

## A Discourse-Pragmatic Study of Lecturer and Student Conversations in English Literature Course

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### Abstract

*This study aimed to explain and describe (1) the speech acts used in the conversation between lecturers and students in English Literature Course; and (2) the intentions behind the conversation between lecturers and students in English Literature Course. This study used a qualitative research method. Data collection was analyzed using listening and note-taking techniques. The analysis technique was implemented using the flowing technique. The results of this study can be concluded as follows: (1) lecturers and students used locutionary, illocutionary, and perlocutionary speech acts in learning; (2) the purposes contained behind the lecturers' and students' utterances, among others: to instruct, motivate, clarify, reinforce, entertain, and conclude. Thus, the conversations between lecturers and students used direct and indirect speech acts in English Literature Course.*

**Keywords** pragmatics, speech acts, conversation, English Literature Course

### INTRODUCTION

The conversation between lecturers and pupils that has a positive effect on the ambience of the learning community is extremely engaging. This is the communication occurring in the classroom. Language's importance as a means of communication cannot be overstated. Listening, speaking, reading, and writing abilities are the four components of English Literature Course as a communication tool. In daily communication, these four abilities are interdependent.

Related to the conversation above, in linguistic studies, two studies are known, namely structural and functional language studies. In this case, the most appropriate study to look at the conversations of lecturers and students in learning English in Semester 1 of the English Literature Study Program, Universitas Jember is with functional studies, especially pragmatic studies. The study of pragmatics is the study of the intention behind the speech of a speaker and a context-bound interlocutor. In line with this pragmatic study, it is explained by pragmatics experts, Leech in (Van Compernelle, 2018) that semantics is a context-bound language study. In the study of pragmatics, various linguistic features can be found that are bound by context, social context, time, place, atmosphere, education, and culture. This pragmatics study concerns aspects of the intent behind a person's speech. Therefore, the role of speech context is very strong in understanding the intention of speech in communication. Thus, the conversation between lecturers and students in English Literature Course utilizes various speech acts of locution, illocution, and perlocution and contains various intentions behind the speech. Related to the study of the meaning behind this speech, Leech in (Schnell, 2019) explains that pragmatics studies meaning in relation to speech situation. Referring to this opinion, the role of speech context determines the purpose of speech in a conversation.



Furthermore, (Salih, 2022) explains that the study of pragmatics cannot be separated from the context of speech. In addition, language is a means of communication in various contexts of life to convey messages and messages to readers. Related to this, (Fitriya et al., 2021) explains that pragmatics in addition to conveying the mandate, task, and needs of the speaker, the purpose of communication is to maintain or maintain the speaker's social relationship with the listener. Thus, the strategy taken is not just a strategy that ensures the highest pragmatic clarity by complying with the maxims of Grice's principle of cooperation completely by composing utterances so that they are truly informative (no more and no less), correct (the necessary evidence is sufficient), relevant, brief, orderly, and not vague and ambiguous. (Fatmaja & Saragih, 2021) Related to this, in pragmatics the marker is more visible in the speakers' strategies in producing speech. (Rein & Junaedi, 2022)

Speech acts in conversations between lecturers and students use a variety of different speech strategies. In connection with the various speech strategies used in the conversation, (Kravchenko et al., 2022) explains that in the creation of strategies in producing speech, there are times when the speaker must say something different from what he intended with a specific purpose, the utterance delivered is implicit. Thus, each person's speech has a different speech function.

A pragmatic study of lecturer and student conversational interactions would involve observing and analyzing the communication patterns, strategies, and linguistic features used by both lecturers and students during their interactions in an educational setting. This type of study would aim to understand how communication is managed, how meaning is conveyed, and how both parties adapt their language use to achieve their goals effectively. In communicating, speakers and interlocutors need a means to communicate in all contexts. (Irawan et al., 2020) explains that one lingual unit can be used to express a number of functions in communication and a certain communicative function can be expressed with a number of lingual units. Therefore, this object becomes a study of pragmatics, especially the field of implicature. In line with this implicature, Grice (Sophia et al., 2021) states that implicature can be divided into two, namely conventional implicature and unconventional implicature. Grice says that They have in common the property that they both convey an additional level of meaning, beyond the semantic meaning of the words uttered. Referring to the above explanation, the focus of the problems in this study include: (1) how are the speech acts in the conversations of lecturers and students in English Literature Course? and (2) how is the intention behind the conversational speech of lecturers and students in learning at the English Literature Study Program, Universitas Jember, Jember Regency?

