhh that’s they way eeeeeeeee, to teach eee, that’s they way the teacher eeee teach them to introduce mmhhhhh the new vocabulary,

teaching flash card, but now most of them while we show the flash card, <X sometimes X> they say “oohhh miss, mmmhhh study again study again”

So that’s maybe the new teach that I want introduce the new vocabulary to them by listen the by listen the nursery rhymes

Presenter

: yes, yes

And then they say “yes miss” and I will say “do you that, I can sing that song too”

So I will sing that song, for example that we play just now “one two three four five” (singing)

And then after that I will ask them that “do you want to sing with me please?”

And most of them, sometimes when I ask them to sing the song, most of them will come in front and sing with me, and I will teach them to act out for example just now to use our finger, to

count “One two three four five...” (singing)

And then mmmhhhh after that when they eeeee see their friends sing that song in front of,

Sometimes, they will, all of them will come, all of them will come

So, if they are come, I will make circle and I will use this flash card to show, to help them to not only imagine the, the, the, for example dog, there is dog in our nursery rhymes, not only imagine but

Presenter

: yes, mmhhhh, and then I will make a circle and I will sing, and after that, when I “one two three four five” (singing) ask them for mmmhhh there are many ways while showing this flash card or while I’m singing

Presenter

: Mmhhhh almost two years

Presenter

: Mmhhh not

Presenter

: Oh yes, Mmhh actually at the first time they come, they

- will <X handle the toddler class X>
Istilahnya masih bayi, masih merangkak
So that's the mmhhhh face, or that's level of teach them one until ten, they have to know or they have to recognize number one until ten in that level
After that they go, come to the next level called beginner, and the beginner class they have to recognize one until <X thirty X>
- Presenter : They are Pre-K, so they can counting one until fifty and they can recognize one until thirty at least
- Presenter : Mmmhhhhh some of children eee love to sing a song
So, when the teacher sing a song they will pay attention to them, maybe, some of children doesn't have a good mood,
Doesn't have any attention to listen my eee..
- Presenter : Actually they already know one until ten
- Presenter : No, they can recognize but not fluently yet to pronounce
- Presenter : the slowly, the slowly (laughing)
- Presenter : yes
- According to Searle, the speech of *answering* is a kind of representative which means to respond or reply a question.
- Another type of speech act in the extract is *requesting* when the examiner said:
- Examiner 1 : so, can you, can you practice perform the way you sing to the students with less than normal speak, can you?
- According to Searle, the speech of *requesting* is a kind of directives which means to ask (a person) to do something and in this case, the examiner requested to the presenter to perform the way the presenter teaches.
- Another type of speech act in the extract is *commanding* or *suggesting* when the examiner said:
- Examiner 1 : So I want to real the, I want to see the real proce.., teaching procedure when you are in front of the preschool students
- Examiner 1 : That's the problem
If I suggest, I, first of all before singing the song, I will tell them to sing the song which

consist only the <X lyric X>, one two three four until ten (singing), that's will be repeated probably two weeks, After, after, after mastering to counting that you can ask the next

Examiner 1 : ya, somewhere in your page, eeee on page four you mention it's necessary for teachers to have good technique, I think you should find out the level which is their level of age and interest, the level of age and interest

According to Searle, the speech of *commanding* or *suggesting* is a kind of directives in which to offer for consideration or action. In which in this case the examiner suggested the presenter to find out the level of age and interest.

Another type of speech act is *asserting* as follows:

Presenter : yeah, there is song

According to Searle, the speech of *asserting* is a kind of representative that is used defend or maintain and in this extract, this type of speech was

used by the presenter to defended his explanation.

The last type of speech act is *thanking* that is used by the examiner, as follows:

Examiner 1 : But thats all, thank you.

In this case, the examiner used speech act of thanking to appreciate the time given to him to examine the presentation.

Extract 3: the conversation between presenter and the second examiner

Examiner 2 : Ok, my interested in, going on the question from Mr. Nasiruddin

Related to the teaching preschool, related to the number, you said that the students, the pupils already know the numbers

What for you teach them?

So maybe they already know all the <X words X> that you teach

If you say the classes, the toddler, the very beginner should start with the numbers, if the higher classes it is not, they already know the numbers

You said that if you taught the class, they already know number one to number ten, What for do you teach that numbers, if they already know that?

