TEACHER'S AND STUDENTS' SPEECH ACTS DURING CORRECTING SESSION OF THE STUDENTS' ENGLISH WORKS AT SMAN 8 BANDAR LAMPUNG

(A Thesis)

By

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ABSTRACT

TEACHER'S AND STUDENTS' SPEECH ACTS
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This qualitative study aimed to find out the speech acts produced by the teacher and the students during correcting session of the students' English works. The subjects of this study were one English teacher and 36 students of X6 at one SMAN. Observation and open-ended interview were conducted to get the data for this study. The finding revealed that the teacher produced more speech acts (152 utterances) than the students (63 utterances). It can be seen that from 152 utterances of the teacher' speech acts, there were 79 utterances of representatives speech act (52%) mostly produced by the teacher. Besides, there were 72 utterances of Directives speech acts (47.4 %) produced by the teacher. Meanwhile, there were 63 utterances produced by the students in order to respond the teacher (teacher student' speech acts) and to their other friend (students to students' speech acts). There were two kinds of response produced by the students; they are teacher student and students to students' utterances or responses. The students produced more utterances to the teacher (56 utterances), than to the other friends, which were only 7 utterances. In responding the teacher, the students used representatives speech acts the most with 48 utterances. Therefore, the teacher mostly produced representatives and directive speech acts. Meanwhile, the students mostly produced representatives speech act to respond the teacher's speech acts. On the other hand, the congruency and incongruency happened between the teacher's and the students' speech acts. Furthermore, there was only congruency between one student's speech acts to the others students'. It is suggested that not only produce representatives and directives speech acts, teachers are also expected to produce more expressive speech acts in order to make the students have more encouragement to perform better on their next works and be more active in the classroom.

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A Thesis

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CURRICULUM VITAE

The writer's name is Dhona Kartika. She was born on April 7th, 1991 in Bandar Lampung. She is the third daughter of a happy Moslem couple, Drs. H. Sudirman Rahid and Dra. Hj. Rohimawati. Both of them take care of her with her three lovely sisters.

She graduated from State Elementary School 1 Langkapura in 2003. Then she continued her study at State Junior High School 1 Bandar Lampung and graduated in 2006. After that she entered State Senior High School 3 Bandar Lampung and graduated in 2009. In the same year she was accepted at English Education at Lampung University and graduated in 2013. In 2014, she was registered as a student of the 1st batch of Master of English Education at Lampung University.

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Bandar Lampung, June 2016

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Drs. H. Sudirman Rahid and Dra. Hj. Rohimawati.
- My beloved sisters, dr. Ayudhiya Maulina, Mery Novita, S.Pd., and Gita Augesti, S.Ked.
- My big families, the Maaz's and the Rahid's.
- My fabulous friends of the 1st batch of Master of English Education.
- My Almamater, Lampung University.

MOTTO

"Then which of the favors of your Lord will ye deny?"

- Q.S. Ar-Rahman (55) -

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, 30th June 2016
The writer,

Dhona Kartika

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I. INTRODUCTION

The first chapter describes background of the problem, identification of the problems, limitation of the research, formulation of the research, objectives of the problems, significances of the reasearch and definition of key terms.

1.1 Background of the Problems

People are always connected to language by which it is used as the tool of communication. A good communication is built from a good understanding among people who are involved in communication. Therefore, the use of language in order to make good communication and understanding between the speakers and the hearers is important to consider. The use of language may differ in many different contexts. One of the most sensitive contexts that need to be considered more in using the language is in the classroom activities. How teachers teach their students and what they expect the students are going to achieve can be seen from the language they use. Pedagogy and interaction come together through talk: pedagogic goals are manifested in the talk- in- interaction (Walsh, 2006: 62).

In a classroom context, communication can run well when the students are able to catch, understand, and respond the intended meaning delivered by the teacher well. It can also be seen whether the students do exactly what the teacher wants

the students to do. Therefore, teacher needs to make sure that his or her utterances are delivered well and can be comprehended well by the students. The utterances produced by the teacher and the students are called speech acts.

According to Austin (1962) speech acts are speakers' utterances which convey meaning and make listeners do specific things. Furthermore, speech acts are actions performed via utterances (Yule, 1996: 47). It might be said that speech acts are utterances which convey meaning and make listeners do specific things. Every utterances or speech acts produced by teachers in the classroom indicates they intended specific things that will be done by the students. The speech acts produced and uttered by the teacher as the speaker in the classroom can be seen from the illocutionary acts that appear.

As it was mentioned before, the utterances or speech acts uttered by the speaker not only to say something but also to ask someone else to do something. The speaker and the hearer share a mutual knowledge of those facts together with a mutual knowledge of the rules of performing the various kinds of speech acts (Searle: 1979: 167). On the other words, every kinds of speech acts produced and uttered by the teacher have specific purposes and meanings that the teacher expects the students to understand. Therefore, the teacher might have consideration in producing the speech acts.

On the other side, learners in learning process tend to understand well what they learn in the classroom. The students get what they learnt in the classroom from their teachers. It is necessary to the students to catch the intended meaning of the teacher's speech acts. Based on the researcher's experiences in teaching, it was

found that students' understanding of the lesson is influenced by teachers' explanation of the lesson. It can be said that most of the students feel safe to do their task after asking for the teacher' guide. Wajdi (2009: 1) states that teachers' speech acts are extremely important, not only for the organization of the classroom but also for the processes of acquisition. It is important for organization and management of the classroom because it is through language (speech acts) the teachers either succeed or fail to implement their teaching plans.

