

**LECTURERS' SPEECH ACTS AT RESEARCH CLASS
IN ENGLISH DEPARTMENT OF STKIP PGRI
WEST SUMATERA**

THESIS



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*Submitted as partial fulfillment of requirements
to obtain a degree of Master of Education*

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2017**

ABSTRAK

Ahmad Nusi, 2017. Tindak Tutur Dosen di dalam Kelas Research di Jurusan Bahasa Inggris STKIP PGRI Sumatera Barat. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini adalah kajian tentang pragmatik yang meneliti tentang bahasa dan penggunaannya sesuai dengan konteks. Didalam mempelajari dan menggunakan tindak tutur bahasa apapun terutama bahasa Inggris kita selalu dihadapkan untuk mengenali dan memahami konsep-konsep penggunaan bahasa, konteks dan fungsinya. Para ahli bahasa telah sepakat bahwa tindak tutur dan fungsi bahasa tidak bisa dipisahkan dari konteks bahasanya termasuk dari gender perspective. Dengan demikian menggunakan tindak tutur secara konteks yang benar berarti juga memfungsikan bahasa secara fungsi yang benar juga. Selanjutnya, analisis yang dilakukan dalam penelitian ini menggunakan *pragmatic identity method* yang menganalisa bahasa sesuai dengan mitra wicara (participants). Dari analisis yang dilakukan peneliti menemukan beberapa hal. Pertama, ada 4 tipe tindak tutur yang dilakukan oleh dosen saat mengajar yaitu; Representatives, Expressives, Directives dan Commissives. Kedua, peneliti menemukan 16 kategori tindak tutur dengan frekuensi 381 dengan rincian, 16 kategori digunakan oleh dosen perempuan dengan total 301 tindak tutur. Sedangkan dosen laki-laki menggunakan 9 kategori saja dengan frekuensi sebanyak 80 tindak tutur selama proses pembelajaran. Ketiga, pola bahasa yang digunakan oleh dosen perempuan adalah QEC (Questioning, Explaining and Commanding) sebaliknya dosen laki-laki menggunakan pola bahasa CQE (Commanding, Questioning and Explaining) dilihat dari gender perspective. Terakhir, penelitian ini menemukan beberapa alasan masing-masing dosen menggunakan pola bahasa yang berbeda disaat mengajar. Secara teori, pola bahasa CQE sangat dianjurkan karena termasuk dalam scientific approach yaitu discovery learning yang mendorong mahasiswa untuk menemukan pemahaman terhadap suatu hal dengan cara mengobservasi, bertanya, menghubungkan dan mengkomunikasikan.

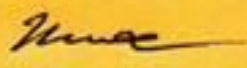
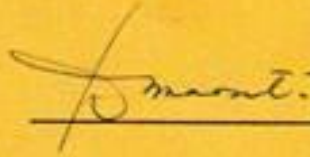
ABSTRACT

Ahmad Nusi, 2017. Lecturers' Speech Acts at Research Class in English Department of STKIP PGRI West Sumatera. Thesis. Graduate Program, The State University of Padang.

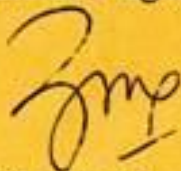
This research is related to the pragmatics study, which analyzes language and focuses on meaning and language used based on contexts. In learning and using of any language especially English, we are strongly required to recognize and familiarize with the concepts of language use, context and language functions. Some linguists agree that speech acts and language function cannot be thoroughly separated from contexts especially from gender perspective. Consequently, speaking a language or using speech acts in the right context means to function language in the right function too. Furthermore, this study applied pragmatic identity method. This method is used to identify linguistic units according to the linguistic units and the effects which are uttered by the speakers. There were some findings of this study; firstly there were four types of speech acts used by the lecturers in the teaching and learning process. They were representatives, expressives, directives, and commissives. Secondly, there were 16 sub-categories of speech acts with total frequency 381. Particularly, a number of speech acts used by woman lecturer were 16 categories with total 301 speech acts. Man lecturer speech acts sub-categories compared to woman, there were only 9 categories performed by the man lecturer with the number of frequency was 80. Thirdly, woman lecturer pattern was (QEC) whereas CQE was pattern used by the man lecturer in speech acts viewed from gender perspectives. Finally, the researcher found that QEC and CQE have done by their own reasons. Theoretically, CQE pattern is strongly suggested to be used because it is related to the scientific approach that is discovery learning which stimulates the students to observe, question, associate, experiment, and then communicate.

