

Lecturers' Assertive Speech Acts in Teaching English

Nilma Taula'bi'

UKI Toraja

nilma@ukitoraja.ac.id

Abstract

This research objectives is to find out the lecturers' assertive speech acts in teaching English. The method used in this research is qualitative research method. The participant are the lecturers in English Education Study program of FKIP UKI Toraja. The instruments used to collect the data are interview and observation. The data analyzes by Miles and Huberman theory. The lecturers' assertive speech acts in teaching English at English Education Study Program of FKIP UKI Toraja are are (1) Assetive used to explaining the material, evaluating the students, opening the class, and concluding the lesson. It is expressed directly and indirectly which function as statement and command. (2) Affirmative used to explaining the material, asking about the term, giving example, concluding the lesson and sharing experience. The utterances expressed directly and indirectly which functions as statement, question, command, and request. The syntactic forms are declarative and interrogative. (3) Informative used by the lecturer to explain the material in teaching and learning process. The utterance categorized as direct speech act which functions as statement.

Keywords: assertive speech acts, teaching English, lecturers.

Introduction

Language plays an important role in human interaction. Language takes practice establish and maintain social relationships that humans need language all interactions in their utterances. Language is an intentional behaviour to deal with as a form of action. Language is a social Activity, and Language Activity Accompanies Language. Actions that can be realized by people's involvement in communication (Fitriyah, 2021; Johnson, 1999; Pérez-Hernández, 2020).

Communication is the transmission of information, ideas, attitudes, or emotion from one person or group to another. The use of suitable language in teaching and learning activity is the most important thing that influences the lecturers' success in reaching the goal in teaching and learning itself. In the teaching and learning activity, both lecturers and students will produce utterances. The utterances which are produced by lecturers and students may have the locution meaning, illocution meaning and perlocutionary (Speech Acts) (Berkenkotter & Huckin, 2016; Santosa & Kurniadi, 2020). Speech acts are communicative activities refer to the intention of speakers and the effect achieved on the listeners. Speech acts refer to the actions that we perform through our use of language. In the context of teaching English, speech acts play a crucial role in communicating with students and helping them to develop their language skills (Johnson, 1999). There are various types of speech acts, one of the is assertive speech acts.

Assertive speech acts are an essential aspect of teaching English as a second or foreign language. In language teaching, assertive speech acts refer to the communication style used by teachers to convey a message in a clear and direct manner. It is crucial for teachers to use assertive speech acts to establish their authority, maintain discipline in the classroom, and ensure effective communication with their students. Assertive speech acts are characterized by the use of language that is clear, direct, and

unambiguous. This means that the teacher's message is conveyed in a way that leaves no room for confusion or misinterpretation. Assertive language is often used to set boundaries, provide feedback, and give instructions to students. One of the key benefits of using assertive speech acts in language teaching is that it helps to establish a positive learning environment. When teachers use assertive language, they create a sense of structure and order in the classroom. This, in turn, helps students to feel more secure and focused, which can lead to better learning outcomes (Uspayanti, 2020).