As Trosborg (1994: 159) as citied in (Merdana, Seken, and Putra, 2013:6) reveals that teacher has responsibility to educate the students and has powerful communicative privilege due to expertise in the subject and the teacher's responsibility for attaining the aims of a given subject. It is also stated by Shishavan (2010: 1) that teachers in general and English language teachers in particular play a fundamental role in their learners' learning and academic achievement. As it is known that assessing students is one of the teachers' possibility and it is a must activity that cannot be skipped in order to discover whether the students have attained good understanding about the materials given. Therefore, this powerful communicative can be supported by using appropriate utterances during classroom activities, especially in assessing and checking the students' works in order to discover whether the students have attained the aims of the subjects given or not, and also try to lead them to find their lack in the lesson.

Based on the researcher's experience, it was found that the communication between the teacher and the students in the classroom were still led by the teacher dominantly. The students only responded the teacher's explanation by saying "yes". But, when the teacher asked them some questions related to the material, they just kept silent. It also happened when the researcher conducted pre observation at SMAN 8 Bandar Lampung, The researcher found the same thing that the students only responded the teacher by saying "yes" when the teacher asked them whether they had already understood about the teacher's explanation about or not. On the other words, the students' participation and their production of utterances still depended on the initiation of the teacher.

As Walsh (2004: 62) states that pedagogical goals are manifested in talks between the teacher and the students. What the teacher says and what the responses given by the students and also how the responses are important to investigate in order to find out whether the goals of the pedagogy or the material are already achieved or not. The things that the teacher needs the students to achieve and the understanding about the lessons or the materials can be seen from the utterances of the teacher and the students produce. That is why the investigation or the exploration of the teacher and the students' speech acts is important to do.

Several studies related to the teacher's speech acts in the classroom activities have been conducted by many researchers. The first study conducted by Sitarama, Dong, and Agogino (2001: 1-3), which focused on one classroom case-study discussion and analyzes the role of the instructor and the peer learning process involved. They revealed that the instructor used constatives, directives,

commissives, expositives and narratives speech acts, whereas the students used mostly the constatives and narratives.

Second, Flor (2005: 167-176) in her study about a taxonomy of different linguistic realization strategies for the speech act of suggesting suggested an example of a teaching approach which consisted of seven steps started from presenting authentic input employed in real and natural setting. The result ended in learners could be provided with a series of production activities in which they can implement all that knowledge order to foster learners' pragmatic competence when making suggestions in the EFL classroom.

Third is the study about turn-taking produced by tertiary level students done by Flora and Emzir (2015: 11). The result shows that students made turn-taking during the group work discussion and it can be classified into two categories, namely: 1) by choosing himself, and 2) by choosing others. The speaker chose himself by having four reasons while the speaker chose others by having three reasons. All the turn- takings are made by students in order to finish the task given by the lecturer

Forth, Kurdghelashvili (2015: 306) also studied about speech acts in the classroom. Her study is about politeness strategies and specific speech acts in EFL classroom in Georgia. The results showed that the students had certain knowledge regarding politeness yet they failed to apply them in English communication. In

addition, most of the speech acts from the classroom interaction are used by the teachers and not the students.

The last, Victoria (2014: 35-38) provided insights into how the Filipino university lecturers in the study used language to mitigate face threatening acts The result was lecturers in the study tended to use positive politeness more than negative politeness strategies when correcting mistakes, expressing disapproval and giving orders. According to Victoria (2014: 38), the teacher used politeness mostly in correcting or giving feedback to the students. It was used to make the students feel free in giving their answer if it was right or wrong. Therefore, students would not be active in the class.

Based on the previous studies, there are several speech acts used by the non-native speaker teacher i.e., declarations, directives, commisives, and politeness to engage the students' active participation in the classroom. However, in this study, the researcher explored not only the teacher and the students' production of speech acts, but also the congruency between the speech acts produced by the teacher and the students during specific context, which was correcting session, and the congruency between students to other students' speech acts. Then, the congruency was analyzed based on the Cooperative Principle by Grice (1975). Therefore, the use of the Cooperative Principle by Grice (1975) in analyzing the congruency of the speech acts of the teacher and the students made this study was different from the previous studies.

Exploring the non-native speaker teacher and the students' speech acts in ELT especially in congruency between the teacher and the students' production of speech acts during correcting session need to investigate. It is because the teacher might find whether the students have already understood about what they have to do or understand about the materials given or not during the correcting session. The teacher may find out how far the students understand the lesson and how well they perform it from this session. The correcting session meant in this research was the correcting session of the students' reading homework of narrative text. They were asked by the teacher to answer several questions from two different narrative texts.

There were two types of questions; fill in the blank question and WH question. In fill in the blank questions, the teacher asked the students one by one by calling their names to read the text and fill the blank provided with the correct answers. Meanwhile, in WH questions, the teacher also asked the students to read the question and read their answer. This activities was done in order to fulfill the standard competence and basic competence in KTSP curriculum, which was the students were able to understand and respond the monolog and the meaning in short and simple functional text, such as narrative text, descriptive text and news item in daily life context.

Therefore, in this research, the researcher wanted to investigate the teacher and the students' speech acts in specific context, which was in correcting session in EFL classroom at SMAN 8 Bandar Lampung, that never done before by the other researchers. The findings of the current investigation can add to our understanding

of how social relationships are established, maintained and shaped through talk. Given the importance that language plays in teaching and learning, significant insights can be gained from an awareness of how specific linguistic devices can be used strategically to create a supportive, non threatening classroom environment.

1.2 Identifications of the Problems

Based on the explanation in the background, there are some problems that can be found:

1. The teacher still dominates the classroom interaction
2. The students' low responses to the teacher's explanation
3. The teacher sometimes is not aware of the real meaning of the students' response to the teacher.
4. The students are still passive during teaching learning process
5. The students are afraid to ask about something they still do not understand about the topic under discussion to their teacher

1.3 Limitation of the Research

The study is limited to the speech acts and its congruency or incongruency between the teacher and the students' speech acts during the correcting session in English class.