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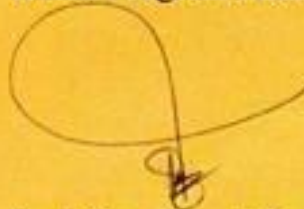
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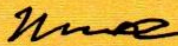
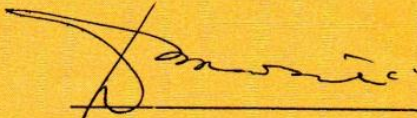

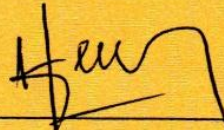

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ACKNOWLEDGEMENTS

Alhamdulillah, the researcher would like to express his thankfulness to Allah, the almighty God, who has blessed him so that he could finish writing this thesis entitled “*Lecturers’ Speech Acts at Research Class in English Department of STKIP PGRI West Sumatera*”. The researcher also would like to express his deepest gratitude to Prof. Dr. H. Mukhaiyar, M. Pd and Dr. Hj. Desmawati Radjab, M. Pd, his thesis advisors, who had kindly given generous help and encouragement as well as unlimited guidance toward the completion of this thesis. Thanks are also due to the lecturers of English Education Department, Edwar Kemal, S. S, M. Hum and Yola Merina, S. S., M.Hum who have given their help in the process of the data triangulation of this thesis and also for the validators of interview sheet.

Then, his appreciations are also due to the big family of English Education Department and STKIP PGRI West Sumatera, who permitted him to do this research at this campus. His deepest gratitude goes to all the teaching staffs of English Department in State University of Padang who taught him in one way or another during the year of his study.

Then, the researcher would like to express sincere heartily to his parents and brothers who helped and accompanied him to finish this thesis. Finally, special thank goes to his mom, Dra. Yelliza, M.M.Pd., M. M and all his friends who inspired him with some great ideas and encouragements.

It is the hope of the researcher that this thesis will give some contributions to the teaching of English in this Department by having more knowledge about speech

acts and its function in communicating. Any mistakes and misinterpretation in this thesis remains the researcher's.

Padang, Juli 2017

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

It is widely known that language can be studied either in a broad sense or in narrow one. In the broad sense, linguistics is often viewed as the study of language not only concern with form, words and grammar rules, but also with the meaning and how the way to use it in appropriate context. Language which concerns with sound system is known as phonology, morphology is structure of word and the study of combination of words into sentences is called syntax. On the other hand, the meaning and the usage of language are studied in semantics and pragmatics. Although, it is difficult to determine both branches of linguistics study, the linguistics have their view to define it. Semantics is the study of meaning expressed by a particular person in particular situation, while pragmatics is the study of aspects of meaning and language use that depend on the context (see O'keeffe, Clancy and Adolphs 2011: 3).

Another kind of specific studying of language related to the aspects of meaning and language use is speech acts. Speech act is an action performed by the use of an utterance to communicate (see Gies 2006:19). There are three levels of acts which are performed when an utterance is produced. The first is locutionary act, an act of producing a meaningful linguistic expression. The second is illocutionary act, an act of utterance with some kind of function mind, such as informing, predicting, begging, requesting, promising, prohibiting, advising, greeting, apologizing, thanking, ordering, and commanding, and so on. The third is perlocutionary act, an

act performed by means of saying something: convincing, provoking, persuading, and other.