The number probably the next number, not number one to number ten anymore,

And from your explanation that not only the nursery rhymes but flash card, that the title should be change to the use of nursery rhymes and flash card, not only nursery rhymes that you use to teach but also flash card.

What about the classes? The control class?

Ya, How do you teach the student, the pupils there?

Presenter : By using flash card only

Examiner 2 : Flash card only, but in the class for nursery rhymes no flash card?

Presenter : Use flash card

Examiner 2 : Plus flash card, so nursery rhymes use flash card?

Presenter : yes

Examiner 2 : Eeeeeee, ok page one the first paragraph until the subtitle background

Is this, are these sentences your own or maybe quotation?

Presenter : Quotation

Examiner 2 : so, say the, State the source ya

Presenter : yes

Examiner 2 : You said that in Makassar, use English as the first language,

English as the first language?

They have their mother tongue in English?

What do you mean English as the first language?

Presenter : introduce English

Examiner 2 : What do you refer to the first language is mother tongue?

Bahasa ibu, bahas pertama, L2, L1 itu first language, mother tongue ya

So, when you called you use English, say English as the language of instruction for example, or English is used as the rule not the first language,

I don't think English is the first language...if

- you mean English is the first language that means that the students, the pupils have English as their mother
- Presenter : Only at school sir, but when they went to their house they use
- Examiner 2 : Don't say first language, English as instruction or English is used the whole time at school
- Presenter : oh yes
- Examiner 2 : Mmhh and then, what actually eeee nursery rhymes? What is nursery rhymes?
- Presenter : Mmhhh actually at the first time nursery rhymes mmhhhh appear because mmhhh the I mean mmhhh at that time they want to introduce their feeling to their government by using musical, at the first time
- Examiner 2 : Who?
- Presenter : Pertama kali eee (*the first time*)
- Examiner : Who do you mean they?
- Presenter : Ee England, orang inggris pada waktu itu mau eee mengapresiasi perasaan mereka melalui lagu, jadi memperkenalkan keadaan pemerintahan dan rajanya pada waktu itu mlalui lagu anak2 (*British, at that time wanted to appreciate their feelings through song, so they introduced the condition of the government and their king at that time by children songs*)
- Examiner 2 : So what do you, how do you translate nursery rhymes in Indonesia?
- Presenter : ((silence))
- Examiner 2 : rhymes itu kan ritme atau sajak
- Presenter : bisa puisi (*it can be poem*)
- Examiner 2 : bukan puisi, poem itu, poetry (*not peom, that is poem, poetry*)
- Presenter : Sajak yang berirama (*poem rhyme*)
- Examiner 2 : Bukan nursery itu bukan, nursery apa ya, penggunaan (*no, nursery is not, nursery is, the use*)
- Presenter : Lagu anak-anak (*children songs*)
- Examiner 2 : mungkin sajak anak-anak. (*maybe children poem*)

Apakah semua, are they all in the formal song?

Presenter : That's at the first time mmhh when the nursery rhymes appear but after that most of psychology and, if you want to eee say mmhhh in government Mmhhhh or to introduce eee rebellion to the children by using rhymes
After that they change, they change the

Examiner 2 : Is there any so far research related to using rhymes?

Presenter : mmmhhhh I found one, in java

Examiner 2 : But why didn't you put it here?

Presenter : Mmmhhhh ((silence))

Examiner 2 : Ok, then in the review, I think you need to put samples of nursery rhymes ya Mmhh read your theoretical framework, this seems that, i think you need to revise this

Presenter : yes

Examiner 2 : you said that, input process and output are in the same box <X then comes to X> nursery rhymes in classroom interaction, and there is another one vocabulary, that means mmmhhh this is confusing ya
And then come to pupils achievement, what do you mean only <X vocabulary X>, it does not be able, does not represent how this framework works...
And then on page 43 you have time schedule, unfortunately you don't <X check X> when decide the subject and so on, so it's just a blank time schedule

Presenter : Actually I have

Examiner 2 : ooo you should write, and for the writing bibliography, you should make it in one single space
and then the test...this is only for young children ya
actually it's not necessarily <X picture X>, maybe oral, the test should be oral by showing card and then

ask them what's the picture, so make it in oral form, not to write, not writing but oral form

I think you already know how to make <X this X>

But related to the, number four, number three, number two and so on, if the level of students you mention, can you mention again the first level?