1.4 Formulation of the Research

The problems that are going to be discussed in this research paper can be stated as follows.

1. What kinds of speech acts are produced by the teacher in correcting the students' English works?
2. Is there any congruency between the teacher and students speech acts?
3. Is there any congruency between the students and the other students' speech acts?

1.5 Objectives of the Research

Dealing with the statements described above, the objectives of the research are to find out.

1. The kinds of speech acts produced by the teacher in correcting the students' English works
2. There is any congruency between the teacher and students' speech acts
3. There is any congruency or between the students and the other students' speech acts

1.6 Significances of the Research

1. Theoretical Benefit

The result of this research is expected to support the theory of speech acts in the development of linguistics and pragmatics theories. In addition, hopefully this

study will be beneficial for the other researchers in organizing a research of speech acts.

2. Practical Benefits

The results and findings of this study are expected to provide the educators and the teachers to obtain meaningful information of speech acts that are used in the teaching and learning process, especially in the certain context such as in correcting students' works in English orally. It is also expected that after read this research, the teachers discover what speech acts may be probably used to facilitate the students' active participation. Hopefully, this research will be meaningful feedback for the teachers whether their speech acts give any positive effects for the students in the way they correct their students' works in English. Then, from this research, the students will get more meaningful and effective speech acts from their teacher. Therefore, they are able to respond clearly, politely, and also understand their teachers well especially during correcting session of their works.

1.7 Scope

In this study there were one class and one teacher involved, which consisted of the first graders students at SMAN 8 Bandar Lampung and one English teacher. Those first grade students were chosen because it was assumed that in this class, the teacher would produce more utterances since they still needed more explanation and guide from the teacher. Therefore, the production of the utterances would be as much as expected. Meanwhile, the teacher chosen since among the English teachers at that school, this teacher had better educational

background because she was the only English teacher who had finished studying in Master of Education Technology.

The main focuses observed in this study were the speech acts produced by the teacher, especially the congruency appeared between the teacher and the students' speech acts and also between the students to other students during the correcting session of the students' English works. The speech acts produced by the teacher and the students were recorded and the results were transcribed, coded manually and elaborated qualitatively. The results were analyzed and explained qualitatively as well.

1.8 Definition of Terms

1. Speech Acts:

   Action performed via utterances (Yule, 1996: 47)

2. Locutionary Acts:

   The basic act of utterance, or producing a meaningful linguistic expression (Yule, 1996: 48)

3. Illocutionary Acts:

   The speaker might utter make a statement, an offer, an explanation, or for some other communicative purpose. (Yule, 1996: 48)

4. Perlocutionary Acts:

   An utterance with a function without intending it to have an effect (Yule, 1996: 48)

5. Declarations:

   Kinds of speech acts that change the world via their utterances (Yule, 1996: 53)

6. Representatives:

   Kinds of speech acts that state what the speaker believes to be case or not (Yule, 1996)

7. Expressives:

   Kinds of speech acts that state what the speakers feel (Yule, 1996: 53)

8. Directives:

   Kinds of speech acts that the speakers use to get someone else to do something (Yule, 1996: 54)

9. Commissives:

   Kinds of speech acts that the speakers use to commit themselves to some future action (Yule, 1996: 54)

10. Cooperative Principle

    Make conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which the interlocutors are engaged (Grice, 1979: 45)

II. LITERATURE REVIEW

The second chapter provides theories which are relevant with the research as a guidance. The discussion of the chapter concerns with review of the previous research, speech acts, classification of speech acts, utterances, forms of utterances, feedback, specific feedback, positive and negative feedback and students' responses.

2.1 Review of the Previous Research

To obtain further understanding about this study, it is better to see the previous research. First, Victoria (2014: 35-38) investigated the teacher talk and managing social relations in Philippine university classroom. The main aim of her study was to provide insights into how the Filipino university lecturers in the study used language to mitigate face threatening acts (e.g. correcting students' mistakes, issuing a challenge or disagreement and giving orders) thus preserving students' self-esteem and making the classroom a safe place for learning. The result was lecturers in the study tended to use positive politeness more than negative politeness strategies when correcting mistakes, expressing disapproval and giving orders.

The second study comes from Kurdghelashvili (2015: 306) also studied about speech acts in the classroom. She explored the students' and the teachers' practice of the politeness strategies and the speech acts of apology, thanking, request, compliment / encouragement, command, agreeing / disagreeing, addressing and code switching. The results showed that the students had certain knowledge regarding politeness yet they failed to apply them in English communication. In addition, most of the speech acts from the classroom interaction are used by the teachers and not the students.

Flor (2005: 167-176) had conducted a study aimed at presenting a taxonomy of different linguistic realization strategies for the speech act of suggesting. Employing such a taxonomy in foreign language teaching (FLT) could provide learners with a range of particular forms for use as suggestions in different situations. In this study, she suggested an example of a teaching approach which consisted of seven steps started from presenting authentic input employed in real and natural setting and ended in learners could be provided with a series of production activities in which they can implement all that knowledge order to foster learners' pragmatic competence when making suggestions in the EFL classroom.

On the other hand, Flora and Emzir (2015: 11) conducted a content analysis that aimed at finding indebth understanding about turn-taking produced by S1 students of FKIP-Lampung University during group work discussion. The data were student's utterances during group work discussion. The result shows that students

made turn-taking during the group work discussion and it can be classified into two categories, namely: 1) by choosing himself, and 2) by choosing others. The speaker chose himself by having four reasons while the speaker chose others by having three reasons. All the turn- takings are made by students in order to finish the task given by the lecturer.

