

An Analysis of Students' Speech Act as Foreign Language Learners in A Speaking Class (A Case Study at Muhammadiyah University North Maluku, English Department)

Hariyanti Djafar¹, Jusmin HJ. Wahid

Universitas Bumi Hijrah Tidore, Universitas Muhammadiyah Maluku Utara

Abstract

Received: 14 December 2024
Revised: 23 December 2024
Accepted: 31 December 2024

In the speech act of non-native speakers' speech, it takes its own effort. In addition to the anticipation of nervousness in speaking a foreign language, expressions and gestures can also cover grammar errors, although errors in grammar but the intention can be conveyed to the interlocutor. This paper aims to explore the ways in English Foreign students speak and their negotiations to convey their intentions to each other through conversations. The subjects of this study consisted of 15 English language learners at Muhammadiyah University of North Maluku. The data were categorized into 6 speech act situations including; (Negligence of not making assignments, Greetings, Congratulations, Parting, Excuses, and Thanking) where these occurred naturally and were taken during communication both orally and in writing among students and lecturer. Finally, the paper reveals that researching oral or written speech act performance are noted and is recognized as one of the difficulties in linguistics researcher. It is said to be difficult in linguistics because it must consider situations, expressions, and gestures to convey and understand meaning. The result shows how explicit students as foreign language learners In the conclusion, analysing a speech act in a language are first realized about not only the actions but also the situation behind what speaker and interlocutor were talking.

Keywords: *Speech Act, Foreign Language, Speaking*

(*) Corresponding Author: hariyantidjafar4@gmail.com

How to Cite: Djafar, H., & Wahid, J. (2025). An Analysis of Students' Speech Act as Foreign Language Learners in A Speaking Class. *International Journal of Education, Information Technology, and Others*, 8(1), 29-40. Retrieved from <https://jurnal.peneliti.net/index.php/IJEIT/article/view/11263>

INTRODUCTION

'Basic Speaking' is one of the subject names in English Department at Muhammadiyah University Maluku Utara. A lecturer teaches lot of basic English speaking to student by using many ways, method, and approach.

As an EFL teacher or lecturer, it would be wiser to be able to teach speaking skill by understanding students' extralinguistic knowledge as the reference to develop their speaking skill. The speaker should have the kinds of extralinguistic that affect speaking including such things as topic and cultural knowledge, knowledge of context, and familiarity with the other speakers and cultural knowledge, Thornbury (2005, p. 11). In line with Thornbury, Harmer (2007, p. 343) explained that the students need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech if they want to be able to speak English fluently.

According to Brown and Yule (1989, p.14), speaking is to express the needs-request, information, service, etc. In line with those experts above, Leo and Ahmadi (2017) (cited in Aulia, Muhammad, and Lidiatul, 2017), explain that speaking is the foremost skill for the effectiveness of communication. Another definition of speaking is explained in the Oxford dictionary (2017), speaking is the action of conveying information or someone's feeling in speech.

Simply, speaking is the way to express our feelings and share ideas to make effective communication among the interlocutors. The speaker is functioned as the information's provider to the listener and as the controller of a good social relationship during the information is transferred to the listener. Relating to the goal of speaking above, it has similarity to the goal of teaching and learning speaking English in Indonesia as a foreign language; helping the students to create good conversation and involving smoothly in social communication. On the other hand, the students are able to practice their vocabulary and develop their English-speaking skills.

There are some reasons which are explained by Bahadofar and Omdivar (2014) (in Aulia, Muhammad and Lidiyatul, 2017) about the importance of learning to develop speaking skill. First, speaking becomes a crucial part of language learning and teaching for EFL or ESL today. Second, mastery of speaking is the priority because it is the instrument to evaluate the learners' language acquisition. This reason applies to foreign or second language learners. Logically, English speaking has been a trending issue in society because it's functioned as the international language used by all people in this world.

Furthermore, Harmer (2007, p. 343) stated that the teacher can use teaching functional exchanges during teaching speaking to make the students aware of fixed phrases, functional sequences, and adjacency pairs to ease their speaking confidently. His opinion supports the purpose of the Audio Lingual Method (ALM) by Setiyadi (2013, p. 55); the students are able to understand the foreign language when it is spoken at normal speed and concerned with ordinary matters and are able to speak in acceptable and grammatical correctness. He also mentions that the primary goal of ALM is the ability to communicate between the teacher and language learners in using the target language at all times.