Presenter : toddler

Examiner 2 : toddler, the first level

So, they are required to know number one to number ten. So, they already know this, then? What after this?

Presenter : Beginner

Examiner 2 : beginner?

Presenter : yes

Examiner 2 : and then?

Presenter : middle

Examiner 2 : middle?

Presenter : and then pre K

Examiner 2 : pre K?

Presenter : yes

Examiner 2 : And then which level do you want to teach

Presenter : pre K

Examiner 2 : pre K?

Presenter : yes

Examiner 2 : so they already know the number

So what for do you make the research of this?

Presenter : but eeee they cannot recognize the words, I mean the vocabulary, I mean the words in the written language mmhh the toddler and beginner cannot recognize

Examiner 2 : show the students the <X rules X>, only in oral form

Presenter : in oral form maybe they can, I mean toddler and beginner can, but if you want to use this test to them

Examiner 2 :
but

Presenter : ya, I mean if they want to do this test, I mean the toddler and beginner, cannot recognize the written of what here

They will make a <X line X>, they cannot eee do this test

Examiner 2 : So not because of the, you want the students to improve their vocabulary, not because the use of nursery rhymes...

Harusnya begini ya, itu bukan perannya nursery rhymes kalau begitu, tapi perannya yang flash card

Jadi kalau saya lisan saja disitu, kalau memang lisan, nursery rhymes lisan toh?

(it must be like this, that's not not nursery rhymes role, but the flash card's role, so according to my opinion, it's oral form, nursery rhymes is oral form, isn't it?)

Presenter : iya (yes)

Examiner 2 : nah, kalau peran flash card maka perlu ditambah nursery rhymes and flash card, judulnya, dan teorinya harus ada dalam <X thesis X> karena itu memang mau diajarkan toh, use flash card, not only nursery rhymes...

(if that's the rule of flash card, the title should be added nursery rhymes and flash card, and the theory must be put in it, because this is that you want to teach, isn't it?)

Use flash card, not only nursery rhymes)

Ok, that's all thank you

Analysis:

In the above extract, just like the extract 2, the presenter and examiner was also using several types of speech acts. The speech act of *questioning* was also used in this extract. The speech acts of *questioning* also mostly by the examiner. The speech acts of *questioning* in this extract are in the following:

Examiner 2 : Ok, my interested in, going on the question from Mr. Nasiruddin

Related to the teaching preschool, related to the number, you said that the students, the pupils already know the numbers

What for you teach them?

So maybe they already know all the <X words X> that you teach

If you say the classes, the toddler, the very beginner should start with the numbers, if the higher classes it is not, they already know the numbers

You said that if you taught the class, they

- already know number one to number ten,
 What for do you teach that numbers, if they already know that?
 The number probably the next number, not number one to number ten anymore,
 What about the classes? The control class?
 Ya, How do you teach the student, the pupils there?
- Examiner 2 : Plus flash card, so nursery rhymes use flash card?
- Examiner 2 : Eeeeeee, ok page one the first paragraph until the subtitle background
 Is this, are these sentences your own or maybe quotation?
- Examiner 2 : You said that in Makassar, use English as the first language,
 English as the first language?
 They have their mother tongue in English?
 What do you mean English as the first language?
- Examiner 2 : What do you refer to the first language is mother tongue?
- Examiner 2 : Mmhh and then, what actually eeee nursery rhymes? What is nursery rhymes?
- Examiner 2 : Who?
- Examiner 2 : Who do you mean they?
- Examiner 2 : So what do you, how do you translate nursery rhymes in Indonesia?
- Examiner 2 : Is there any so far research related to using rhymes?
- Examiner 2 : But why didn't you put it here?
- Examiner 2 : toddler, the first level
 So, they are required to know number one to number ten. So, they already know this, then? What after this?
- Examiner 2 : beginner?
- Examiner 2 : and then?
- Examiner 2 : middle?
- Examiner 2 : pre K?
- Examiner 2 : And then which level do you want to teach?
- Examiner 2 : so they already know the number
 So what for do you make the research of this?
- In this case, just the same with the first examiner, the second examiner used the speech of *questioning* which kind of directives to put a question in order to seek an answer or to seek information about.