The last one, Sitarama, Dong, and Agogino (2001: 1-3) focused on one classroom case-study discussion and analyzed the role of the instructor and the peer learning process involved. Utterances of the students and instructors were analyzed according to the speech act theory. This study revealed that the instructor used many different types of speech act (constatives, directives, commissives, expositives and narratives) whereas the students used mostly the constatives and narratives. However they could use directives which they do in their rational evaluation of other's hypothesis / explanations to request clarification / argumentation and use commissives in their assertion of the point of view taken.

The previous studies above, mainly discussed on the kinds of the speech acts in the ELF classroom and the use of native language or L, but they did not broadly discuss the responses of the students. However, in this study, the researcher did not only explore the teacher and the teachers' speech acts, but also explored the congruency between the teacher and the students' speech acts in correcting their English works. In addition, it is also supported that there are still limited previous studies that reveal about the students' responses toward the teacher' speech acts.

2.2 Speech Acts

The primary concept of speech act is that, various functions can be implemented by means of language. According to Yule (1996:47) speech acts is performed action via utterance. In his famous work, How to do Things with Words 1953), J. L. Austin outlined his Theory of Speech Acts and the concept of performative language, in which to say something is to do something (1962: 12). Searle (1971: 39) proposes that "the speech act is the basic unit of communication". We really communicate our ideas, feeling, and intentions through our utterances we made. In place of the initial distinction between constative and performative, Austin substituted a three-way contrast among the kinds of acts that are performed when language is put to use, that is, locutionary acts, illocutionary acts, and perlocutionary acts (Austin, 1962: 108).

Austin (1962:108) describes kinds of acts; they are locutionary act, illocutionary act and Perlocutionary act. Locutionary act is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to 'meaning' in the traditional sense. The locutionary act is utterance of this sentence "I'll turn your light off".The locutionary acts are uttered by the speaker to send specific meaning. The meaning is stated in illocutionary acts. Illocutionary acts such as informing, ordering, warning, undertaking, etc are the examples of utterances which have certain (conventional) force. Perlocutionary acts is what we bring about achieve by saying something, such as convincing, persuading, deterring, and even, say, surprising or misleading.

Moreover, Yule (1996: 48-49) describes locutionary act as the basic act of utterances, or producing a meaningful linguistic expression. The illocutionary act is performed via communicative force of an utterance. We might utter to make a statement, an offer, an explanation, or for some other communicative purpose. This is also generally known as the illocutionary force of the utterance. Perlocutionary act is an utterance with a function without intending it to have an effect. Depending on circumstances, you will utter on the assumption that hearer will recognize the effect you intended (for example, to account for a wonderful smell, or to get the hearer to drink some coffee). This is also generally known as the perlocutionary effect.

The illocutionary acts is "the action that is performed by saying the sentence". Illocutionary acts are considered the core of the theory of speech acts. An illocutionary act is the action performed by the speaker via utterance. Perlocutionary act is an act that is uttered to affect the listener. In other word, a perlocution is listener behavioral response to the meaning of the utterance or to the speaker's illocutionary acts, not necessarily physical or verbal response, perhaps merely a mental or emotional response.

In performing a locutionary act, a speaker uses an identifiable expression, consisting of a sentence or fragment of sentence from language. For example, a child refuse to lie down and go to sleep, then his mother says, "I'll turn your light off".

2.2.1 Classification of Speech Acts

Austin (1962: 150-162) presents a preliminary, intuitive, five-way taxonomy of illocutionary acts that Austin himself admitted was neither particularly well-motivated nor always unambiguous in its application to particular examples. Here are Austin's five classes :

1. Verdictives are acts that consist of delivering a finding, official or unofficial, upon evidence or reasons as to value or fact, so far as these are distinguishable, such as acquit, hold (as a matter of law), read something as, etc.

2. Exercitives are acts of giving a decision in favour of or against a certain course of action, or advocacy of it, for instance, appoint, dismiss, order, sentence, etc.

3. Commisives are acts whose point is to commit the speaker to a certain course of action, for examples, contract, give one's word, declare one's intention, etc.

4. Behabitives include the notion of reaction to other people's behavior and fortunes and expressions of attitudes to someone else' past conduct or imminent conduct, such as apologize, thank, congratulate, welcome, etc.

5. Expositives are acts of expounding of views, conducting of arguments, and clarifying of usages and of references, for examples deny, inform, concede, refer, etc.

After Austin classified speech acts into five types , and then Searle (1979: 12-18) refined his typological system:

1. Directives (Verdictives): attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something, such as request, command, advice, and invitation.
2. Declarations (Exercitives) : the exercising of power and rights or completion of a change by the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world, as in appointing, warning, and ordering.
3. Commisives: an action to commit the speaker (again varying degrees) to some future course of action.
4. Expressives (Behabities): a psychological expression that shows the sincerity condition about a state of affairs specified in the propositional content, such as apology, gratitude, and congratulation.
5. Assertives (Expositives): to commit the speaker (in varying degrees) to something' being the case, to the truth of the expressed proposition.

This research emphasizes on one of the speech acts, the illocutionary acts. According to Austin (1962:120), the illocutionary acts has a certain force in saying something. Illocutionary acts are considered the core of the theory of speech acts. An illocutionary act is the action performed by the speaker via utterance. According to Yule (1996: 48), the illocutionary act is thus performed

via the communicative force of an utterance which is also generally known as illocutionary force of the utterance. The illocutionary act is mostly about the speaker's intentions to the hearer (from the addresser to the addressee), for examples, stating, questioning, promising, requesting, giving commands, threatening and many others. Basically, the illocutionary act indicates how the whole utterance is to be taken in the conversation.