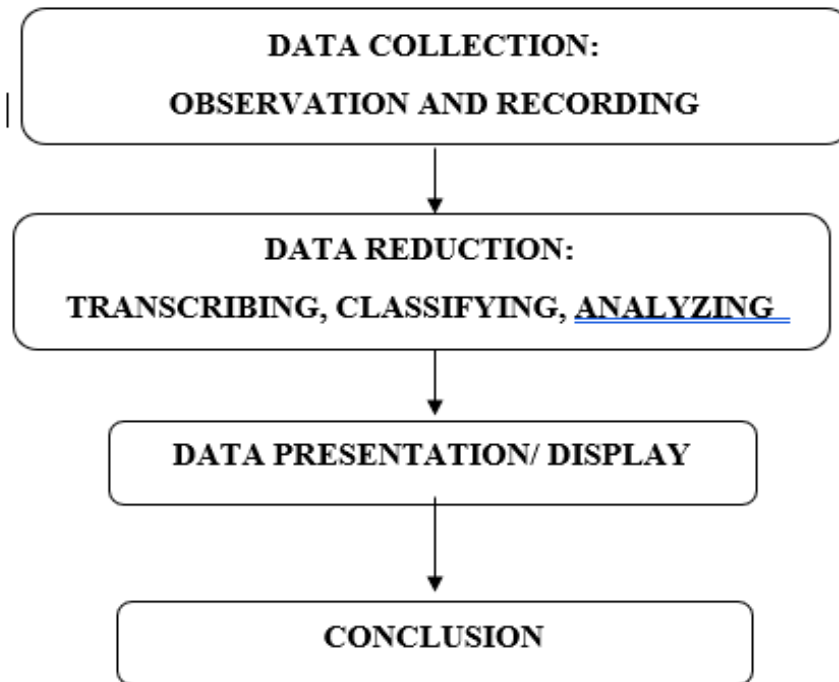
Another advantage of using assertive speech acts in language teaching is that it helps to build students' confidence and self-esteem. When teachers communicate in a clear and direct manner, students are more likely to feel respected and valued. This, in turn, can lead to greater participation in class discussions, increased motivation to learn, and improved academic performance (Fitriyah, 2021). However, it is important to note that assertive speech acts should be used in a respectful and professional manner. Teachers should avoid using language that is overly aggressive, confrontational, or insulting. Instead, they should strive to communicate in a way that is firm, yet supportive. Assertive speech acts are an important aspect of teaching English as a second or foreign language. They help to establish a positive learning environment, build students' confidence and self-esteem, and ensure effective communication between teachers and students. Teachers should strive to use assertive language in a respectful and professional manner to maximize its benefits (Husna et al., 2022; Leung et al., 1997). Based on the explanation above, this research conducted to find out the lecturer's assertive speech acts in teaching English at English Department of UKI Toraja.

Methods

The researcher applied qualitative research method. Qualitative research is a research methodology that is used to understand people's experiences, beliefs, and perceptions about a particular phenomenon. It involves collecting and analyzing non-numerical data, such as interview transcripts, observation notes, and written or visual materials, to gain insights into the complexity and depth of the phenomenon being studied. The researcher used interview (semi structured interview) and observation to find out the data. The participant of the research were the lecturers of English Education Study Program of FKIP UKI Toraja. There are three lecturers as participants of this research. This research conducted at English Department of UKI Toraja on Jl. Jenderal Sudirman, No.9, Makale, Kabupaten Tana Toraja, South Sulawesi.

The researcher analyzed the data used technique in this research is an interactive analysis model by Miles and Huberman (1994:10), which is involving three steps: Data reduction, data display, and conclusion drawing.

The process of the data analysis in this research can be seen in the following diagram:



Result and Discussion

Result

Assertives

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

The following presented table is the identified of types and functions of assertives found in lecturers' utterances:

1) Assertive

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

Data Display for Assertive

N o	Locution Act (utterance)	Illocution Act Type	Function	Syntactic form	Direct or Indirect Speech Act
1	Maybe you never read the textbook. (FN No:1,extract 1)	Assertive	Statement	Declarative	Direct Speech Act
2	There are many students having smartphone like Blackberry but they only have two books, it is called the poorest students in the world. (FN No:3,extract 2)	Assertive	Statement	Declarative	Direct Speech Act
3	You are the university student so you have to always analyze something. (FN No:4,extract 3)	Assertive	Command	Declarative	Indirect Speech Act
4	Remember that the definition of narrow, don't give a rigid definition. That means we have to get enough data, keep in your mind that your thesis must consist of minimum pages like 30 pages, do not make it only 15 pages, it's less of words not less the wealth. (FN No:4,extract 4)	Assertive	Request	Declarative	Direct Speech Act
5	Let me explain a little about	Assertive	Statement	Declarative	Direct Speech Act

	chapter two, chapter two is review related literature and theoretical framework. (FN No:4,extract 5)				
6	Ok all presenter have presented their topic, some conclusion I found from all presenters are some of the mistakes that you done, there are some mistakes that you have done all of you. (FN No:5,extract 6)	Assertive	Statement	Declarative	Direct Speech Act
7	I want to check your paper. (FN No:7,extract 7)	Assertive	Command	Declarative	Indirect Speech Act
8	Here is short voice. (FN No:7,extract 8)	Assertive	Statement	Declarative	Direct Speech Act
9	Today we are going to learn two point namely short voice and long voice D and O. We have to understand well how to differentiate the voice that we are going to discuss today. (FN No:7,extract 9)	Assertive	Statement	Declarative	Direct Speech Act
10	Ok there is the explanation here. (FN No:9,extract 10)	Assertive	Statement	Declarative	Direct Speech Act
11	Before you are	Assertive	Statement	Declarative	Direct Speech Act

	going to make a report in your group, I would like to explain a little about first glance evaluation. (FN No:9, extract 11)				
12	I would like to give you a little bit feedback that if you want to present something you have to explain the content of the material that you discuss. (FN No:9,extract 12)	Assertive	Statement	Declarative	Direct Speech Act

The more detailed findings are elaborated as follows:

a) Extract 1 : Explaining the example of instrument

The lecturer (NP) explained the lesson to the students about an example of instrument to collect the data in Research course.