A person can speak or judge and respond to the interlocutor well, whether in a positive or negative context, depending on how he or she is able to master speaking and know the meaning of each word, sentence, or phrase that he or she uses and hears in all context and conditions. What we call next is how locutionary and illocutionary will be taken the meaning by the interlocutor or any analysers when speaking skill are clearly doing in a certain situation. Here is how speech act takes place to discuss these related things.

Investigating the Speech Act of Muhammadiyah University students as foreign language learners which is as an endeavour of the researcher in this study. This paper aims to explore the ways in English Foreign students speak and their negotiations to convey their intentions to each other through conversations.

METHOD

In order to obtain valid data, this research uses a qualitative descriptive method by collecting data, identifying and classifying data, and analysing data to get conclusions. Data were conducted through documentation technique, notetaking technique, observation technique, and theoretical triangulation technique. The Data were collected from different sources such as English written conversation from WA groups of English Department students and lecturers at Muhammadiyah University and also from oral conversation. The obtained data were then compared and discussed to reach the truth of the information.

LITERATURE REVIEW

The Nature of Conversation

In English, we are familiar with the term 'conversation' as the way to involve in communicating with people by using English as the language used. In Indonesia, this

term becomes a trending issue in society which refers to someone's social class. Because of this, most English teachers compete to explore their students' speaking skills.

When we go back to the definition of conversation itself, we find the definition of conversation is as the formless and featureless of spoken language tradition, Halliday (1985:76). Then, he adds that the spoken language has its own characteristics which might not be found in a written language. In a simple definition, the possibility to make some mistakes in speech is big, but it is not formless. It means the speaker does not make a mistake on purpose. The formality of the spoken language we used in conversation depends on the context and situations when we are conducting a conversation.

Due to the orientation, the conversation is differentiated into two kinds; pragmatically oriented and conventional conversation, Eggin and Slade (1997: 18-20). Pragmatic conversation refers to pragmatically oriented interaction, which conducts in a serious tone. On the other hand, the pragmatic conversation is accompanied by various expressions of politeness, e.g., would that be...? Thanks very much, just a moment, etc.

The pragmatic conversation is different to the conventional conversation. Casual conversation is not motivated by a clear pragmatic purpose, which displays informality and humour. Sometimes, it also includes informal characteristics such as colloquial expressions of agreement (e.g. yeah, yep). Back to our conversation, we always use the combination of pragmatic and casual conversation, especially in Indonesia.

In Indonesia, we call the combination of pragmatic and casual conversation as daily conversation. Daily Conversation is a form of communication that is used in our daily life which is more spontaneous and less formal. The purpose of entering a conversation is too pleasant an engagement in order to meet new people to find out information and to enjoy social interactions. Belongs to the types of conversations, the variety of conversation is divided into two varieties, such as intellectual conversation and information; friendly debate and witty banter.

As the speaker, we should understand the appropriate topic to be used in our daily conversation. For example, when we meet a new man and want to be involved in a conversation, we should use standard speaking guidelines. It can be shown from the dialogue below.

DISCUSSIONS

Negligence of not making assignments.

Tita is in a hurry to get to the today's class. She didn't do her assignment paper and she needs to tell to the lecturer for her negligence of not making assignment. Tita gets close to the lecturer and says about this;

Tita: Excuse me, Mam!

Lecturer: Yes?

Tita: Would you please forgive me about my negligence? (*with her positive face*)

Lecturer: What kind of negligence of that?

Tita: Sorry, mam. I ~~didn't done~~ my homework yet.

Lecturer: You mean, you haven't done your homework yet?

Tita: yeah, I haven't done my homework yet (*with slow and stammering pronunciation of Tita*)

The conversation above belongs to pragmatics conversation because Tita uses a serious tone and she is in a formal situation because both of Tita and the lecturer are in a learning classroom. 'Excuse me, Mam!, Would you please, Sorry' are the polite expressions that have their own function and belongs to a serious tone. It shows that the seriousness of Tita to apologize for her negligence of not making assignment to the lecturer. She knows that, 'excuse me, Mam!' is a formal greeting expression to ask

someone's attention to her, especially in a new situation or meet an important person for her business. Tita tried to help herself by using this phrase to doesn't offend and disturb, and the important thing is to accept an apology from her lecturer.