As it is has already stated above, Searle places the speech act at the center of study of language, meaning, and communication. Then, the basic unit of the communication is illocutionary acts. On the other word, if we talk about speech, we also talk about illocutionary acts. The classification of illocutionary acts proposed by Searle (1979: 12-18) is a successful development of ideas that appears in Austin's theory. They are five basic kind of action performed in speaking by mean of the following five types of utterance thatwas developed by Yule (1996:53-54), they are:

1. Declarations are those kinds of speech acts that change the world via their utterance. The acts of Declarations are approving, betting, blessing, christening, confirming, cursing, declaring, disapproving, dismissing, naming, resigning, etc.

   Example: I quit from this job ⟶ resigning

2. Representatives are those kinds of speech acts that state what the speaker believes to be case or not. The type include arguing, asserting, boasting, claiming, complaining, criticizing, denying, describing, informing, insisting, reporting, suggesting, swearing, etc.

Example: I met your parent yesterday ⟶ informing

3. Expressives are those kinds of speech acts that state what the speakers feel. The acts are apologizing complimenting, condoling, congratulating, deploring, praising, regretting, thanking, etc.

   Example: I like your house very much ⟶ praising

4. Directives are those kinds of speech acts that the speakers use to get someone else to do something. The acts are advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, ordering, permitting, recommending, requesting, suggesting, etc.

   Example: Don't go to the party! ⟶ Forbidding

5. Commissives are those kinds' acts that the speakers use to commit themselves to some future action. The acts are committing, guaranteeing, offering, promising, refusing, threatening, volunteering, vowing etc.

   Example: I will be there at 5 o'clock. ⟶ Promising

Therefore, in this study, the researcher will find out the teacher's speech acts by exploring the teacher's illocutionary acts using Searle' theory about the kinds of illocutionary acts.

2.3 Utterance

The claim by such linguists as that the single sentence with all its individuality and creativity can be regarded as a completely free combination of forms of language, is not Bakhtin (1986: 81) feels, true of utterances. Actual utterances

must take into account the (already linguistically shaped) context into which they are directed. Thus for him:

> "Any concrete utterance is a link in the chain of speech communication of a particular sphere. The very boundaries of the utterance are determined by a change of speech subjects. Utterances are not indifferent to one another, and are not self-sufficient; they are aware of and mutually reflect one another... Every utterance must be regarded as primarily a response to preceding utterances of the given sphere (we understand the word 'response' here in the broadest sense). Each utterance refutes affirms, supplements, and relies upon the others, presupposes them to be known, and somehow takes them into account. Therefore, each kind of utterance is filled with various kinds of responsive reactions to other utterances of the given sphere of speech communication" (Bakhtin, 1986: 91).

In other words, an utterance has at least these four basic properties: 1) boundaries; 2) responsivity or dialogicality; 3) finalization; and 4) generic form. What is meant by the first two properties 1) and 2) is obvious from the quote. Number three 3) "finalization" is made clear in the following quote:

> "This change [of speaking subjects] can only take place because the speaker has said (or written) everything he wishes to say at a particular moment or under particular circumstances. When hearing or reading, we clearly sense the end of the utterance, as if we hear the speaker's concluding dixi. This finalization is specific and is determined by specific criteria" (1986: 76).

The final property is described further in the next section. The choice of speech genre "is determined by the specific nature of the given sphere of speech communication, semantic (thematic) considerations, the concrete situation of the speech communication, the personal composition of its participants, and so on" (1986: 78). A subsequent modification of what utterances is based on Crookes and Rulon (1985: 9) citied in Crookes (1988: 149):

> an utterance [is] defined as a stream of speech with at least one of the following
> characteristics:
> (1) underone intonation contour,
> (2) bounded by pauses,and
> (3) constituting a single semantic unit.

Crookes (1988: 150) states that it is note worthy that clinical linguistics, an area of research usually quite separate from first or second language acquisition studies, also makes use of the utterance as a base unit, defined in a surprisingly similar fashion to that mentioned above. In the course of an exposition of the development of a speech sampling system, Shewan (1988) in Crookes (1988: 150) defines an utterance as:

> a complete thought, usually expressed in a connected grouping of words, which is separated from other utterances on the basis of content, intonation contour, and/or pausing. (i) Content. A change in content is used as one criterion for segmenting utterances... (ii) Intonation Contour. A falling intonation contour signals the end of an utterance. A rising intonation signals the endof an utterance if it is a question. . . (iii) Pauses. Pauses are used in conjunction with the above two criteria to segment utterances. (Shewan 1988: 124)

Despite the fact that Shewan reviews an extensive body of literature in her paper, none of it overlaps with any of that discussed in this section-Leo this definition of the utterance appears to have been independently developed.'To summarize the definitional work on the utterance: this unit is specified by way of intonational, pausal, and semantic criteria. It has been developed from a widely used but not carefully defined unit in linguistics, through its application to child L1 acquisition work, to its use and increasingly careful specification inL2 learning research, and has independent support from its use in a similarly defined form in recent clinical linguistics research (Crookes, 1988: 150)

Therefore, based on the experts above, utterance can be summed up as meanigful group of words that express the peoples' thought. In this research, the kinds of teacher's speech acts produced in correcting the students' English works will be analyzed based on the utterances he or she produces. Thus, the definition of utterances and what forms of utterances need to be cosidered and will be analyzed in order to find out the teacher's speech acts produced during the correcting session.