## **METHOD**

In this research, the descriptive qualitative method was used. The conversational speech of lecturers and students of Semester 1 of the English Literature Study Program, Universitas Jember, became the object of this research. The data were collected from January to February 2014 using a purposive sampling technique or purposeful samples aligned with the problem. Data collection is used to listen and note-taking techniques. Data analysis was conducted using a flowing technique. (Badr, 2022) The data analysis process is carried out

in stages: (1) data collection; (2) data reduction; (3) data presentation; and (4) conclusion drawing. Thus, the process of analyzing data and conclusions was performed from beginning to end.

## RESULTS AND DISCUSSION

In order to investigate the types of speech acts used by lecturers and students, such as requesting, giving information, questioning, suggesting, etc., thus it needs to be analyzed based on how these speech acts contribute to the overall interaction and how they influence the flow of the conversation (Risma et al., 2021).

### Speech Acts in Conversation between Lecturers and Students in Learning

The lecturer as a learning leader has an important role in the classroom. Communication between lecturers and students has various speech models. The speech acts used by lecturers can be in the form of statements, questions, orders, and so on. This is strongly influenced by the situation of speech. (Alifa & Ramdhani, 2023) A lecturer uses speech acts in the form of locution, illocution, and perlocution. It can be noticed in the following data. (Abdul-Raof, 2017)

#### Locutionary Acts of Speech

The locutionary speech act is a lecturer's speech act that contains a statement. This speech act usually aims to convey information, ask questions, or clarify something in learning. (Togatorop & Ramdhani, 2023) See the example of data (1), as follows:

**Table 1** Conversational Data 1

Lecturer	:	Good morning class?
Student	:	Morning ma'am?
Lecturer	:	You are healthy and successful!
Student	:	Healthy and successful ma'am!
Lecturer	:	Ridwan! Lead the prayer!
Student	:	Ready ma'am!

Referring to data (1), it can be noted that the first speech act of the lecturer asks about the condition of his students, "Good morning, class?". This speech act is a locutionary speech act and does not have any intention or tendency except to greet the students. Therefore, the speech acts given in the students' answers also do not have any intention except to give answers to the locutionary speech acts of their lecturers. The simultaneous answer as a form of locutionary speech acts from the students, namely "Morning ma'am". The lecturer's speech act in this conversation asked questions to get information about the students' condition that morning. This can be noted by the next speech act, namely "Are you healthy and successful?". Then the students answered in unison "Healthy and successful ma'am". Referring to the speech act, the lecturer continued the next speech act to order one of his



students named Andi to lead the prayer, "Ridwan! Lead the prayer" and Ridwan also answered with a locutionary speech act "Ready ma'am!".

### **Illocutionary Acts of Speech**

This illocutionary speech act is a speech act that states and has an intention behind its speech. It means that behind the speech uttered by a speaker has a hidden intention behind his speech. Therefore, the speech acts used in this speech context have certain intentions, such as clarifying, insinuating, or reinforcing a speaker's presumption to the interlocutor. (Corr & Munaro, 2022) See data (2), as follows:

**Table 2** Conversational Data 2

Student	: Ma'am, Fatih isn't coming!
Lecturer	: Fatih again!
Student	: Denis as well ma'am!

In data (2), we can see the context of the speech between a student and a lecturer in the classroom. When the student conveyed his speech, "Mom, Fatih is not in! Then the lecturer answered with a speech act, "Fatih again!" The lecturer's speech act in the conversation is an illocutionary speech act. The speech act not only states the information that Fatih is not in class but also contains the intention to clarify to the students, "Fatih again!" The illocutionary speech act provides a description that Fatih has often been absent so when it was reported that Fatih was absent on that day, the lecturer answered with an answer that stated as if it had become a subscription for Fatih not to go to school.

**Table 3** Conversational Data 3

Student	: Ma'am, did you collect the assignment?
Lecturer	: Ridwan, bring it to my desk!
Ridwan	: Yes ma'am!