Lecturer (NP) : Maybe you never read the textbook. Do you never find it?

Students : *Belum* [No, We don't].

Lecturer (NP) : Likert Scale has five options such as two positive points, two negative points and one neutral point. Neutral means give the opportunity for the confuse respondents or hesitation respondent. Some of them answer by yes and the other by no. For example A= strongly agree, B= Agree, C= neutral, D= disagree, E= strongly disagree. It's better you analyze it with the quantitative, strongly agree is given the score 5,4,3,2,1. For instance correlation between interest and the students score in speaking, the correlation between interest and the students' achievement. What is the students score there? Number or word?

Students : *Angka* [Number]

(FN No : 1)

The lecturer (NP) gave a statement to his students “ maybe you never read the textbook”. This is to confirm that the students didn't know about a kind of instrument that can be used in their research. The illocution act type of lecturer's utterance in this conversation is assertive and expressed direct speech act which functions as a statement. The syntactic form is declarative.

b) Extract 2 : Talking about students' lifestyle

The lecturer (NP) gave a statement about the students' lifestyle related to their learning process.

Lecturer (NP) : *Banyak mahasiswa yang punya HP BB sementara cuma punya buku dua, mahasiswa paling miskin di dunia.*

[There are many students have smartphone like Blackberry but they only have two books, It is called the poorest students in the world].

Students : (laughing)

Lecturer (NP) : *Tiap hari diantar mobil mewah bukunya cuma dua, mahasiswa paling miskin di dunia.*

[They escorted by car everyday but they only have two books, the poorest students in the world].

(FN No :4)

The lecturer (NP) said "There are many students having Smartphone like Blackberry but they only have two books, it's called the poorest students in the world". The utterance express about the lecturer's estimate related to the students lifestyle. The illocution act type of this utterance is assertive and it is also a direct speech act which functions as a statement. The syntactic form is declarative.

c) Extract 3 : Giving a command

The lecturer (RH) gave her students a statement about how to analyze the data.

Lecturer (RH) : *Kalian kan mahasiswa, jadi harus biasa menganalisa. Jangan lalu kamu ke pesta lalu semua apa di meja dimakan semua ditumpuk di*

satu piring. Yang perlu misalnya: strategy, media, technique, method nah itu semua pake hypothesis. Masih ada lagi? Atau do you have any question? So far my explanation, any question?

[You are the university student so you have to usually analyze something. The strategy, media, technique and method are need hypothesis or do you have any question? So far my explanation, any question?

Student 4 : *Yang saya mau tanyakan adalah batasan penelitian, terkadang kita sudah merasa bahwa kita sudah membatasi penelitian kita, tapi kenyataanya ketika kita mempresentasikan itu bersifat luas, jadi pertanyaanya adalah permasalahannya di mana sebelum masuk di penelitian?*

[My question is about the scope of research, we usually think that already scope our research but in the fact we present it broadly, so what is the problem before do the research?]

(FN No : 4)

In this conversation the lecturer (RH) stated that "You are the university student so you have to usually analyze something. Don't go to a party and you eat all the food by stack it in a plate". This utterance illocution act types is assertive and it is also indirect speech act which functions as command. The syntactic form is declarative. In this utterance the lecturer commanded the students to be able in analyzing the data and lecturer explained it related to the students' experience for instance when they went to the party. It is also uttered in declarative form.

d) Extract 4 : Talking about the content of thesis

The lecturer (RH) explained the about the way to collect the data for the students' research.