It is similar to the expression of 'Would you please forgive me...' also belongs to the formal conversation. Its function is to emphasize her apology as what she stated with her other expression before. 'Would you please..' that is accompanied by positive face gives a sign that Tita needs to be confirmed and connected in a conversation she had just started. As Goffman (1976) explains that positive face needs to be recognized by the listener and the speaker wants to be a reliable person as the reputation.

Due to Tita's conversation and expressions, she wants to be recognized by the lecturer to fulfil her apology of her negligence of not making assignment. The use of 'would you please..' before asking for apology to the lecturer is used to avoid misunderstanding between her and her lecturer. On the other hand, Tita is keeping her language etiquette.

The last one of the conversations is Tita tries to states what kind of her negligence to her lecturer. 'I haven't done my homework yet' is a sentence she used to be recognized by the lecturer. Even though, '(with slow and stammering pronunciation of Tita)' when she completed her meaning by saying 'I haven't done my homework yet', this expression belongs to how she tried to be honest and dare to admit her mistake as part of stating her meaning of her apology or her true intent in this conversation.

Due to Tita's conversation, he needs to be recognized by the lecturer to fulfil his curiosity of the time. She uses 'would you please' before asking to the lecturer to avoid a misunderstanding between her and her lecturer. On the other hand, Tita is keeping her language etiquette while getting a conversation with a lecturer. her need to be recognized is an example of a positive face of politeness though they do know each other as a student and a lecturer.

It is inconceivable that if Tita had not started her conversation with 'Would you please....' her lecturer would have ignored her words or would have taken offense.

Greetings

The conversation between Andrew and the man is different to the conversation between Tita and Jo below.

The bell is ringing and the door is opened.
Tita : Hi, Jo!
Jo : Hi!
Tita : **Could I speak to Jo?**
Jo : Speaking
Tita : I would like to confirm about our team work for next week
Jo : Oh *yeah*. What's team plan?
Tita : We will go to someone else's house to talk about the idea. If you do not mind, our team recommended to meet at your house.
Jo : Sounds great. But let me ask my mother first.
Tita : Ok! Please give me a call after talking to your mother.

The bold and italic words belong to the conventional conversation or daily conversation. Because they do not have a serious tone within and use colloquial agreement, 'yeah!'. The interlocutors in this conversation are recognized by each other before engaging in a conversation in a phone calling.

Moreover, the conversation above also belongs to pragmatic conversation because it uses the positive face concept of politeness theory. In this case, Tita confirmed to Jo and she got positive concept of politeness theory.

In the 'sounds great. But let me ask my mother first', is a response that shows a probability from Jo, whether it is OK or not to meet at his house next week. He politely doesn't want to give a hope to his friend or team, but he kindly will confirm it back to Tita.

A greeting conversation also happened in this below conversation.

Khusnul : Hello everyone. I would like to tell you that we have a new friend here. Her name is Saja.

Saja : Hello friends. I am Saja, I come from Palestina. How do you do?

Friends : How do you do?

One of them: Oh my god! She is so beautiful

The above conversation pointed out to the core of giving greeting to someone else or people around in the first meeting. Saja tried to be nice by formally telling "how do you do" to students. Meanwhile, Friends also answer the same to tell her that these students pleased to meet and know her as their new classmate comes from abroad. This is a simple conversation but it means a lot. People in here tried to give validation themselves to someone else that, their characteristic is welcome to whoever they met even at first chance. It is a basic identity of Indonesian people to inform to the people from abroad that politeness is needed to all people come to their side.

Generalizing the definition and determining the qualifications of a greeting in a social community cannot be applied because the greeting has been accepted by the particular speech community itself. This context situation makes it easier for linguists to identify greetings in different languages and provide hypotheses and definitions about greetings made to or to others.