Another illocutionary speech act can be noticed in data (3) above. The data (3) describes the speech acts of students who ask about whether their work assignment is being collected or not, as in the following utterance "Ma'am, is the assignment being collected or not?". Then the lecturer answered it with a command sentence, "Ridwan, bring it to my desk!". Based on the speech act delivered by the lecturer, illustrates that the illocutionary speech act delivered by the lecturer is not only ordering Ridwan but also answering the question of another student. This is a form of illocutionary speech act, which is a speech act that states something and also contains the intention behind its speech.

### **Perlocution Acts of Speech**

The perlocutionary speech act is a speech act that states something to the interlocutor and has a direct impact on the interlocutor. (Collins, 2020) This speech act is used by

lecturers in learning to give shock therapy to students who are being lazy or sometimes do not do homework. In the conversation between lecturers and students in Semester 1 of the English Literature Study Program, Universitas Jember, perlocutionary speech acts are found when the lecturer will hold a test. Consider data (4), as follows.

**Table 4** Conversational Data 4

Lecturer	: Class, we have a test today!
Student	: It's not clear yet ma'am, let's do it next week!
Lecturer	: Those who want a test next week, please step outside!
Student	: Yes ma'am!

Based on the information in data (4), it can be described that the lecturer uses perlocutionary speech acts with the utterance, "Class, we have a test today!". Then the students answered with a denial speech, "It's not clear yet ma'am, just next week!". The lecturer's speech had a direct impact on the students, and they still did not understand the topic that would be used as material for the test thus they asked for the test to be done next week.

The lecturer heard the students' answers and immediately responded with an indirect speech act, "Those who want a test next week, please step outside!" The lecturer's speech act made all students not dare to argue anymore; thus the impact of the teacher's speech act was extraordinary and all students complied.

### Various Intentions Contained in the Conversational Acts of Lecturers and Students

Each utterance in a conversation has a purpose. The speech act delivered by a speaker, in addition to conveying information, also has a purpose behind the utterance. (Green, 2020) Similarly, the speech acts of lecturers and students in Semester 1 of the English Literature Study Program, Universitas Jember also contain the intentions behind their speech. The various intentions can be described as follows.

### Speech Acts to Instruct

The lecturer's speech acts have the intention to tell the students. This is proof that lecturers use speech acts in their conversations to order various activities in learning. Speech acts to order are done by lecturers in almost every learning activity, both at the opening, implementation, and closing of learning. (Pountain & Zafiu, 2022) This can be seen in data (5), as follows:

**Table 5** Conversational Data 5

Lecturer	: Ridwan, tell us about your Sunday experience at home!
Student	: Sunday, I went to the rice field, ma'am!
Lecturer	: Continue!





Student : Already ma'am, just spent the day in the rice field!

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Based on data (5), it can be explained that the lecturer's speech act is to tell his students. This can be seen in the speech act, "Ridwan, tell me about your Sunday experience at home!". This speech act of telling is done by the lecturer repeatedly when doing learning activities in class. This speech act is done by English Literature Course lecturers using more direct speech acts.

### Speech Acts to Motivate

Motivating speech acts are also used by English Literature Course lecturers during English Literature Course lessons on the topic of poetry. (Leiliyanti et al., 2022) This can be seen in the following data (6), the lecturer uses speech acts that contain the intention to motivate his students, that he can do it without having to depend on others. Note data (6), as follows:

**Table 6** Conversational Data 6

Lecturer	: Wita, tell me about the poetry issue!
Student	: Poetry is words, ma'am!
Lecturer	: Create a free poem!
Student	: Brought by Rini ma'am!
Lecturer	: Come on, you can do it, don't depend on others!

Based on the information in data (6), it can be obtained the intention contained behind the last speech of the lecturer, "Come on, you can do it, don't depend on others!" The speech acts to convince and motivate the students directly to be brave and willing to tell poetry problems and even give examples of poetry. Thus, the speech acts used by the English Literature Course lecturer have the intention to motivate and convince the students.