Lecturer (RH) : ... *Ingat pengertian sempit itu, jangan terlalu kaku kita artikan. That means we have to get enough data, ingat skripsi saudara jangan cuma 15 lembar, minimal itu 30, minimal, itu sudah miskin itu, miskin kata ya, Bukan miskin materi. Malu kita kalau skripsi kita dipajang di perpustakaan, kok skripsinya cuma begini doang, dan untuk mengakali jilidannya dikasi tebal-tebal*

[Remember the definition of narrow, don't give a rigid definition. That means we have to get enough data, keep in your mind that your minithesis must consist of minimum pages like 30 pages, don't make it only 15 pages, it's less of words not less the wealth].
We will shy when our thesis displayed in the library and has it's patch up, so we make a thick cover to make it better)

Students : (laughing)

(FN No : 4)

The lecturer expressed that "Remember that the definition of narrow, don't give a rigid definition. That means we have to get enough data, keep in your mind that your thesis must consist of minimum pages like 30 pages, do not make it only 15 pages, it's less of words not less the wealth." Her utterance illocution act type in this extract is assertive and direct speech acts. This functions as request and the syntactic form is declarative. The lecturer requested the students get enough data so their thesis will not less of words.

e) Extract 5 : Explaining about chapter two

The lecturer (RH) explained the topic about chapter two in research after the student 5 presented her slide show in front of the class.

Lecturer (RH) : Let me explain a little about chapter two, chapter two is review related literature and theoretical framework.....

Students : (listen carefully)

(FN No : 1)

In this extract, the lecturer explained the lesson after the student 5 presented her presentation by saying "Let me explain a little about chapter two, Chapter two is review related literature and theoretical framework". The illocution act type of this utterance shows assertive and expressed direct speech act which functions as statement. The syntactic form is declarative.

f) Extract 6 : Concluding the lesson

The lecturer (RH) gave the conclusion and evaluation after the students finished present their presentation.

Lecturer (rh) : Ok all presenter have presented their topic, some conclusion I found from all presenters are some of the mistakes that you done, ya ada beberapa kesalahan yang telah anda lakukan, itu hampir semua (there are some mistakes that you have done) all of you. Mengapa cause you not really understand what you had written on your proposal.
[Ok all presenter have presented their topic, some conclusion I found from all presenters that there are some mistakes that you have done .Why? Because you are not really understand what you had written on your proposal.

(FN No : 5)

The utterances show that the lecturer gave the conclusion and evaluation after the students presented their presentation. She said that "Ok all presenter have presented their topic, some conclusion I found from all presenters are there are some mistakes that you have done." This utterance illocution act type is assertive type and direct speech act which functions as statement. The syntactic form is declarative.

g) Extract 7 : Evaluating the students

The lecturer (RL) evaluated the students in practice the sound.

Lecturer (RL) : I want to check your paper. *Jika bergerak berarti berhasil jika tidak salah. Ok.*

[I want to check your paper. Ok. If it is budging it means that you are success and vise versa)

Students : (Practice the sound)

(FN No : 7)

The lecturer said that "I want to check your paper" to evaluate the students in practice the sound. This utterance illocution act type is assertive type and it is also indirect speech act which functions as command. The syntactic form is declarative. The lecturer gave a command to practice the sound and he will evaluate the correct or incorrect sound produce by the students. It is uttered in declarative form.

Extract 8 : Explaining about short voice

The lecturer (RL) explained the topic while showed it in the slide slow.

Lecturer (RL) : Here is short voice (show the example in LCD). *Ucapkan POT* (Say POT). *Mulutnya lari kekanan.* [heel your mouth to the right].

Students : Laugh

(FN No : 7)

In this extract the lecturer explained about the sound and gave the example that have to practice, he stated that "Here is short voice.". This utterance illocution act type is assertive and expressed direct speech act which functions as statement. The syntactic form is declarative.

h) Extract 9 : Opening the class

The lecturer (RL) introduced a new topic.

Lecturer (RL) : Ok. Do you have a spirit to learn pronunciation practice 2?. Today we are going to learn two point namely short voice and long voice D and O. We have to understand well how to differentiate the voice that we are going to discuss today. Are you ready now?

Students : Yes

(FN No : 7)

The lecturer (RL) stated that "Today we are going to learn two point namely short voice and long voice D and O. We have to understand well how to differentiate the voice that we are going to discuss today." He introduced the new topic that the students were going to learnt. The lecturers' utterance illocution act type is assertive and it is also direct speech act which functions as statement. The syntactic form is declarative.

i) Extract 10 : Explaining voice D and O

The lecturer (RL) gave the explanation about the lesson.

Lecturer (RL) : Right and the voice we have to compare is the voice D and O. Which one is long sound ? D and O. Ok there is the explanation here (point the slide show). Let's practice together.

