**CHAPTER I**

**INTRODUCTION**

* 1. **Background of Study**

The primary purpose of human using language is to convey or share information and ideas. Language is believed to provide a great power to organize people’s mind and opinion. Therefore, it plays an important role in helping people follow any current issues in the world. It can be used as a tool tocontrol society and to influence people way of thinking and behaviour (Zheng, 2015: 48).

Speaking a language means more than uttering a number of grammatically decent sentences which can change the environment through utterences (Mohammad, Alireza, Shirin, 2013:50). Utterances can be found through speech acts.

Researchers have given definitions of speech act in literature. Austin (1962:99) defines speech acts as “the actions performed in saying something”. This means, actions are performed oral utterances. Speech act is derived from interpreting an unterance in its speech. An utterance may convey more than one speech act (Saragih, 2015). There are three term of speech acts; first, locutionary act: meaning contained in utterence; second, illocutionary act: meaning intended by the speaker; third, perlocutionary act: meaning as derived or interpreted by the listener. In addition, Searle (1979) points out five alternative taxonomy in term of speech acts namely; assertives,directives,commissives,expressiveand declarations.

Literature has informed that an effective and successful communication occured between speakers and interlocutors is due to polite speech acts (Zhao and Throssell, 2011: 88). Speech acts are always associated with culture, thus linguists

believe that students would be able to use proper language only when they

understand both linguistic and culture (Peterson and Coltrame, 2003 cited in Zhao and Throssell (2011: 92). Zhao and Throssell (2011 : 92) assert speech act theory does not only carry the linguistic rules, but also leads speakers to use this language appropriately.

It is commonly understood that the interaction between males and females is different in formal conversation, males talk more than females. This happens due to different purpose that they will achieve, males being more task-oriented and concerned with status, while females are expressive, responsive, and concerned with relationship (Holmes, 1992: 132-134). Therefore, males’ conversation is more likely to be more assertive in disagreement, instances of challenging utterances, and interruption, than females’ talk. From this behavior, it can be argued that males use talk to control and enhance their status in the public, while females use talk as the essence of relationship (Mulvaney, 2004 : 221-229). From result of their contribution in a conversation, their opinion is valued highly. However females are the opposite, they are concerned with the relationships. This happens because for females strengthening relationships is more important than status. Therefore, they try to avoid interrupting the conversation to avoid offending the other person. Since males and females have different purposes in their conversation. Therefore, different genders should understand these differences when they meet in a conversation.

Males and females are using speech acts differently in their communication. This happens due to their habitual differences. For males, most of them are eager to to talk in public as a way to show their status in a community. It is common for males to dominate the conversation during in a discussion. This is

their strategy to be regarded as a knowledgeable person among others. Therefore, males prefer to talk in the form of report-talk (Holmes, 1992:134-135). Through this way, they protect themselves from others' perceptions aiming to put them down.

   In contrast, women in their conversations use language for intimacy, in which the rapport-talk (Holmes, 1992: 134-135) is applied in a conversation. By applying the rapport-talk, they establish their good relationships with others. Most women think that through talking, they can create good relationship with others. Speakers are required to understand the differences between males and females in communication to avoid or at least to limit underestimate actions to other speakers in a conversation.

However, based on the writer’s observation at IAIN Zawiyah Cot Kala Langsa toward speech act used by one male and female lecturers during their teaching performance in the classroom, the writer found the gap between what are stated in the theories and the reality in the field. Male lecturer used rapport-talk that is usually applied by female, meanwhile, female lecturer implemented report-talk that is frequently male did. The observation is done for two days, started on 28 February 2017 and 1 March 2017. These are a few utterances from the two lecturers.

Male lecturer: **“Jangan ada yang terbesit hatinya untuk segan apalagi takut sama saya. Saya orang yang sudah terbiasa hidup di dunia organisasi yang mengedepankan demokrasi. Saya sama seperti berteman dengan anda. Saya mungkin hari ini berdiri sebagai dosen tapi bagi saya anda itu adalah dosennya dosen karena saya sedang berusaha untuk menyerap keseluruhan isi kepala dari anda tapi anda hanya menyerap isi kepala dari saya sendiri”.**

Male lecturer : Please don’t be reluctant, shy or even scared of me. I have accustomed taking a part in organization as well as promoting democracy. I can be your friend. Indeed, today I am your lecturer who standing to share my

knowledge and my insight to you but for me you can be considered as lecturer of the lecturer since I have to be able to understand not only your ideas but also your pscychology. While, you just need to catch up what I tell you”.

The speech act produced by the male lecturer above indicates that the conversation aimed to get intimacy in maintaining his good relationship with students. In addition it contains support, understanding, feeling and proposal.

Meanwhile the sample of female lecturer utterances as follow:

Female lecturer: *“Perkualiahan di perguruan tinggi itu harus berbeda dengan persekolahan. Disebabkan oleh apa, karena adanya perbedaan proses pembelajaran disana. Dimahasiswa saya tidak boleh mengajar anda seperti anak-anak di sekolah.* **Oleh karena itu, saya sudah membedakan, andapun harus membedakan. Jangan nanti saya sudah membedakan, anda masih belum bisa membedakan. Silakan anda kembali ke sekolah”**

On the next conversation. The lecturer gave students opportunity to ask question regarding to the topic discussed , then one of student said “ *Bu, bagi kelompok bu”.* The female lecturer respons to all students **“Bagi sendirilah, anda kan udah mahasiswa. Banyaklah urusan ibu dari mulai mengajar sampe nyusun ini, bagi kelompok lagi! Ini urusan anak-anak. Bisa atur sendirilah. Belajar untuk adil**.

