

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The factor that influence the process of teaching language is how the process of communication between lecturers and students occurs in the class activities. To express thought, ideas, and emotions, lecturer has own ways. The role of lecturers and students in communication is asymmetric, which means that it is the lecturer who has the power, researcher, and control over the students. However, there is a student-centered learning approach, lecturers still have the responsibility to impart knowledge, organize classes, regulate the classroom, and facilitate student needs. The result, lecturers do a lot of talking in class, such as opening courses, motivating students, presenting material, explaining concepts, managing classes, advising, giving assignments, and closing classes. The ways to achieve it all is through communication.

In the education field, how to communicate is the crucial thing that influences the lecturer's success in reaching the goal of the learning process in a class. Learning a language is not only for its grammaticality but how the speaker or the lecturer is affected only by words. Successful communication will occur if the lecturer and student can clearly understand the context of the conversation.

In addition, people must be aware of the speeches for them to understand each other. Speech is the ability to communicate thoughts, ideas, and feelings through vocal sounds, speech is the act of doing this. Speech turns into the main thing of the teacher for expressing thoughts. Each lecturer has a unique approach

to speaking that sets them apart from others. Lecturer's ability to communicate effectively is evident in every word they say.

Sinaga (2019:358) stated lecturers will have difficulty in teaching if their students come from different cultures with them because the different background of students will give influence to the capability of lecturers in delivering the material to their students. Hady (2017:5) wrote about *Communicative Competence in Teaching English at Secondary Schools*. He revealed that teaching communicative competence poses challenges for educators due to the various levels of complexity.

Based on the statement above, it can be concluded that educators encounter challenges when teaching communicatively with various levels of component complexity. It means that each class taught by educators, including lecturer, have its problem. In this case, teaching student exchange from different countries, backgrounds, languages, and intercultural communication must pay attention to how they communicate. Pinariya (2021:91) states intercultural communication faces several challenges as a result of the distinct ways in which members of each culture communicate and think. Then, it can be concluded that the lecturer who teaches an international student or commonly called students exchange, have more challenges, especially in terms of communication.

According to the researcher's experience when participating in a Student Virtual Exchange program for six months, the researcher took the initiative to study the assertive speech act of one of her lecturers, namely Dr. Jun Chen Hsieh. Additionally, the utterances that are often spoken by the lecturer in the learning

process, such as asserting, reporting, stating, suggesting, claiming, concluding, praising, assuring, confessing, guessing, criticizing, and reminding. All of these words are part of assertive speech act.

Furthermore, unknowingly by students, from these utterances there is a hidden meaning that is not directly conveyed by the lecturer. The study of the speaker's intention seeks to reveal the speaker's intent which is determined by the context, namely time, place, event, process, condition, speaker, hearer, cultural background, social and others. The context of this utterance can then determine the meaning of an utterance.

For example: *Time is up.*

In the context of examination, the lecture state *time is up*. From the utterance, there is an intended meaning that is not the said directly to the listener. Here, the lecturer means for them to collect test papers or submit their exam result to the lecturer.

Searle (1975: 56) asserts forms of speech that bind the speaker to the proposition's truth are assertive speech acts. It indicates that the speaker is sure of the speech's truth or fact when they speak. The reason the researcher chooses assertive speech acts, first due to this action is the core of pedagogical communication, and it is relevant to the process of teaching and learning to increase students' cognitive competence. Second, pragmatic knowledge is tasked with studying the context of speech which takes into account extra-linguistic aspects. Therefore, knowing the ins and out of the lecturer's assertive speech acts in classroom learning requires a deeper understanding. Third, pragmatic learning will further demonstrate the existence of an assertive speech act utilized by the

lecturer in class during the learning process to describe the characteristics of the lecturer's assertive speech act. By revealing the characteristics of the lecturer's assertive speech acts, it is possible to see the characteristics of the lecturer's assertive speech acts, which include the lecturer's ability to attract attention, the lecturer's ability to control the number of conversations, and so on. The researcher was solely concentrate on Dr. Jun Chen Hsieh's assertive speech when instructing an *English Interpretation for Tour Guide* course.

The researcher examines the utterances of Dr. Jun Chen Hsieh while the researcher follows the Virtual Exchange program held by Asia University. The researcher is interest in examining the utterance of Dr. Jun Chen Hsieh for some reason. First, data on assertive speech act is mostly found in his utterances. Second, he teaches international students from various countries and different backgrounds that's why the researcher is interest in examining his utterances. Third, when he gives material consisting of foreign terms that are unfamiliar, therefore the researcher is interested in analyzing his utterance. Fourth, the way he teaches material is lecturer-centered, which is mostly part of assertive speech acts.