Students : practice the words

(FN No : 7)

In this extract, the lecturer (RL) explained about the difference between the voices by pointed the slide show. He stated "Ok there is the explanation here. It shows an assertive type of illocution acts and expressed direct speech act which functions as statement. The syntactic form is declarative."

j) Extract 11 : Explaining about first glance evaluation

The lecturer (RL) explained a little bit of the material before the students started to work in group.

Lecturer (RL): What do you think when we talk about evaluation? Why we have to evaluate something?

Students : *Supaya mendapatkan hasil yang baik.*
[To find the best result].

Lecturer (RL): Yes, so we can get the best result. *Apa lagi?* [What's the next?] Before you are going to make a report in your group I would like to explain a little about first glance evaluation.

(FN No : 9)

Before the students started to work in group, the lecturer RL said "Before you are going to make a report in your group I would like to explain a little about first glance evaluation." It is expressed to give the students explanation of the material. This utterance illocution act type is assertive and expressed direct speech act which functions as statement. The syntactic form is declarative.

k) Extract 12 : Giving feedback

In the end of the lesson, the lecturer (RL) gave a feedback after the student presented their discussion result in front of the class.

Lecturer (RL) : Ok your presentations are quite very good. I would like to give you a little bit feedback that if you want to present something you have to explain the content of the material that you discuss. And for the next meeting we have the final test and I will apply the interview test or oral test. *Jadi belajar baik-baik.* Ok that's all thank you. See you next meeting.

[Ok your presentations are quite very good. I would like to give you a little bit feedback that if you want to present something you have to explain the content of the material that you discuss. And for the next meeting we have the final test and I will apply the interview test or oral test. Please Study hard at home. Ok that's all thank you. See you next meeting.

(FN No : 9)

In this extract the lecturer (RL) gave a feedback by saying "I would like to give you a little bit feedback that if you want to present something you have to explain the content of the material that you discuss." It is an assertive type of illocution acts and expressed direct speech acts which functions as statement. The syntactic form is declarative.

2) Affirmative

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

Data display for Affirmative

N o	Locution Act (utterance)	Illocution Act Type	Function	Syntactic form	Direct or Indirect Speech Act
1	You have to decide one of three types such as open, close and both of them. (FN No:1, extract 13)	Affirmative	Command	Declarative	Indirect Speech Act
2	Is it called laboratory? (FN No:2, extract 14)	Affirmative	Question	Interrogative	Direct Speech Act
3	Don't measure the distance by quart and don't bring basket to buy a buffalo. (FN No:2, extract 15)	Affirmative	Command	Declarative	Indirect Speech Act
4	That is an old and bad trouble since I have thought in UKI from 1990, it's the model and the error structure always will appear when you write your proposal and thesis. (FN No:4, extract 16)	Affirmative	Statement	Declarative	Direct Speech Act
5	Theoretical framework not a theory, once again it's not a theory but theoretical framework. Theoretical framework means something will do in your research. Ok the	Affirmative	Request	Declarative	Indirect Speech Act

	last paragraph you can write your expectation to solve the problem of the research. (FN No:5, extract 17)				
6	If something can be simplified, do not make it difficult so the people are not confused, actually it's the descriptive text. Ok (FN No:6, extract 18)	Affirmative	Request	Declarative	Indirect Speech Act
7	I give you the conclusion today we already discuss and practice together about 2 point namely D and O. D is short voice and O is long voice so which one is difficult for you. (FN No:8,extract 19)	Affirmative	Statement	Declarative	Direct Speech Act
8	It means that they like go outside area. (FN No:9,extract 20)	Affirmative	Statement	Declarative	Direct Speech Act

The more detailed findings are elaborated as follows:

a) Extract 13 : Explaining about questionnaire and interview

The lecturer (NP) explained to the students about questionnaire and interview then how do they work includes the way of connecting the words in interview and numbers in questionnaire.

Lecturer (NP) : *nah bagaimana kita mau menyambungkan antara angka dan kata ibarat ingin menghubungkan antara kancil dengan kerbau. Antara kancil dengan kerbau apa bedanya?*

- [Ok Well, how do we connect between numbers and words like want to connect between the deer with buffalo? What's the difference between deer and buffalo?].
- Student 3** : *Tanduknya*
[It's horn]
- Lecturer (NP)** : ...The first one is deciding which questionnaire to use, in terms of *apakah open, apakah close, apakah both? You have to decide one dari ketiga tipe tadi, open, close, and both. Sudah tau cara kerjanya toh? Do you know the way to do it?*
[...The first one is deciding which questionnaire to use, in terms of open, close or both of them. You have to decide one of the three types such as open, close and both. Do you know the way to do it?
]
- Students** : belum (No)

(FN No:1)

The lecturer (NP) stated that “You have to decide one of the three types such as open, close and both.”. The illocution act type of this utterance is affirmative and uttered indirect speech act which functions as command. The syntactic form is declarative. It means that the lecturer gave a command to choose one of the questionnaire types but the command uttered in declarative form.

b) Extract 14 : Asking about a term “ laboratory”

The lecturer (NP) affirmed the term to his students.