In order to answer the question of the examiner, the presenter used speech act of *answering* as follows:

Presenter : By using flash card only

Presenter : yes

Presenter : Quotation

Presenter : Mmhhh actually at the first time nursery rhymes mmhhhh appear because mmhhh the I mean mmhhh at that time they want to introduce their feeling to their government by using musical, at the first time

Presenter : toddler

Presenter : Beginner

Presenter : yes

Presenter : middle

Presenter : and then pre K

Presenter : pre K

Presenter : Ee England, orang inggris pada waktu itu mau eee mengapresiasi perasaan mereka melalui lagu, jadi memperkenalkan keadaan pemerintahan dan rajanya pada waktu itu mlalui lagu anak2 (*British, at that time wanted to appreciate their*

feelings through song, so they introduced the condition of the government and their king at that time by children songs)

Presenter : ((silence))

Presenter : That's at the first time mmhh when the nursery rhymes appear but after that most of psychology and, if you want to eee say mmhhh in government Mmhhhhh or to introduce eee rebellion to the children by using rhymes

After that they change, they change the

Presenter : Mmmhhhhh ((silence))

Just like the speech act of *answering* which is done by the presenter in the second extract, in the third extract, the presenter also used speech act of *answering* in order to response the examiner's questions.

Another speech act in this extract is *requesting* that is used by the second examiner as follow:

Examiner 2 : But related to the, number four, number three, number two and so on, if the level of students you mention,

can you mention again the first level?

According to Searle, the speech of *requesting* is a kind of directives which means to ask (a person) to do something and in this case the examiner requested mention again the first level.

Not only the speech act of requesting, the speech act of *commanding or suggesting* is also used in this extract, they are in the following:

Examiner 2 : so, say the, State the source ya

Examiner 2 : And from your explanation that not only the nursery rhymes but flash card, that the title should be change to the use of nursery rhymes and flash card, not only nursery rhymes that you use to teach but also flash card.

Examiner 2 : Bahasa ibu, bahas pertama, L2, L1 itu first language, mother tongue ya

So, when you called you use English, say English as the language of instruction for example, or English is used as the rule not the first language,

Examiner 2 : Don't say first language, English as instruction or English is used the whole time at school

Examiner 2 : Ok, then in the review, I think you need to put samples of nursery rhymes ya
Mmhh read your theoretical framework, this seems that, i think you need to revise this

Examiner 2 : ooo you should write,

Examiner 2 : nah, kalau peran flash card maka perlu ditambah nursery rhymes and flash card, judulnya, dan teorinya harus ada dalam <X thesis X> karena itu memang mau diajarkan toh, use flash card, not only nursery rhymes...

(if that's the rule of flash card, the title should be added nursery rhymes and flash card, and the theory must be put in it, because this is that you want to teach, isn't it? Use flash card, not only nursery rhymes)

According to Searle, the speech of *commanding* or *suggesting* is a kind of directives in which to offer for consideration or action. In this case, the examiner commanded many things to the presenter for the research improvement.

In this extract, the examiner also used the speech act of *deny* as follows:

Examiner 2 : I don't think English is the first language...if you mean English is the first language that means that the students, the pupils have English as their mother

Examiner 2 : bukan puisi, poem itu, poetry (*not poem, that is poem, poetry*)

Examiner 2 : Bukan nursery itu bukan, nursery apa ya, penggunaan (*no, nursery is not, nursery is, the use*)

Presenter : but eeee they cannot recognize the words, I mean the vocabulary, I mean the words in the written language mmhh the toddler and beginner cannot recognize

According to Searle, the speech of *deny* is a kind of representative to refuse to admit the existence, truth, or value of something or refuse to agree or comply with a statement.

Another types of speech act used in this extract is *asserting*, they are in the following:

Presenter : Only at school sir, but when they went to their house they use

Examiner 2 : you said that, input process and output are in the same box <X then comes to X> nursery rhymes in classroom interaction, and there is another one vocabulary, that means mmmhhh this is confusing ya

And then come to pupils achievement, what do you mean only <X vocabulary X>, it does not be able, does not represent how this framework works...