2.3.1 Forms of Utterances

1. Single Words

Taking the single word as our unit, we name the big classes of words (parts of speech) and then describe the inflection of each; there follows a hasty survey of such matters as derivation and composition; finally we discuss the uses and interrelations of the various inflected words in the sentence (syntax).This contrasts with a morpheme, which is the smallest unit of meaning but will not necessarily stand on its own. A word may consist of a single morpheme (for example: oh!, rock, red, quick, run, expect), or several (rocks, redness, quickly, running, unexpected), whereas a morpheme may not be able to stand on its own as a word (in the words just mentioned, these are -s, -ness, -ly, -ing, un-, -ed).

A complex word typically includes a root and one or more affixes (rock-s, red-ness, quick-ly, run-ning, un-expect-ed), or more than one root in acompound (black-board, rat-race). Words can be put together to build larger elements of language, such as phrases (a red rock), clauses (I threw a rock), and sentences (He threw a rock too but he missed). The term word may refer to a

spoken word or to a written word, or sometimes to the abstract concept behind either. Spoken words are made up of units of sound calledphonemes, and written words of symbols called graphemes, such as the letters of the English alphabet.

2. Phrase

A phrase is two or more words that do not contain the subject-verb pair necessary to form a clause. Phrases can be very short or quite long. A phrase is a group of words that stand together as a single unit, typically as part of a clause or a sentence. A phrase does not contain a subject and verb and, consequently, cannot convey a complete thought. Certain phrases have specific names based on the type of word that begins or governs the word group: noun phrase, verb phrase, prepositional phrase, infinitive phrase, participle phrase, gerund phrase, and absolute phrase. The examples of phrase are such as a great English teacher or a cat that refused to meow

3. Clause

A clause, like a phrase, is a group of related words. A clause is a group of two or more related words that has a subject and a verb. The difference is that a clause is a more complete expression--it contains a subject and a verb. There are two kinds of clauses: Dependent and Independent clause.

An independent clause is also called a simple sentence. Every sentence must have both a subject and verb, and these two parts go together. That is identified that the subject must be performing the action of the verb. For examples,"I read all day Sunday". (subject = I; verb = read) and "I am very happy" (subject = I; verb = am).

On the other hand, a dependent clause has a subject and a verb, but it does not express a complete thought because it has a dependent word. A dependent clause is not a sentence. For example, in this clause "While Dan was driving" clause, it does have a subject (Dan) and a verb (was driving), but it does not express a complete thought. We still need more information to understand the whole idea. The writer did not tell us what happened while Dan was driving

2.4 The Cooperative Principle

The concept of being an expected amount of information provided in conversation is just one aspect of the moral general idea that people involved in a conversation will cooperate with each other. In most circumstances, the assumption of cooperation is so pervasive that it can be stated as a cooperative principle of conversation and elaborated in four sub-principles, called maxims. The Cooperative Principle is a principle of conversation purposed by Grice (1975) in his writing logic and Conversation. The four sub-principles or maxims purposed by Grice (1975: 45-46) are:

1. Maxim of Quantity: Relates to the quantity of information provided and say as much as but no more than is necessary. The following are the maxims that fall under it:

    a. Make your contribution as informative as is required (for the current purposes exchange).

    b. Do not make your contribution more informative that is required.

2. Maxim of Quality: Relates to the truthfulness of the information provided. Under it is the following maxims.

    a. Do not say what you believe to be false.

    b. Do not say that for which you lack evidence.

3. Maxim of Relation: Be relevant.

    The participants are expected to make a contribution to communication that is relevant to the topic at hand and to the situation of the exchange. For examples, if I am mixing ingredients for a cake, I do not expected to be handed a good book, or even an oven cloth (though this might be an appropriate contribution at a later stage (Grice, 1975: 47)

4. Maxim of Manner: Grice suggests that the maxims of manner are different from the others in the sense that whereas other maxims are related to "what is said, manner is related to "how what is said to be said " (1975: 46). For example, I expected a partner to make it clear what contribution he is making, and to execute his performance with reasonable dispatch (Grice, 1975: 47). There are four maxims as follows:

    a. Be Clear.

    b. Avoid ambiguity.

    c. Be brief.

    d. Be orderly.

It is important to recognize these maxims as unstated assumptions in conversations. It is assumed that people are normally going to provide an appropriate amount of information. It is also assumed that the information told is true, relevant, and as clear as it is possible. Because these principles are assumed I normal interactions, speakers rarely mention them (Yule, 1996: 37).

Grice's central claim is that producing and understanding/interpreting talk are accomplished through general principles of rationality and through cooperative conduct as specified by the CP. Further, the CP and its maxims have both a regulative and a constitutive aspect. Grice argued first of all this is how persons should act, that it is rational to act in this way and that if people do not act this way the coordination required for human interaction is difficult, if not impossible, to achieve. Thus, we ought to act and have the mutual assumption that people behave in accordance with the CP (Mohamed, 2012: 57)

2.4.1 Conversational Implicature

It has been recognized that generally when we are involved in a conversation, we are cooperating with each other. In other words, when a listener hears an expression she or he firstly has to assume that the speaker is being cooperative and intend to communicate more than is said. It is an additional meaning or that something more than what the words mean called implicature (Yule, 1996: 35).