Malinowski (1923) cited in Nodoushan (2006) mentioned about phatic communication. He explained that phatic communication is a type of language where the bond of a relationship can be created just by exchanging words, where he said 'How do you do' is one example where people can establish a new relationship that can even be intercultural or intercountry as in the example conversation above. Similar to the expressions 'oh my god! She is so beautiful'. This expression does not have special meaning, they only fulfil the social function like the previous expression above. Searle (1979) in Shabeb (2010) calls it as an expression.

Jacobsen (1960: 357) cited in Mey (1993: 220) in Shabeb (2010) adopted Malinowski's term phatic communication to identify communicative exchanges for contact purposes. Greetings are one of these exchanges. Remember, greetings do not exchange the meaning of an utterance, but exchange the purpose of the utterance contact. Austin (1962) classifies greeting as a type of speech performance that relates to behavior towards others to show attitudes and feelings. In addition, Searle (1979:10) in Shabeb (2010) states that Austin's behavior is not well-defined, but involves ideas about what is good or bad for the speaker and listener and the expression of attitudes.

Greetings are created by forms and formulaic expression which becomes half of the importance of this section, and the other half is how such expressions and forms (create different types of this section, the other half is how such expressions and forms (create different types) are adopted and established a new context at the same time.

Grzega collects the numerous forms of greetings in his article 'Greeting English Language History' and offers the record of all greetings during the history of English. He also examines where they come from and how they have changed. He discovers that in Old English, there were few greeting forms on an increase in Middle English, Jucker and Taavitsainen (2008:3). Greetings tend to lose the original core (functions of maintaining social communication) and become a regular formula.

Congratulation

Congratulation is an exclamation used for congratulating of something (Oxford, 2003, p. 86). Congratulation is an address with expressions of sympathetic pleasure. In 1540's, from Latin congratulates past participle of congratulatory means 'wish joy' from assimilated form of com "together, with" (see con-)+ gratulatory "give thanks, show joy," from gratus "agreeable" (from suffixed form of PIE root "gweere-"to favor"). Another definition of congratulation is the words expressing praise for an achievement or good wishes on a special occasion. Simply, congratulation is the expression to express our feeling because of someone's happiness.

According to Austin's definition of behabitives of speech act and Searle's expressive, congratulation is a kind of speech act. It also belongs to politeness maxims; congratulation deals with the "approbation maxim" which states (a) minimize dispraise of others and (b) maximize praise of other (Leech, 1983, p. 132) in Pishghadam and Mostafa (2011, p. 135). Another definition of congratulation, Merriam Webster's Collegiate Dictionary (2003, p. 262) is explained as to express pleasure to (a person) on the occasion of success or good fortune"; "to express sympathetic pleasure at (an event)" and "to express salute or greet"(Pishghadam and Mostafa, 2011, p. 135). The following example of the definition mentioned below: it's a real conversation took from our group of *Whats App*



Khusnul : Mam, Happy teacher's day, ibu.

Sitti : Happy, teacher's day, ibu. May you are given a good health and happiness forever.

Lecturer : some love emoticons (🥰🥰)

Khusnul and Sitti's congratulation to the lecturer is a real example of an illocutionary act because it consists of sense. This kind of congratulation is usually heard in Indonesia on every November 25, where nationally, the Indonesian government designates it as National Teachers' Day. Students and people are usually giving their best congratulations to those teachers who have taught them since kindergarten until Senior high, as well as lecturers.

Students give a congratulatory expression as their recognition of teacher's day. Their words signalize themselves that they are in a positive way and maintained politeness.

In line with some scholars above, Brown and Levinson agreed that the speech act of congratulation is one of the positive politeness strategies (Brown and Leech, 1987). Due to the example of congratulation, it can be seen that the power of illocutionary is intrinsically polite and positive, later, congratulations are named as 'convivial' by Leech (1783). There are two types of congratulation: (1) congratulation for doing and (2) ritual

congratulation, Merriam Webster's Collegiate's Dictionary (2003, p. 262). Let's see the examples of types of congratulation respectively below:

1. Congratulation on your new job!
2. Wishing you a happy birthday

Through the literature of speech act studies, a good deal of research has been conducted on congratulation but many aspects of this particular speech act have remained unveiled (Pishghadam and Mostafa, 2011, p. 135). However, this research takes place to discuss more data and detail discussion as a development of many previous studies in illocutionary act.