And then on page 43 you have time schedule, unfortunately you don't <X check X> when decide the subject and so on, so it's just a blank time schedule

Presenter : Actually I have
 Presenter : ya, I mean if they want to do this test, I mean the toddler and beginner, cannot

recognize the written
of what here
They will make a <X
line X>, they cannot
do this test

According to Searle, the speech of *asserting* is also a kind of representative which used to state or express positively or to defend or maintain. In this extract, this type of speech was used by both presenter and examiner.

The speech act of *affirm* is also used in this extract when the speaker affirming by saying:

Presenter : oh yes

Presenter : yes

According to Searle, the speech of *affirm* is a kind of representative which means saying or indicating yes to a question, suggestion, etc. In this case, the presenter used speech act of *affirm* to state that she agreed with the examiner.

Another speech act is *believe* as follows:

Examiner 2 : I think you already know how to make <X this X>

According to Searle, the speech of *believe* is a kind of representative means regarding or trusting in which in this case, the use of *believing* by the examiner is to show that he trusted the ability of the speaker.

Another speech act is *conclude* as follows:

Examiner 2 : So not because of the, you want the students to improve their vocabulary, not because the use of nursery rhymes...

Harusnya begini ya, itu bukan perannya nursery rhymes kalau begitu, tapi perannya yang flash card

According to Searle, the speech of *conclude* is a kind of representative to reach a decision or form an opinion about something.

The last type of speech act uttered in this extract is *thanking* by the examiner as follows:

Examiner 2 : Ok, that's all thank you

In this case, just like the first examiner, the second examiner expressed thanking in order to appreciate the time given for him to examine the presentation of the presenter.

2. Discussion

By observing the result of the finding in the previous section, it showed there are some speech acts used by the presenter and the examiners in the research seminar, but some of the

same type of speech acts used differently based on the situation. As we have seen in the previous section that there are three extract of transcription on the spoken language in the research seminar in which the first extract was the presentation of the presenter, the second extract was the conversation between presenter and the first examiner, and the third extract was the conversation between presenter and the second examiner.

In the findings, it has been analyzed that the speech act of *report* is only found in first extract when the presenter presented or reported the content of her research. Searle (1969) classified *report* as a representative which commits the speaker to the truth of the expressed proposition.

The speech act that is found in all of the three extracts is *thanking*. The speech act of *thanking* is a type of expressive which express a psychological state (Searle, 1969). In the first extract, the speech act of *thanking* was used by the presenter to gratitude the examiners, supervisors, and the audience, so that there were long sentences because there were many people to be grateful, while in the second and the third extract, the speech act of *thanking* was used by the examiners who gratitude for the times given to them to examine the presenter and the gratitude was uttered in a short sentence.

The speech act of *questioning* was also used in all extracts but the way in using it is different with the use of *thanking*. As we seen from the extract that the speech act of *thanking* mostly used by the presenter but the speech act of *questioning* mostly used by the examiners to examine and to know more about what the presenter want to do in her research. The presenter also used a few of *questioning* just to make her clear about the examiners' argument. As Searle (1969) classified that the speech act of *questioning* is a type of directives that are attempts by the speaker to get the addressee to do something in which in this case the speakers to get the addressee to answer the questions. If we related with the Austin's theory (1965) who divided speech act into three namely *locutionary* that refers to the utterances themselves, *illocutionary* is *questioning*, and the *prelocutionary* is the effect of the utterances that is the answer of the addressee.

Related with the prelocutionary of illocutionary of *questioning*, as Austins' theory, the speech act of *answering* was also used. If the speech act of *questioning* was mostly used by the examiners, so that the speech act of *answering* was mostly used by the presenter as the respond to the examiners' questions. Both of the *questioning* and *answering* were only used in the second and third extract

because this two kinds of speech act can be used only in a dialogue or conversation, while in the first extract there is no *questioning* and *answering* because it is a monologue.

The speech acts of *requesting* and *commanding* or *suggesting* were also used in the extracts especially in the second and third extract. Based on Searle (1969), *requesting* and *commanding* or *suggesting* are also directives, like *questioning*, which are attempts by the speaker to get the addressee to do something, that, in this case, the speaker request or command the addressee to do something. In the extracts, these of speech acts were only used by the examiners who get the presenter to do something.