Related to the language specific study and function above, the lecturers strongly have responsibility to transfer the knowledge, skill and values to the students through speech acts, especially in classroom. It can be seen when the lecturers explain the material, give question, advice and also comment. The researcher found that sometimes someone utterance leads to misunderstanding and may end to unsuccessful communication. This problem could happen because of several reasons. Firstly, a language is clearly used as a reason to occupy a function whereas a number of people are not familiar with the language function. Secondly, in using language, people utterances are often different from the meaning they seek. A lecturer, for example, in a classroom may express his idea in a form of command. Meanwhile, what he really wants to state is anger, a threat, advice, reminding and so on. In the other word, when someone says something in communication it means he or she is also taking an action. Briefly, behind the message is uttered in interacting with other, there is a sense that exceeds the meaning of the utterance itself. This phenomena in language are frankly called speech acts; actions performed in saying something (Austin on Cutting, 2002:16).

In addition, problem related to the speech act is also supported by Huang (2007:5) there is a huge gap between the meaning of a sentence and the message actually conveyed by the uttering of that sentence. These are highlighted based on, what is happening in the world, not on what is happening in the language, non-linguistics. Then, speech acts is chosen since what is exactly meant by the speaker

sometimes cannot be well interpreted by the hearer, especially in English classroom. For example, in a classroom, in which a teacher has a control, an utterance that may occur is “*Don’t talk*” when the teacher finds one of her students is busy talking with her or his friend as the other students are presenting a topic in discussion activity. This utterance is more than just a statement. Here, the teacher asks the student to be quite and give her or his attention on the presentation. It may cause the student becomes silent during the presentation, but she or he may also feel ashamed. However, the actions performed by utterance are not always the unpleasant ones, as mentioned previously. It can be quite pleasant, such as “*It’ll be better for you to listen to your friends as they’re presenting their materials, so in the next section, you can participate by giving your opinion or asking question*”. The intention of the teacher by saying this utterance is to ask the students to be quite during the presentation in a pleasant way in order to save the student’s face. In teaching and learning context, however, sometimes their illocutions are not understood well by the students. As the result, the students misinterpret what exactly their teachers’ intention in their utterances. Therefore, they may respond unexpectedly towards their teachers’ utterances.

The study of speech acts is needed to be conducted because every lecturer needs to realize that phenomena stated above frequently found in classroom. When a lecturer communicates his or her idea, information and any tasks to the students, he or she must use words that can understand. The function of speech acts is varied in accordance with the specific purpose so that language used to cover it must be delivered through its function.

B. Identification of the Problem

In English teaching and learning process, utterances and functions of language are known as speech used by the lecturers to interact and communicate with the students. Those can be seen in the following examples based on the pre-observation.

(1) *Ok semuanya, Let's review a little bit!*

Context: The utterance occurred when the X lecturer gave a question, but no one of his students gave response. They were busy with the computer. The lecturer then invited the students to review the material that has been explained previously and asked to pay attention to him.

Utterance (1) literally shows the use of speech acts functioned as invitation but the real meaning at this context as order or command to pay attention. The utterance is conveyed directly in imperative form and opened with “*Ok semuanya*”. The utterance aims to command the students to pay attention and review the materials that lecturer has explained. There is a word ‘*let's*’ used as a part of politeness strategy that involves the interlocutors in a particular activity.

(2) *Who is going to start the activity?*

Context: The X lecturer asked one of the students to start the activity as a volunteer.

Utterance (2) is speech act functioned as a command. The command is not stated directly, instead in interrogative form. The aim of this utterance is to ask one of the students to start the activity in front of the class. The X lecturer uses interrogative sentence in commanding toward the students.

(3) *Listen to your friends, please!*

Context: As one of the students did a presentation something in front of the class, some of the students made noise. The Y lecturer then asked the students to be quiet and listen to their friends.

Utterance (3) shows that lecturer uses speech act functioned as direct request by using imperative sentence marked by 'please'. This utterance aims to beg the students to be quiet and listen to their friend who is doing presentation in front of the class.

(4) *Don't joke!*

Context: Some of students enjoyed joking around during learning activity.

The Y lecturer then admonished them and asked them to stop joking.

Utterance (4) is speech act functioned as a prohibition order. It is conveyed directly by using negative imperative sentence. This utterance aims to prohibit the student to joke during teaching and learning activity.