Based on the congratulatory above, 'Happy teacher's day, ibuuu' is a magic and polite word which is used by Indonesian people to show how excited they are to people they interest in. 'Ibuuu' which letter 'U' is used more than one, where the word of 'ibuuu' that they have used should be only 'ibu' means they wanted to explain how they are happy and really want to say that their congratulatory was so meant and truly from deepest heart to their lecturer.

Parting

Parting is the act of leaving a particular person or place. In English conversation, parting usually is used to end the conversation. There are many expressions to express parting that enable it to be expressed in English conversation.

- Good bye
- Good night
- See you!
- Have a nice day!
- Etc

Parting has a similar function as a greeting, expressing something they look at, which would seem to be produced primarily by indirect local muscle movements around the eyes and not by the eye itself (Firth, 1972, p. 22). Simply, parting is an action to move to another activity as the end of a conversation. This can be seen from the dialogue below:

- Student : How about 7 o'clock tomorrow?
Lecturer : That's okay! I'll inform you tomorrow's early morning if I can.
Student : Well, mam. Can't wait to see you in the class. (waving hands to the lecturer)
Lecturer : Okay.
Student : Fighting, ma'am...!!

The above oral conversation is between lecturer and her student in making appointment for tomorrow's class. Parting the context of student and lecturer dialogue above refers to speech act, illocutionary and perlocutionary act. The student's utterance refers to an illocutionary act because she expresses her utterance by doing an action, and waving hands to her lecturer. The lecturer's utterance belongs to the perlocutionary act because she responds to student's utterance by an action of waving hands.

'can't wait to see..' is a tribute and appreciation for the lecturer's success in teaching them in the previous meeting, thus signalling that they can't wait to learn with her again in the next class. 'can't wait to see you..' is used as a positive parting even though without saying some general parting expressions like 'good by', 'see you', etc.

'Fighting, ma'am' also signals how she tries to be friendly with the lecturer and encourages her politely. 'fighting' or giving spirit to other is a kind of best parting. It is as another goodbye that leaves a good impression on the listener, so that the listener feels the impact even minutes after the conversation ends.

Excuses

Due to the Oxford dictionary (2003), excuse is distinguished into two kinds, as noun and verb. As a noun, the excuse is a reason given to explain or defend your behaviour; as a verb, the excuse is forgiving somebody for something they have done to us. Borkin and Susan (1978, p. 57-69) differentiate between "Excuse me" and "I am sorry" phrases. Excuse me or excuse is a formula to remedy a past or immediately forthcoming breach of etiquette or other minor offense on the part of the speaker. Excuse making is defined here as the process of shifting causal attributions for negative personal outcomes from sources that are relatively more central to the person's sense of self to sources that are relatively less central, thereby resulting in perceived benefits to the person's image and sense of control (Synder & Higgins, 1988, p. 23-35).

As the experts' explanations above show us, 'excuse' is the etiquette formula to let somebody's negative personal outcomes be produced by them to us. In this part, we discuss the 'excuse' expression referred to as a noun. Actually, excuses themselves are divided into two functions, first, asking for an apology and second asking for permission. The function works depending on the context. It will be shown the different functions from the dialogue below:

Student A is explaining his morning routine in the *speaking practice class*. Student B gets some difficulties to get the idea of the student A's explanation about. She (student B) excuses and interrupt the student A, asking for real repetition to ease her to understand.

Student A : "talking about his morning routine"
Student B : **Excuse me**, come again please! It wasn't clear to me.
Student A : Oh sure!

The phrase 'excuse me' of student B belongs to asking permission to interrupt her friend explanation. It is a illocutionary act because it makes the student A had to do something based on student B's interruption request. Austin (1962) (in Shabeeb, 2010) classifies illocutionary acts into five categories due to English verbs. They are:

1. Verdictive: they are typed by giving a verdict by a jury
2. Exercitives: they are typed by exercising powers, rights or influence;
3. Commissives: they are typed by assuming of an obligation or declaring of an intention;
4. Behabitives: they are typed by assuming by adopting of an attitude;
5. Expositives: they are typed by clarifying of reasons or arguments.