- Lecturer (NP)** : *apa? dikua ade' laboratories? [What? Is it called laboratory?]*
- Students** : (laughing)
- Lecturer (NP)** : *apa? [What?]*
- Students** : laboratories [Laboratory]
- Lecturer (NP)** : laboratories [Laboratory]
- Students** : (laughing)

(FN No:2)

In this extract the lecturer (NP) affirm a term to his students, he said that “What? Is it called laboratory?”. This utterance illocution type is affirmative and categorize as direct speech act which functions as question. The syntactic form is interrogative.

c) Extract 15 : The example of instrument

The lecturer (NP) explained the material about instrument that can be used in collecting data to his students.

- Lecturer (NP)** : Instrument is a tool ya, but the research you have to use the appropriate or the suitable instrument to collect data. Jangan pergi mengukur jarak menggunakan liter dan jangan pergi ke pasar bulu beli tedong bawa keranjang. Cocoknya adalah membawa, membawa apa?
[Instrument is a tool, but the research you have to use the appropriate or the suitable instrument to collect data. Don't measure the distance by quart and don't bring basket to buy a buffalo. What is suitable to bring?]

Student 10 : *Bawa mobil trek [Using the truck.]*
Lecturer (NP) : *Bawa mobil trek, pengalaman sekali ini. berarti dia ada bakat jadi penjual tedong.*
[Using truck, based on experience. It's mean that he has a competence as a buffalo seller.]

(FN No:2)

Through this extract, the lecturer (NP) expressed his believe about the suitable instrument in collecting data by saying "Don't measure the distance by quart and don't bring basket to buy a buffalo". The type of illocution act in this utterance is affirmative and indirect speech act which functions as command. The syntactic form is declarative. The lectures gave a command to use the suitable instrument to collect the data in declarative form.

d) Extract 16 : Sharing experience

The lecturer (RH) expressed about her experience related to that course.

Lecturer (RH) : *Kita tunggu minggu depan, mengertinya kita tunggu minggu depan ya? Do you understand? Yes. Do you have a question?. Itu adalah penyakit lama sejak saya mengajar sejak tahun 1990 di UKI begitulah model, dan kesalahan-kesalahan structure akan selalu muncul pada saat akan menyusun proposal dan thesis saudara.*
[We will wait until next week, won't we?] Do you understand? Yes. Do you have a question. That is an old trouble since I have thought in UKI from 1990, it's the model and the structure error always will appear when you write your proposal and thesis).

(FN No:4)

In this extract, the lecturer (RH) expressed her experience about the students action when they write their thesis by saying "That is an old and bad trouble since I have thought in UKI from 1990, it's the model and the error structure always will appear when you write your proposal and thesis." This utterance illocution act type is affirmative and it is also direct speech act which functions as statement. The syntactic form is declarative; the utterance affirmed that the students' bad habit was happened since 1990.

e) Extract 17 : Explaining about theoritical framework

The lecturer (RH) explained the term more clearly before invite the student to presented their presentation.

Lecturer (RH) : *...Theoretical framework not a theory, skali lagi bukan teori tapi adalah kerangka berfikir. Kerangka berfikir that means what will you do for your research, apa yang akan kamu lakukan. Ok the last paragraph you can write that apa yang anda harapkan to solve of the problem of the research....* Ok next, Martina Datu.
[Theoretical framework not a theory, once again it's not a theory but theoretical framework. Teoretical framework means what will you do for your research. Ok the last paragraph you can write your expectation to solve the problem of the research.... Ok next, Martina Datu.

Student 2 : (Presentation)

(FN No:5)

It can be seen that the lecturer affirmed the term about theoretical framework, she said that” Theoretical framework not a theory, once again it’s not a theory but theoretical framework . Theoretical framework means what will you do for your research, Ok the last paragraph you can write your expectation to solve the problem of the research. The lecturers’ utterance illocution act type is affirmative and shows an indirect speech act which functions as request. The syntactic form is declarative; the lecturer requested the students to write their expectation related to their theoretical framework after the lecturer affirmed the explanation.

f) Extract 18 : Explaining about how to formulate problem statement

The lecturer (RH) gave the description about how to formulate the problem statement of the research.