It has been shown by the examples above that the speech acts done by the lecturers in teaching and learning process is varied and can be seen from many aspects. Speech acts can be seen from gender perspective, teaching experiences and educational level (Jay, Timothy 2003:455). It is highly different in speech acts used by the women and men in communication. Moreover, lecturers who have many years' experiences in teaching and level of education become one of the aspects that can affect the types of speech acts performed during their teaching. These aspects are very important to be viewed related to the speech acts used by the lecturers in

teaching and learning process because understanding what lecturers want is not enough to make the function of speech acts can be gained by the students.

C. Limitation of the Research

Based on the background of the problem above, the problem frequently happens in verbal communication when the utterances cannot be merely interpreted literally since sometimes what lecturers mean is different from what they have been stated. It is very crucial to be solved soon because when a lecturer communicates his or her idea, information and any tasks to the students, she or he must use words that the students can understand. The speech acts used by the lecturer is to inform or to persuade the students to do the assignment or read the book, so the language or speech acts used must be the signifier of information and benefit to the students. This case is really intended to make the students interpret appropriately towards their lecturers mean by their utterances and the students' responses towards the utterances are the expected one.

Dealing with the problem above, in this research, the researcher only studies speech acts used by the lecturers at Research class. Research class is chosen because there was more interaction happen between lecturers and students compared with other subject. Meanwhile, only this subject taught by men and women lecturers. Then, because the researcher wants to see the lecturers' speech acts viewed from gender perspective as one of the aspect neglected, the researcher focuses on men and women differences on speech based on some experts. Finally, the researcher also observes the lecturers' reason in using different speech acts in teaching and learning process.

D. Formulation of the Research

Related to the problems that are mentioned above, some questions appear in the researcher's mind. There are three questions formulated for this research which are strongly expected to be able to answer. The questions are as follow:

1. What are the types of speech acts used by English lecturers in teaching and learning process at English Department in STKIP PGRI West Sumatera?
2. What are the English lecturers speech acts used in teaching and learning process viewed from gender perspective at English Department in STKIP PGRI West Sumatera?
3. Why do the English lecturers use different speech acts in teaching and learning process viewed from gender perspective at English Department in STKIP PGRI West Sumatera?

E. Purposes of the Research

In conducting this research there are some purposes that are expected. Those purposes are:

1. To identify the types of speech acts used by English lecturers in teaching and learning process at English Department in STKIP PGRI West Sumatera.
2. To find out the English lecturers' speech in teaching and learning process viewed from the gender perspective at English Department in STKIP PGRI West Sumatera.
3. To find out the reasons why the lecturers have different speech acts in teaching and learning process viewed from the gender perspective at English Department in STKIP PGRI West Sumatera.

F. Significance of the Research

Since this research is related to the pragmatic study, the researcher expects that it will give some benefits for several parties both theoretically and practically. Theoretically, it is hoped that the result of this research strongly can be enriched discourse understanding of English lecturers, teachers, and students, particularly in terms of speech acts. Practically, it is hoped that this study can be useful for English lecturers, teachers, and students in understanding speech acts which occurs in teaching and learning, thus, the goal of communication can be achieved successfully. For English lecturers and teachers, it is hoped that this study can be reference for them in understanding, choosing and performing language function and language pattern of speech acts in the classroom activity, especially in managing the classroom and behavior of the students. It is vitally important to evaluate their teaching in the future regarding the use of speech acts. For students, it is hoped that this study can give an insight of variety of meaning provided in the language uttered around them, so it can help them to sharpen their communicative competence.

G. Definition of the Key Term

The terms that will be defined in this research are:

1. Speech act is what is said, understood and performed by the lecturer in making their utterances.
2. Gender is someone language pattern categorized by the social and culture in where she or he grows up and lives.
3. Research Class is one of the compulsory subject in which the lecturer teaches about research and implements the speech acts

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

In this chapter, the researcher divides the content into three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusions

This research is concerned with the pragmatic analysis of speech acts used by the lecturers in the teaching and learning process at Research Class in English Department of STKIP PGRI West Sumatera. In addition, the researcher also observes language function viewed from gender perspective. In line with the objectives of the research, to identify the type of speech acts and speech acts used viewed from gender perspective at Research Class, the research results can be concluded as follow.