### Acts of Speech to Clarify

The intention contained in the speech acts of English Literature Course lecturers in other lessons is to qualify. This usually aims to emphasize, sort out, and determine existing facts. (Nabilah & Ramdhani, 2023) This can be seen in data (7), as follows:

**Table 7** Conversational Data 7

Student	: Ma'am, Ridwan was called by the principal!
Lecturer	: Wita isn't coming!
Student	: Only the class leader ma'am
Lecturer	: Oooo... let's start the lesson.

Based on the data (7), the lecturer's speech act intends to clarify with the speech act, "Wita is not coming?" With this speech, other students can finally answer with an affirmative speech act, "Only the class leader, ma'am!". Therefore, the students' speech answered the lecturer's clarification.

### Acts of Speech to Affirm

Another speech act in the conversation between lecturers and students in learning at the English Literature Study Program, Universitas Jember is to assert. This speech act is often done by lecturers in learning, either directly or indirectly. This can be seen in data (8), as follows:

**Table 8** Conversational Data 8

Student	: Ms. Hazal, when are we doing the stage play?
Lecturer	: It depends on the principal!
Student	: Why the principal, ma'am?
Lecturer	: He has the policy

Based on the information in data (8), it can be described that the English Literature Course lecturer wants to emphasize that the drama performance depends on the principal's approval. What is meant by the approval is the funding of the drama performance. This can be seen in the lecturer's speech acts, "It depends on the principal" and "He has the policy". Thus, lecturers often use speech acts to emphasize information, lessons, and other activities in English Literature Course at the English Literature Study Program, Universitas Jember.

### Speech Acts to Entertain

Other speech acts performed by English Literature Course lecturers in Semester 1 of the English Literature Study Program, Universitas Jember contain the intention to entertain. This is done by lecturers in order to build a creative learning atmosphere. In data (9) can be described as a form of speech acts of lecturers who intend to entertain. Consider data (9), as follows:

**Table 9** Conversational Data 9

Lecturer	: Wita, try to explain rhyming!
Student	: Rhyming, ma'am?
Lecturer	: Yes, rhyming...?
Student	: Rhyming ma'am...?
Lecturer	: Wita...Wita...

Referring to data (9) above, it can be described that the intention behind the utterance is to entertain the students. This is done by students when responding to their lecturer's orders. When the lecturer said "Wita, try to explain rhyming!". Then the student who was ordered answered repeatedly, "Rhyming, right, ma'am?". The student's answer was



repeatedly intended to entertain. "He is like a turtle on a boat, he pretends not to know. When in fact she doesn't know." That was the lecturer's response and all the students laughed at it.

### Speech Actions to Summarize

The speech act used by the lecturer of English Literature Course in Semester 1 of English Literature Study Program, Universitas Jember contains the intention to conclude. This speech act is used by the lecturer when ending the English Literature Course lesson. This speech act is usually delivered as a closing in English Literature Course. Consider data (10), as follows:

**Table 10** Conversational Data 10

Student	:	Is it time for the bell?
Lecturer	:	Finish it first!
Student	:	Is it not for homework, ma'am?
Lecturer	:	If you still have a lot, finish it at home. You should be able to take lessons from our learning today. Don't forget to do the exercises for enrichment. Ridwan leads the prayer!
Student	:	Alright, Ma'am!

Referring to the data (10) above, it can be explained that the lecturer intends to conclude and close the learning with direct speech acts. This is a form of speech act intended to conclude and close a lesson. The lecturer's speech act, "If you still have a lot, finish it at home, you must be able to take lessons from our learning today. Don't forget, to do the exercises for enrichment. "Ridwan leads the prayer!". Thus, the various intentions contained in the speech acts of English Literature Course lecturers with students in English Literature Course learning in Semester 1 of the English Literature Study Program, Universitas Jember can be a reinforcement in communication between lecturers and students. In addition, it is also a motivation to practice speaking skills, both with students and with lecturers.

### CONCLUSION

Based on the analysis, it can be concluded as follows: (1) lecturers and students used locutionary, illocutionary, and perlocutionary speech acts in learning in Semester 1 of the English Literature Study Program, Universitas Jember, Jember Regency, (2) the intentions contained behind the lecturers' utterances with students, including to (1) instruct, motivate, clarify, reinforce, entertain, and conclude. Thus, the conversations between lecturers and students in Semester 1 of the English Literature Study Program, Universitas Jember are dominated by direct and indirect speech acts to convey their speech intentions.

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