Lecturer (RH) : *Ok biasanya sudah pake grade ya, bukan class lagi.* Ok the problem faced by the tenth class students in learning English text, in learning descriptive text, *langsung saja di situ descriptive text. Ya, kalau sesuatu yang bisa diperkecil harus diperkecil, jangan dikasi besar-besar supaya orang bingung padahal intinya hanya descriptive text ok.*

[Ok it’s usually using grade not class. Ok the problem faced by the tenth class students in learning English text, in learning descriptive text. If something can be simplify, don’t make it difficult so the people are not confuse, actually it’s the descriptive text. Ok.)

(FN No:6)

In this extract, the lecturer (RH) gave the decription to the students by saying “If something can be simplify, don’t make it difficult so the people are not confuse, actually it’s the descriptive text. Ok” This extract illocution act type is affirmative and expressed indirect speech acts which functions as request. The syntactic form is declarative. The lecturer requested to formulate the problem statement more simple and the utterances expressed in declarative form.

g) Extract 19 : Concluding the lesson

The lecturer (RL) gave the conclusion about the material.

Lecturer (RL) : Ok I think time is up. Don’t forget D and O. I give you the conclusion today we already discuss and practice together about 2 point namely D and O. D is short voice and O is long voice so which one is difficult for you.

Students : Pronounced D

(FN No:8)

The lecturer said that” I give you the conclusion today we already discuss and practice together about 2 point namely D and O. D is short voice and O is long voice so which one is difficult for you. He gave the evaluation about the material that already discussed and practiced by the students. The utterance illocution act type is affirmative and it is also a direct speech act whichs functions as statement. The syntactic form is declarative.

h) Extract 20 : Talking about the suitable materials

The Lecturer (RL) concluded the material.

Lecturer (RL) : *It means that they like go outside area. Jadi materinya bisa tentang kegiatan-kegiatan diluar kelas. You have to know students' need and interest. Sesuatu yang dirasakan apakah itu menyenangkan atau tidak dan sebagainya. Kemudian ada bagian dibawah* Intended Audience, do you know it? Group 2,3,4,5? Hello. What does it mean *Memiliki keinginan atau berniat. Selanjutnya Proficiency. Apa?*

[It means that they like go outside area. So the materials are about the activities outside the class. You have to know students' need and interest. Something feels like pleasure or displeasure, etc. Next to Intended Audience, do you know it? Group 2,3,4,5? Hello. What does it mean of has desirability or intend, next proficiency. What?]

Students : Tingkat keahlian [proficiency].

(FN No:9)

In this part the lecturer RL stated that "*It means that they like go outside area.*". It is shows an affirmative type of illocution act and it is also as direct speech act which functions as statement. The syntactic form is declarative; the lecturer gave a statement to affirm the material about the way to choose the topic to compile the textbook.

3) Informative

Based on the observation, the researcher also found the informative type of speech act that is used by the lecturer to explain the material in teaching and learning process. The utterance categorize as direct speech act which functions as statement. The syntactic form is declarative.

Data display for Informative

No	Locution Act (utterance)	Illocution Act Type	Function	Syntactic form	Direct or Indirect Speech Act
1	It includes of the younger and the oldest person, the low achievement and the smart person, the poor and the rich person. (FN No:2,extract 21)	Informative	Statement	Declarative	Direct Speech Act

The more detailed findings are elaborated as follows:

a) Extract 21: Explaining about community.

The lecturer (NP) explained the material about community to his students.

Lecturer (NP) : *Jadi dari orang yang paling kecil sampai pada orang yang paling tua, orang yang paling bodoh sampai pada orang yang paling pintar, orang yang paling miskin sampai orang yang paling kaya. Nah, what's kind of the community , populasi apa namanya ini? Heterogeneous population, heterogen. Nah kalau begitu aada heterogen, ada apa lagi? Ada Homo*

[It includes the younger and the oldest person, the low achievement and the smart person, the poor and the rich person.] So what's kind of the community, what is the population?. Heterogeneous population, heterogen. So, there is heterogen and what's the other? it's Homo...