1. There are four types of speech acts used by the lecturers in the teaching and learning process at Research Class in English Department of STKIP PGRI West Sumatera. They are representatives, expressives, directives, and commissives. The declaratives are not found. The directives are the most frequent found, while the commissives are the fewest one. Furthermore, there are 16 of speech acts sub-categories employed by the lecturers in teaching and learning process at Research Class in English Department of STKIP PGRI West Sumatera. They are explaining, informing, stating an opinion, greeting, congratulating, leave-taking, disappointing, questioning, commanding, requesting, prohibiting, warning, giving advice, suggesting, wishing and

threatening. The questioning is the most frequent function, while suggesting and congratulating are the fewest frequent function.

2. A number of speech acts differences used by woman lecturer are 16 categories with total 301. Man lecturer speech acts compared to woman, there are only 9 categories performed by the man lecturer with number of frequency is 80. Moreover, woman lecturer pattern is Questioning, Explaining, and Commanding (QEC) whereas CQE (Commanding, Explaining and Explaining) is pattern used by the man lecturer.
3. QEC pattern is done by the woman lecturer for several reasons. It can explore the students' background knowledge and evaluate their understanding about new topic. Then, explaining in detail about the topic followed by real example can make the students have more understanding and difficult point can be easier to understand. Finally, providing the students with some activities or assignment is really crucial to strengthen their understanding and to train them so that they become more confident to write their final project. In contrast, CQE pattern is a way to make the students gain the idea optimally. Man lecturer tried to bring the students to the concept by giving task, questions and explanation. It is very useful because the students fully engage and became more active in learning. This way also makes the students have high responsibility to do task, if they do not do it there is a punishment given by the lecturer. Moreover, explanation uses at the end of his teaching to check and to strengthen their understanding.

B. Implications

It is obvious that the relationship of the results of the research with the position, function, and role of the lecturer in teaching and learning process are really crucial. The findings of this research can be useful to face any issues in teaching and learning process related to the speech acts. Even though the lecturers has approached the problems in communicating with various techniques, but the use of speech acts is urgent and important to be implemented when the techniques cannot solve it.

Furthermore, the lecturers' speech acts in classroom strongly raise students' critical thinking by expressing many speech acts such as questioning and giving tasks. As the English lecturers, they expect the students to change from being passive learners into the active ones as well as to change their thoughts and attitudes to be more critical and also have high responsibility to comprehend the lesson.

Therefore, the lecturers still should decrease their variation speech acts such as CQE. It stimulates the students become active in learning because it facilitates the students and they automatically engage the teaching and learning process optimally. Meanwhile, speech acts in CQE makes the students more responsible and strengthen their understanding.

Finally, types of speech acts and its sub-categories are highly believed important to use since it directly touches all aspect of communication and gender. By knowing the speech acts categories and differences speech acts between woman and man lecturers, lecturers and students can build the teaching and learning process optimally because they know the real meaning of their utterances.

C. Suggestions

Based on the conclusion and implications that have been explained above, some suggestions will be directed toward the English lecturers and the other researchers.

1. To the English lecturers

The English lecturers should take into account on speech acts and language function in English teaching. The speech acts accompanied by language function are so important in the classroom so that the instructions uttered by the lecturers are understood by the students. The implementation of speech act in teaching and learning process will indirectly help the students to understand the material and also master the communicative competences. Moreover, the use of particular language functions, such as questioning and commanding can be so essential for helping the students to activate their background knowledge and critical awareness. Finally, the QCE pattern of speech acts is really recommended to be used by the lecturers because it encourages students become active participants in learning by exploring concepts and answering their own questions through testing and experience

2. To the other researchers

- a. The subjects of the research are the utterances expressed by the English Lecturers in the classroom. The students' utterances, as a part of classroom communication, have not been investigated. The next researchers, therefore, may enlarge the subjects of their research into the lecturers and students' utterances.

- b. The focuses of the research are only on speech acts viewing from gender perspective. Other aspects of speech acts viewing from teaching experiences and educational level may be investigate by the next researchers. Furthermore, they can investigate other major topics of the study of pragmatics for instance deixis, presupposition, reference, conversational implicature, cooperation, or politeness in the classroom communication in English language teaching.

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