Due to Austin's classification above, student B's behaviour belongs to behabitives, she assumes if her behaviour is no matter due to the adopting an attitude to express her idea. On the other hand, student B does 'positive face' to express her permission. Another data of excuses which refers to asking apologize can be seen in the dialogue below.

That day's class has a game to be played. The theme of the game is *describing people*. Every student has their turn to takes turn to describe and others can guess who they are based on the people descriptions. When it turns to Jiarti, she did not understand the rule and played with different way. It happened a dialogue below:

Jiarti : She has a long and black hair. Her nose is sharpest than me. She is our class Cinderella and her name is Lidiya.
Sajaa : **Excuse me!** Why did you just tell the person's name?
Students : She broke the rules
Jiarti : My bad. **Excuse me**, I don't notice the instruction

This situation is different to the previous situation, excuse here means she asks apologizing of her mistake. In this context, Jiarti produces locutionary and illocutionary

act. Locutionary act refers to her sense when expressing her excuse or apologizing to all the class. In this case, students receive Jiarti's excuse of her mistake. The response of students belongs to illocutionary act, do something as the result of utterance.

Meanwhile. Saja's utterance 'excuse me' is as her kind of protest of Jiarti's mistake. She tried to express her frustration but still with a joking expression on her face. This was done so that Jiarti would not take offense. She is on purpose to avoid the broken of language etiquette also.

We consider that how a power of 'excuse me' takes place to wrap up frustration in a version that does not violate personal ethics and avoids language conflict between people in this case.

Thanking

Following Austin's theory (1962) as the introduction of speech act theory, there are many linguists require analysing the speech acts used by members of the cultures and the social norms regulating the manner and contexts they used. These studies of speech act behaviour indicate that every culture has delegated exclusively important rules for individuals producing speech acts within culturally specified linguistics parameters.

'Thanking' expression probably belongs to the most common speech acts in the daily conversation of every culture. It also refers to the various permutations and contexts. In Indonesian dialect spoken, thanking behaviour has significant social value. This is also the reason of producing the failure to express or respond to gratitude expressions due to the social norms that are known among Indonesian speakers which are able to affect the relationship among the interlocutors.

Many scholars agree that speech act of thanking is a universal illocution across languages and cultures (Coulmas, 1981; Aijmer, 1996; & Schneider, 2005) in Altalhi & Hana (2014). The gratitude expressions are used "when a speaker wants the addressee to know that she is grateful for what the addressee has said or done" (Jautz, 2008, p 142). In line to those experts above, Aijmer (1996, p. 78) also states that expressing gratitude is considered by a stereotypical speech act because the form of thank you or thanks is almost always used by the speakers every time they want to express gratitude. Eisenstein and Bodman (1995) point out that expressing gratitude can "engender feelings of warmth and solidarity among interlocutors" (1995, p.64). Jung (1994) adds in his paper on speech acts of thanking that gratitude expression has the "effect of enhancing rapport between the interlocutors" (1994, p.20). He states that some gratitude expressions may serve different functions depending on the situation such as "conversational openings, stopping, leave-takings and offering positive reinforcement". (1994, p. 20). Moreover, 'thanking' also belongs to the politeness zone because it uses 'face' as the bridge in interaction like Brown and Levin's development.

Brown and Levins (1978, p. 61) have developed the literature by introducing politeness theory which becomes a basic concept of 'face'. The definition of 'face' is as "the public self-image that every member wants to claim for himself. They claim that there are two kinds of 'face' are 'positive face' and 'negative face'. 'Positive face' defines as the speaker's desire to be valued and appreciated by the listener. 'Negative face' defines as the listener's desire to be free and no burden at all. In simply, a positive face stimulates the interlocutors to be involved in a smooth conversation. On the other hand, a negative face stimulates the interlocutors to avoid the conversation because of uncomfortable. To make it clearer, let us see two dialogues below:

Tita and Yiping are in a language laboratory, they are talking about their project for next week. Anyway, they are classmates.

Tita: Have you got an idea to our project?

Yiping: *Nope!*

Tita: Oh, I see! I wish you have got it.

Yiping: Thanks!

Few moments later,

Yiping: Hi, Tita!

Tita: Hi, Yiping!

Yiping: What are you looking for?

Tita: *I am looking for the references of my project. How about you?*

Yiping: So do me! Have you found your topic research?