There are two types of occasion on which implicatures are drawn. Implicatures are obtained when what S says obey the CP, in this case implicatures strengthen or achieve the communicated meaning in economical way. In this case, S is observing the CP. The second types of occasion on which implicatures are drawn

is one in which the exact meaning of what S has said is an obvious violation of the CP; it seems to A that S clearly aware of this and, yet, S seems to be attempting to communicate. Accordingly, A tries to interpret what S intended to convey, a meaning that is related to the CP as it applies to the speech context as a whole. In this case S is, o n the surface, exploiting or flouting the CP. Working out an implicature in this type of situation requires that A recognizes that S has purposefully violated or flouted the CP. Thus, if A fails to recognize the violation as deliberate, A may assume erroneously that S is being uncooperative (Mohamed, 2012: 59)

2.5 The Concept of 'Feedback'

The concept of feedback is based on three review studies on feedback: Kluger and DeNisi (1996), Hattie and Timperley (2007), and Shute (2008). These three studies are selected because of the large number of relevant studies each took into account, and because these studies serve as reference points for many other studies on feedback. The descriptions of feedback in these review articles were quite univocal, in that each considers feedback to be information regarding one's performance or understanding, given by an agent teacher, peer, computer, book, parent, self, experience and, each considers the main purpose of feedback to be to reduce discrepancies between current understanding or performance and some desired level of performance or goal. This latter aspect of feedback is discussed in particular detail (Voerman, Meijer, Korthagen, and Simons: 1)

Kluger and DeNisi (1996 : 255) describe feedback intervention as actions taken by (an) external agent (s) to provide information regarding some aspect(s) of one's

task performance. In their model of feedback, Hattie and Timperley (2007) state that, “The main purpose of feedback is to reduce discrepancies between current understandings and performance and a goal” (2007:86). Effective feedback should offer information about these discrepancies. Shute (2008) refers to several cognitive mechanisms through which feedback may be used by a learner, and stated that, “First it can signal a gap between a current level of performance and some desired level of performance or goal” (2008:157). Based on these descriptions, we define feedback as, information provided by the teacher concerning the performance or understanding of the student, with reference to a goal and aimed at improving learning (Voerman, Meijer, Korthagen, and Simons: 2). Therefore, the term of feedback in this research is used since the concept of feedback is similar with the concept of correcting students’ works

2.5.1 Specific Feedback: Discrepancy and Progress Feedback

Several studies have described the nature of specific feedback, or provided suggestions meant to assist in making feedback interventions more specific. Shute (2008 : 157) describes specific feedback as information about particular responses or behaviors beyond their accuracy and tends to be more directive and facilitative. Hattie and Timperley (2007) stress the need for teachers to provide appropriate challenging and specific goals and assess students to reach them through effective learning strategies and feedback. Other authors have acknowledged this as well.

As mentioned above, an important aim of feedback is the reduction of discrepancies between a current level of performance or understanding and a goal To be specific, feedback should provide information about this discrepancy

(Voerman, Meijer, Korthagen, and Simons: 2) According to both Shute (2008) and Hattie and Timperley (2007), specific feedback can be used to clarify goals and reduce or remove uncertainty in relation to how well learners are performing a task. Feedback should also be about what needs to be accomplished to attain a desired level of performance, a type of specific feedback we have labeled as discrepancy feedback. This is one way of using goals to provide effective feedback. In addition to this perspective, it would also be useful to consider specific, goal-related feedback from another angle: the possibility of providing feedback on the progress students have made toward meeting goals. (Voerman, Meijer, Korthagen, and Simons: 2)This conclusion is in goal-related feedback it seems appropriate to make a distinction between progress feedback which emphasizes what has already been achieved and discrepancy feedback which emphasizes what is yet to be achieved. Both progress feedback and discrepancy feedback allow teachers to be specific in the type of feedback they provide to their students. (Voerman, Meijer, Korthagen, and Simons: 2)

2.6 Student's Response

Response is an act or feeling produced in answer to a stimulus. McKechnie (1981) in Ihwanudin (2012: 21) states that response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation. While Hulse (1973)in Ihwanudin (2012: 21) defines the psychological response as the action of nerve cells or the action of single muscle movements that go into some complicated bit of behavior like walking, closing the door, operating a crane or saying the word psychology. More commonly, the psychologists use the term response to label the function or to end

result that can be described as behavior. In line with Hulse, Berube (1982) in Ihwanudin (2012: 21) says that a response is the act of responding and a reply or an answer. The term of responses here is deal with any behavior of students during the English teaching and learning process.

III. RESEARCH METHODOLOGY

This chapter describes research design, setting, research participants, data collecting technique, validity and reliability, research procedures, and data analysis.

3.1 Research Design

This qualitative research was conducted in order to find out speech acts produced by the teacher and the students during correcting session, the congruency between the teacher's speech acts and the students' during correcting session and the congruency between one student's speech acts to the other students'.

This study described natural phenomenon which occurs in the real classroom interaction. According to Nunan (1996: 4) that qualitative study uses naturalistic and uncontrolled observation as the source of the data of the research. Furthermore, Nunan's (1996: 91-92) stated that the data of the classroom research was collected in genuine classroom, which was a classroom which was specifically designed for teaching purpose, not the purpose of collecting data for the sake of a research. Therefore, the teaching learning process ran naturally without any changes and any negative impacts of the presence of the researcher. Observation and an open-ended interview were applied in order to answer the

problems above. Observation was applied to get the data or the speech acts produced by the teacher and the students

3.2 Setting

This research was conducted at SMAN 8 Bandar Lampung on the second semester of the academic year of 2015-2016. SMAN 8 Bandar Lampung has 30 classes that each of classes consists of 35 – 40 students. In the first grade, there were 15 classes. In the second grade, there were 11 classes, which were 5 classes of science and 6 classes of social science. In the third grade, there were 6 classes, which were 2 classes of science and 4 classes of social science. The age rate of each grade was 16, 17, and 18 years old. However, one class of the first grade was the place of this research. This class was chosen to be investigated because the researcher assumed that in the first grade class, the English teacher was probably going to utter more speech acts than in the second and third grade students. It was since the students of the first grade needed more instruction from the teacher.