Another kind of speech act that was used is *deny*, that classified into representatives, which commit the speaker to the truth of the expressed proposition (Searle, 1969). The speech act of *deny* was used in the extract two and three by the examiners and also the presenter when they felt disagree about the addressee's argument. Besides *deny*, *assert* is also a case of representative and also found in the extract two and three. The speech act of *assert* was also used by the examiners and the presenters to defended their arguments. The speech act of *affirm* is also a kind of representative that was used. The presenter was affirming in the last extract which means saying or

indicating yes to the suggestions of the examiner. The other cases of representative that used are *believing* and *concluding* by the examiners in which *believing* was used to express the belief of the examiner about the presenter's ability and *concluding* to form the opinion about something.

From the findings, it can be seen that the first extract is monologue by the presenter, while the second and the third are dialogues or conversation between the examiners and the presenter. It's also been analyzed that in the monologue, the presenter was freely to present or report her research without any disturbance, while in the dialogue, there were question and answer by the examiners and presenter in which the examiners mostly gave questions and the presenter was demanded to answer the question clearly.

It can be seen also from the findings that in the first extract or monologue, there is a few types of speech act found, while on the other extracts or dialogue, it was found that there are many types of speech act used. Therefore, it can be concluded that in the dialogue (extract two and extract three), the use of speech act type is more than the use of speech act type in the monologue (extract one)

From the extracts in the findings, it can be seen also that there is any influence of the way the examiners

use speech act to the presenter. In second extract, the presenter mostly answered the question of the first examiner clearly and fluently while in the last extract, the presenter seemed doubtful in answering the questions, even sometimes the speaker was silent that indicate that the speaker was hard to answer the questions maybe because she was not sure or even didn't know how to answer the questions. Moreover, the second examiner in the last extract seemed more critical than the first examiner in the second extract, and could be one reason why the presenter could not answer the question clearly.

The relation between the examiners and the presenter could also influence the way they use of speech act. As Sternstrom (1994) in Rahman (2006) explained that the speaker relation is one factor that determine in a conversation. Related with the conversation in the research seminar, the examiners seemed free and more confidence to use the speech act when spoke to the presenter, as a lecturer talked to the students, on the other hand, the presenter seemed trying to speak as polite as possible and less confidence than the examiners, because she talked to her lecturer.

Strenstrom (1994) in Rahman (2006) also explained that speech situation also affecting in a conversation, so that the situation also influence the way of the respondents in

using the speech act. As we know that, the research seminar must be in a formal situation, so the way the people speak in the seminar should also in the formal way. It can be seen from the extracts that all of the respondents tried to avoid the use informal language, but preferred to use scientific language.

F. Conclusion and Suggestions

1. Conclusion

Based on the findings and discussion, the writer puts forward conclusion as follows:

- a. There are some types of speech acts used by the speaker in the research seminar and *questioning* and *answering* were mostly used than the other kinds of speech acts.
- b. There are some factors affecting the use of speech act, such as speech situation and speaker relation.

2. Suggestions

Considering the conclusion above the writer suggests that in using speech act, the speaker should consider some factors such as speech situation and speaker relation to make a good communication in especially in conversation to avoid misunderstanding.

References

- Al-Khateeb. 2009. *The Speech Act of Thanking as a Compliment Response as Used by the Arab Speakers of English a Comparative Intercultural Study*. Retrieved on October 1st, from <http://www.najah.edu/thesis/688.pdf>
- Akram, Muhammad. 2008. Speech Acts: A Contrastive Study of Speech Acts in Urdu and English. *Asian EFL Journal*. Retrieved on October 1st, from www.asian-efl-journal.com
- Austin. J. L. 1962. *How to Do Things With Words*. Harvard University Press
- Ba'dulu, A. M. 2008. *Discourse Analysis*. Makassar: Universitas Negeri Makassar
- Brown, Gilliant. 1983. *Discourse Analysis*. Cambridge: Cambridge University Press
- Cook, Guy. 1989. *Discourse*. Oxford: Oxford University Press.
- Labov, William and David Fanshel. 1977. *Therapeutic Discourse: Psychotherapy as Conversation*. New York: Academic Press.
- McCarthy, Michael. 1991. *Discourse Analysis for Language Teachers*. United Kingdom: Cambridge University Press.
- Rahman, Qashash. 2006. *Turn-taking Mechanisms and Pragmatics in English Conversation*. Makassar: Badan Penerbit UNM
- Searle, John R. 1969 *Speech Acts. An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.