Tita: *Yes! How about you?*

Yiping: *I confuse to decide how to edit video in this project (smiling for a while)*

Tita: *Let us discuss the topic together!*

Yiping: *It sounds brilliant! Come on!*

The dialogues above have two varieties face of politeness, positive and negative face. Negative face phenomenon happens when Tita asks Yiping to carries a conversation between them. In this case, Tita has known if Yiping also has a research project like her because they are classmates. In the fact, Yiping responds to Tita's question so simply without any words. He also shows his object to discuss his research project with Tita. Tita understands the situation; he leaves Yiping without any permission at all.

The response of Yiping to Tita's question belongs to the negative face because he wants to be free to handle her research project. She does not want to be annoyed by Tita to discuss her topic. Thus, she deliberately answers the question shortly like 'nope!'. Only a word of 'nope!' from Yipping means that Tita as the first speaker should be realized that Yiping doesn't allow Tita to get a conversation with her.

The different context happens between Yiping and Tita's second dialogue. In this case, Yiping wants to be valued by Tita as the second speaker. She always responds to Tita's questions and gets a conversation with. Tita's responses to Yiping's questions belong to a positive face because the interlocutors respect to each other's and enjoy getting into the conversation.

All of the above expressions are a reflection of pragmatic's theory which refers to speech acts and politeness theory. Speech acts aspect, the interlocutors use sense to express their utterance, thus, they do an action of their utterance and have an effect to do an action for somebody (the listener). Politeness aspect, the interlocutors sometimes keep the rule of speaking or sometimes ignore it. These contexts called as 'positive' and 'negative' face in a conversation. The Positive face is the reaction that needs to be recognized, and confirmed as the speaker or listener. Negative face is the reaction of the listener to be ignored by the speaker in a conversation because of him/herself requirement.

Those expressions which are discussed in this chapter refer to pragmatic and sociopragmatic competencies. Pragmatic competence covers the ability of the learners to understand the intended meaning of a context (Yule, 2010 in Khasanah, 2021). Thus, sociopragmatics competence deals with the ability of the hearer to be concern on the speaker's identity and social status. According to Khasanah's research (2019) about pragmatic failures, she finds the similarity phenomena of producing pragmatic failures of two different department students; (1) non-English department students and (2) English department students. She finds most students produce pragmatic failures because they lack competent in pragmalinguistics and sociolinguistics. Pragmalinguistic failure occurs since the listener's inability of to understand the speaker's utterance because of the speaker's mistake in choosing words and wrong belief about the listener's competence.

Meanwhile, sociopragmatic failure belongs to the listener's inability to focus on the speaker's identity and social status (Khasanah, 2019). Khasanah (2019) also agrees that producing pragmatic failures by the students who involve in her research is influenced by some factors such as language awareness, language acquisition, students' processing of language in the brain, cross-cultural understanding, etc.

CONCLUSIONS

This study discusses speaking and its expressions used. In the fact, its' discussion covers many kinds of theories such as pragmatics, politeness, sociolinguistics, and the way of speech acts in speaking due to the scholars' opinion above. In conclusion, there are various factors that affect the success rate of interlocutors when they try to involve in a certain conversation.

Students' daily conversation could be discussed in a speech act perspective. In this case, students who are learning about English often make mistakes in grammar and affect the meaning, but expressions and gestures can represent the speaker's intention. Especially in phrases that contain double meanings such as 'excuse me'. in certain situations, someone intends to ask for permission, but in other situations, someone is apologizing.

In addition, one can express their feelings only with emojis found on students' gadgets. A written language sent through short messages supported by emoticons can represent the feelings of the sender of the message. It can replace the expressions that speakers usually do when using spoken language such as body gestures, style, tone, and so on.

Finally, a communication is defined by speaker's intention and the listener's response. Statement that is used by a speaker to convey a certain information and performs an action greatly facilitates the interlocutor's reaction. There are always certain aims by a speaker beyond the words, sentences, or phrases when saying something. This is how speech act takes place in explaining that words are used is not only to present idea but also to carry out actions.