3.3 Research Participants

One English teacher and one class of the first grade class were investigated in this research. One class of the first grade was chosen purposively since the researcher assumed that the teacher was going to produce more speech acts to students in the first grade class compared with the second or third grade classes. For the English teacher, the speech acts produced by the teacher was analyzed. Meanwhile, the students' speech acts were also analyzed to identify the congruency between one

student's speech acts and the other students'. In this research, the researcher was not the participant; the researcher was only the observer or the investigator.

3.4 Data Collecting Techniques

In this study, observation and interview were used in collecting the data needed.

3.4.1 Observation

The use of observation in this research came from the fact that the researcher observed the speech acts produced by the teacher and also found out the students' speech acts during the correcting session. Therefore, the data obtained from observation were the speech acts produced by the teacher and the students during correcting session. The data taken from the observation were used to answer the research question. While observing the teaching learning process, the researcher recorded the utterances produced by the teacher and the students by using audio recorder and made some notes to help the researcher in analyzing data. The forms of collected data were in the forms of speech acts produced by the subjects: the teacher and the students, written notes on contexts in which certain interaction modes and speech acts and illocutionary acts occurred.

3.4.2 Interview

Open-ended interview was also conducted as the additional instrument. The questions were offered to the teacher. It was used to help the researcher to obtain deeper information about the teacher's education and experience background, the condition of the students, the reason about the of the speech acts produced, the

language she used in the classroom, and the reasons why the teacher produced and used that certain language.

3.5 Validity and Reliability

In the qualitative research, the researcher had several steps in order to make the data were able to reveal the findings that are suitable with the reality. In this research, inter-coding was applied.

3.5.1 Inter-coding

Inter- coding system was employed to validate coding process. The coding sample of the text was tested to find out best test of clearness and consistency of category definitions was to code. Then, the coding consistency needed to be checked in most cases through an assessment of inter- coder agreement. Deductive coding was applied in this research. In coding the data, the researcher started with the codes already in mind and then based on the theoretical frame work of the speech acts by Yule (1996) and the Cooperative Principles proposed by Grice (1975).

3.6 Research Procedures

In conducting the research, the researcher applied the procedures as follow:

1. Determining the subjects of the research.
2. Observing the school environment, class condition, students' and teacher that are going to be the subjects of the research.
3. Conducting classroom observation using video and audio recording to know teacher's and students' responses in the classroom interaction.

4. Preparing the data

   The teacher's and students' utterances were transcribed into written text.

5. Defining the unit of analysis

   Messages had to be utilized before they can be coded. The unit analyses of the research were the teacher's speech acts and students' verbal responses (their utterances).

6. Developing categories and coding scheme.

   Categories and coding scheme could be derived from three sources: the data, previous related studies, and theories.

7. Coding the transcription text

   When sufficient consistency had been achieved, the coding rules could be applied to the entire corpus of the texts. During the coding process, it needs to check the coding repeatedly, to prevent "drifting into an idiosyncratic sense of what the codes mean.

8. Assessing coding consistency

   This step involves making sense of the themes or categories identified. At this stage, the researcher made inferences and present reconstructions of meaning derived from the data.

9. Reporting method and findings

   In this case of qualitative content analysis, it needed to report decisions and practices concerning the coding process, as well as the methods needed to be established truth worthiness of the study.

3.7 Data Analysis

The methods of data analysis were as follows. The first step was transcribing the recorded data to written form. The second were coding and categorizing the data. The last was interpreting the data. Descriptive analysis was applied to interpret the findings of the study. The type of speech acts which are the illocutionary acts suggested by Searle and developed by Yule (1996) was used to facilitate analyzing the illocutionary acts production of the teacher's speeches. Furthermore, in order to identify the congruency or the incongruency of the teacher and the students' speech acts, the Cooperative Principles purposed by Grice was also applied.

V. CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis, and presenting the results, the conclusions and suggestions are presented in this last chapter.

5.1 Conclusions

1. In correcting the students' English works, the teacher mostly produced representatives and directives acts. It might be because the teacher should check the students' understanding about the works (reading assignment) given to them. Representatives speech acts produced by the teacher were used to inform the students' answer about the correct answer they should answer. It was also to show the students how to read or speak English properly. Contrast to declarations used by the teacher, in responding the teacher, the students used representatives report more frequently. It was because the students were not fully sure about the answers. So, the students only reported their answer and asked for clarification if they were not satisfied with the teacher's answer. The turn-taking produced by the students was done as the result of the dissatisfaction of their friends' answer or action.
2. The congruency between the teacher's speech acts and the students' is needed during correcting session. It is because in correcting session, both the teacher and the students have to give the information as required as it

is needed and also as clear as possible and easy to understand. On the other hand, even though there was incongruency between the teacher and the students speech acts, the communication between them still ran well

3. The speech acts produced by one student to the other which were in complaining, denying, ordering, and requesting clarification are congruent. It is because they need to confirm their work in order to know whether it was correct or not.

5.2 Suggestions

Considering the results of the research, suggestions might be given as follows:

1. For making the students more active in speaking up their opinion, the teacher should give them more appreciation and good feedback to them. So, there is not only the upper students confidently speak up their mind, but also the lower students and the others feels invited in speaking up their mind to.
2. On the other hand, giving the students more appreciation and good feedback can make the interaction and the relationship between the teacher and the student become more intense. The students will feel more openly, actively and confidently in giving their contribution in the classroom.
3. Suggestion for further research, adding some classes is recommended to make the result more fruitful. Furthermore, adding more English teacher as the subjects is also recommended.
4. Comparing the speech acts of male and female teacher, popular and non popular teacher, gender, and also comparing the speech acts of

experienced teacher and fresh graduated teacher can be applied for those who are interested to develop this research into better and more useful research.

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