Female lecturer: “ We should be clever to distinguist the way teaching and learning process in universities is different from secondary school. As a result I will treat you as the appropriate way. I hope you also do the same. If you can not understand the differences, you may go back to the secondary school.

On the next conversation. The lecturer gave opportunity to ask question concerning to the topic discussed, then one of student asked, “ Mam, would you like to divide us into groups? Then the female lecturer respons to all students, “You are adult already, just put your self into groups. I have my own business such as teaching, creating lesson plan. Now I have to manage your group again! This is like kid. Just do your self and try to be fair”.

The conversation above clearly shows that the female lecturer tends to use language to gain status to build higher status among students. The intonation from their utterances ease the writer to indicate their speech acts.

The reality in the field are also opposite to what the Acehnese women considered. The Acehnese women tend to obey the regulation of Islamic laws. Since the Acehnese community respect to the Islamic teaching. Moreover, The

Acehnese men are also considered as the leader of women. They can be appointed as decision maker.

For these reasons, Harahap (2015) examines about gender conversational style of the presenters of eight eleven talk show on Metro TV. This research has drawn the following result (1) there are five types of feature conversational style was identified from eight eleven talk show; they are amount of talk, interruption, conversation support, and compliment. (2) male presenters are able to communicate by female like strategies, and vice versa female speakers are able to communicate by male like strategies. (3). Male and female presenters used style differently, because they have different characteristic in communication. Another researcher such as Barus (2016) deals with the way of communication styles of male and female guests in law and political debate of Indonesia Lawyers Club. This study reveals that male guest tend to use rapport talk in delivering their idea in commenting the issue, while female guest tends to use report talk in commenting the issue in Indonesia Lawyers Club. Male guest frequently show the characteristics of female communication, such as: support, intimacy, understanding, feeling, proposal and compromise in their way of commenting the issue, while female guest shows the characteristics of male communication, such as: status, independence, advice, information, orders, and conflict in her comment to the issue. The reason of male guests use rapport talk more whereas female guest tends to use report talk more is because males treat the language as a way in selling themselves in a debate, whereas female does it as a way to challenge the male’s ability and experience in law and political issue by being the more aggressive debater.

Suhirman (2016) noted some speech acts occur during class discussion between lecture and students in psycholinguistics class setting in post graduate program of UNM and he found that the lecture perfom three kinds of speech acts: locutionary acts, illocutionary acts and perlocutionary acts. Sham and Afghari (2011) state that culture has significant effect on the interpretation of indirect request of speech act. But gender does not affect the comprehension of indirect request of speech act.

Based on the explanation above, the writer keens to conduct this research because of several reasons: (1) Still lack of study that investigate about gender speech acts in the classroom, (2) to find out are there any differences between males and females lecturers speech acts performance in teaching and learning process in the classroom. (3) There is complaint from university in terms of students motivation in learning in class, most of them are not motivated in learning, this indication can be seen from their achievement in the class moreover, the product of their homework and daily task are considered poor. And the last (4) to examine is there any significant influence in terms of way lecturers speech act to the students’ achievement.

To know deeply about the implementation of speech acts realized by gender, the writer is interested in conducting a research on this topic. In this study, the writer focused on the speech act used by male and female lecturers during teaching and learning process at Islamic Education Department of State Islamic Institute (IAIN) Zawiyah Cot Kala Langsa.

**I.2** **The Problem of the Study**

Inspired by the background described above, the writer has formulated some research questions:

1. What kinds of speech acts are realized by male and female lecturers in the classroom?
2. How are the speech acts realized by male and female lecturers in the classroom?
3. Why are the speech acts realized as the ways they are?

**I.3**  **The Objectives of the Study**

The research objectives are:

1. to describe the kinds of speech acts are realized by male and female lecturers in the classroom.
2. to examine the process of speech acts are realized by male and female lecturers in the classroom, and
3. to investigate the reasons for speech acts realized by male and female lecturers in the ways they are.

**I.4** **The Scope of the Study**

This study is limited to the implementation of speech acts that are realized by male and female lecturers and to know the differences of utterances showed by different male and female lecturers at IAIN Zawiyah Cot Kala Langsa. Moreover, it is focused on the speech acts produced by 4 lecturers of 2 males and 2 females in Islamic Education Department class.

**I.5 The Significance of the Study**

The findings of this study would be useful and relevant theoretically and practically.

1. Theoretically, the findings of the study would give much contribution and insight to applied linguistics particularly in terms of pragmatics and sociolinguistics on how the implementation of speech acts realized by males and females in the classroom.
2. Practically, the findings would be beneficial to the lecturers and students and other researchers
3. For Lecturers, this finding could give information and insight toward kinds of speech acts they are practicing during teaching and learning process. .
4. For students, It is hoped in order students are able to recognize and comprehend kinds of speech acts that exist in daily communication, the process and the reason why they are implemented.
5. For other researchers, this finding can be used as an additional references to support the further research in terms of gender speech acts.