Students : Homogeny

(FN No:2)

The conversation shown that the lecturer (NP) gave the explanation about community in research course by saying “ It includes the younger and the oldest person, the low achievement and the smart person, the poor and the rich person”. This utterance illocution act type is informative and it is also direct speech act which functions as statement. The syntactic form is declarative.

Discussion

Assertive speech acts in teaching English refer to language expressions that convey information or make statements. These speech acts can be used by teachers to present new information or ideas, clarify misunderstandings, summarize important points, and give feedback to students (Ridha, 2016). Assertive speech acts are an important part of effective teaching as they provide clear and concise information to students. They help students understand new concepts, retain information, and improve their language skills. However, it is important for teachers to also use other types of speech acts, such as directive and expressive speech acts, to create a balanced and effective teaching style (Yelfiza, 2013).

In line with the theory, in this research found out the types of lecturer's assertive speech acts in teaching English are (1) Assertive used to explaining the material, evaluating the students, opening the class, and concluding the lesson. It is expressed directly and indirectly which function as statement and command. (2) Affirmative used to explaining the material, asking about the term, giving example, concluding the lesson and sharing experience. The utterances expressed directly and indirectly which functions as statement, question, command, and request. The syntactic forms are declarative and interrogative. (3) Informative used by the lecturer to explain the material in teaching and learning process. The utterance categorized as direct speech act which functions as statement.

Conclusion

Based on the result of the research it can be concluded that the lecturers' assertive speech acts in teaching English are (1) Assertive used to explaining the material, evaluating the students, opening the class, and concluding the lesson. It is expressed directly and indirectly which function as statement and command. (2) Affirmative used to explaining the material, asking about the term, giving example, concluding the lesson and sharing experience. The utterances expressed directly and indirectly which functions as statement, question, command, and request. The syntactic forms are declarative and interrogative. (3) Informative used by the lecturer to explain the material in teaching and learning process. The utterance categorized as direct speech act which functions as statement.

Lecturers Speech acts' plays an important role to improve the students' communicative competence and pragmatic competence; therefore the lecturers have to recognized the suitable types of speech acts in the way they deliver the lecturers. The lecturers should give attention about the students' characteristic, students' ability, and

the situation in teaching English so the lecturers can choose the appropriate utterances to make the students easily in grasp the meaning of the utterances especially to understand the material well.

The lecturers should guiding the students to learn communicate in meaningful ways, not only to master the rules of linguistic usage but the students able to use the language in context.

Bibliography

- Berkenkotter, C., & Huckin, T. N. (2016). *Genre knowledge in disciplinary communication: Cognition/culture/power*. [taylorfrancis.com. https://doi.org/10.4324/9781315538747](https://doi.org/10.4324/9781315538747)
- Fitriyah, F. (2021). Speech Acts In English Learning Classrooms (Case Study at The Islamic College Jakarta). *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 5(1), 160–169. <https://doi.org/10.30743/ll.v5i1.3795>
- Husna, A., Rahman, A., & Abduh, A. (2022). *Analysis of Speech Acts Used by EFL Teachers in Class Interaction : A Case Study at High School Bosowa Makassar*. 2(5), 177–184.
- Johnson, M. B. (1999). *Communication in the Classroom*. ERIC. <https://eric.ed.gov/?id=ED436802>
- Leung, C., Harris, R., & Rampton, B. (1997). The idealised native speaker, reified ethnicities, and classroom realities. *Tesol Quarterly*. <https://doi.org/10.2307/3587837>
- Pérez-Hernández, L. (2020). Speech Acts in English. *Speech Acts in English, January 2007*. <https://doi.org/10.1017/9781108677073>
- Ridha, I. (2016). Speech Acts in English Language Teaching. *Iranian Journal of Language Studies*, 1–14. <http://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=86e7ff3113532919f0ec39e73c47da85&site=eds-live&scope=site>
- Santosa, A. W., & Kurniadi, A. (2020). Speech Act Analysis of Teacher Talk in Efl Classroom. *Jurnal Penelitian Humaniora*, 21(2), 101–107. <https://doi.org/10.23917/humaniora.v21i2.9871>
- Uspayanti, R. (2020). Assertive and expressive speech act used by English teachers and its implications. *LETS: Journal of Linguistics and English Teaching Studies*, 2(1), 25–43. <https://jurnal.stainmajene.ac.id/index.php/lets/article/view/148>
- Yelfiza, Y. (2013). Speech Acts for Supporting English Teaching and Learning. *Isla* 2, 618–626.