DAFTAR PUSTAKA

- Aijmer, K. (1996). *Conversational routines in English: Convention and creativity* (Vol. 175). London: Longman.
- Altalhi & Hana. (2014). *Speech Acts of Thanking and Thanking Responses by Hijazi Females*. Muncie, Indiana: Ball State University.
- Aulia, Najiyah, Hadi, Izzah, (2021). *English Daily Conversation at Islamic Boarding School in Improving Skill of EFL Student*.
- Austin, J. (1962). *How to Do Things with Words*. Oxford: Oxford University Press.
- Borkin, Ann and Susan M. R. (1978). *Excuse Me and I am Sorry*. TESOL Quarterly, Vol. 12 No. 1.
- Brown, P., & Levinson, S.C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Brown, Gillian, & Yule, (1989). *Teaching the Spoken Language: Approach Based on The Analysis of Conversational English*. Australia: Cambridge University Press.
- Coulmas, F. (1981) "Poison to you soul. Thanks and apologies contrastively viewed", in *Conversational Routine*, pp.69-91. Edited by F. Coumas. The Hague: Mouton
- Eisenstein, M., & Bodman, J. (1995). *Expressing gratitude in American English*. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatics* (64 – 81). NY: Oxford University Press
- Eggins, Suzzane, Slade, & Diana. (1997). *Analysing Casual Conversation*. London: Cassel.

- Goffman. (1976). Replies and Responses. *Language and Society*, 5, 257-313.
- Harmer, J. (2007). *The Practice of English Language Teaching* 4th edition. Pearson: Longman.
- Jucker, A., & Taavitsainen, I. (2008). "Speech Acts in the History of English". www.lingistlist.org/issues19/19-3845.htm.
- Juniarto, (2014). Pintar Ngomong Bahasa Inggris itu Gampang Secara Otodidak 'Daily English Conversation'. Cipayung: Dunia Cerdas.
- Jung, W. H. (1994). Speech Acts of "Thank You" and Responses to It in American English.
- Khasanah, R., Ningsih, Y. R., & Siswanto, M. A. P. (2021). Lecturer's View on Pragmatics Issue: Pragmatics Failure and Pragmatic Competence. *Inovish Journal*, 6 (2), 199-213.
- Khasanah, R. (2019). Pragmatic Failure Issue: Students' Failure to Respond an Inviting Politely. *Journal Unusida*, 2(1), 21-29.
- Khasanah, R. (2016). Second Language Acquisition: Analyze of Pragmatic Failure. *Sosial& Humaniora*, 9(2), 85-92.
- Leech. (1983). *Principles of Politeness*. London: Longman.
- Larsen-Freeman, Diane. (1986). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Merriam Webster's Collegiate Dictionary (2003). New York: Merriam-Webster Incorporated.
- Mey, J. (1993). *Pragmatics: An Introduction*. Oxford: Basil Black Well Ltd.
- Nodoushan, M. (2006). The Socio-Pragmatics of Greetings Forms in English-Persia in *Journal of Language, Society and Culture*, Issue 17.
- Oxford Learner's Pocket Dictionary 3rd edition. (2003). Oxford: Oxford University Press.
- Pishghadam, Reza and Mostafa Morady Moghaddham. (2011). Towards a Contrastive Pragmatics Analysis of Congratulation Speech Act in Persian and English. *The Journal of Applied Linguistics* Vol. 4, Issue 2 Fall 2011.
- Searle, J. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Setiyadi, Bambang Ag. (2013). *Teaching English as A Foreign Language*. Yogyakarta: Graha Ilmu.
- Shabeeb, M. (2010). The Speech Act of Greeting: A Theoretical Reading. *Journal of Kerbala University*. Vol. 8, No.1. Humanies. 2010.
- Schneider, K. P. (2005). *No problem, you're welcome, anytime*: Responding to thanks in Ireland, England and the USA. In Barron, A. & Schneider, K. P. (eds.), 101-139.
- Snyder, C. R., & Higgins, R. L. (1988). Excuses: Their effective role in the negotiation of reality. *Psychological Bulletin*, 104(1), 23-35. <https://doi.org/10.1037/0033-2909.104.1.23>
- Thornburry, Scott. (2005). *How to Teach Speaking*. Longman: Pearson Education Limited.
- Yule, G. (2010). *The Study of Language* 4th Edition. Cambridge: Cambridge University Press