The Student Virtual Exchange is a program held by Asia University in Taiwan as a form of cooperation between several universities in Asia, including Nommensen HKBP University Medan. One of the courses they offer is *English Interpretation for Tour Guide* from the Department of Foreign Languages and Literature. The goal of this course is to help students develop their expertise in guided tours and improve their oral communication proficiency, fluency, and accuracy. Based on the statement above, a lecturer of the English language requires expertise in English and higher communicative competence.

As for the background of Dr. Jun Chen Hsieh works as an Assistant Professor and a lecturer at the Center for the Development of Language Teaching and Research at Asia University. His educational backgrounds are Ph. D in Network Learning Technology from National Central University in Taiwan and his M.A in English Education from Tunghai University in Taiwan. His prior work experiences are as a lecturer at the Center for the Development of Language Teaching and Research at National Tsing-Hua University. As a lecturer Foreign Language at the Center at Providence University. As a lecturer at the Center for the Development of Language Teaching and Research at Asia University. He received an award as one of the top 150 reviewers for the CALL (Computer Assisted Language Learning) journal (SSCI) he received recognition in 2018. In 2019 he was recognized as one of the top 20 reviewers for the CALL journal (SSCI). In 2020 awarded as one of the top 50 reviewers of 450 for the CALL journal (SSCI).

1.2 The Problems of the Study

As a result of this study, the researcher formulates two questions as follows :

1. What types of assertive speech acts are dominantly used by Dr. Jun Chen Hsieh in *English Interpretation for Tour Guide Virtual Exchange Course*?
2. What are the intended meanings found in utterances of Dr. Jun Chen Hsieh in *English Interpretation for Tour Guide Virtual Exchange Course*?

1.3 The Objectives of the Study

Based on the previous discussion in the background of the study above, the problems of this research could be formulated as follows:

1. To identify the types of assertive speech acts that is dominantly used by Dr. Jun Chen Hsieh in English Interpretation for Tour Guide Virtual Exchange Course at Asia University.
2. To find out the intended meanings of assertive speech act uttered by Dr. Jun Chen Hsieh in English Interpretation for Tour Guide Virtual Exchange Course at Asia University.

1.4 The Scope of the Study

One of the topics covered in pragmatics is speech acts. There are three types of speech acts: locutionary, illocutionary, and perlocutionary. Illocutionary consist of declarative, commissives, assertives, expressive, and directives. Assertive is classified into asserting, reporting, stating, claiming, suggesting, concluding, praising, assuring, confessing, guessing, criticizing, reminding Searle & Vanderveken (1985:182-192). The researcher analyze the classification of assertive in the utterance of Dr. Jun Chen Hsie as the lecturer while the researcher was doing the Student Virtual Exchange Program held by Asia University.

1.5 The Significances of the Study

This study is anticipated will be helpful to theoretically and practically, as it will describe as follows :

1.5.1 Theoretically

1. To enrich the knowledge of linguistics, especially in assertive assertive speech acts.

2. To build information and give more comprehension of speech act, especially in the assertive field.
3. Contributing to the development of pragmatics theories and subsequent studies related to speech acts.

1.5.2 Practically

1. For the English teacher and lecturer

The study' findings will be valuable for the English teacher and lecturers because they will help them comprehend the assertive speech act. Additionally, to avoid misunderstanding in communication, it is hoped that the lecturer will use words clearly and easily to understand so misunderstandings in communication will not occur.

This research is also expected to make English educators more aware of the speech acts phenomenon in their environment, especially in virtual exchange classes.

2. For the students

For students to understand the speaker's intent (teacher or lecturer) when communicating, the study's finding should hopefully give an insight into the types of assertive speech acts and their purpose.

3. For the researcher

The result is intended to serve as a reference for additional research on assertive speech acts. Additionally, the researcher of the future hope that this study will serve as a model for other studies in the broader field of pragmatics studies and speech act research, particularly assertive speech act research.

CHAPTER II

REVIEW RELATED TO LITERATURE

2.1 Theoretical Framework

When researching the relationship between the terms in the researcher's study, some theories were required. The researcher provides a literature review that clarifies some of the concepts.

2.1.1 Pragmatics

Yule (1996:3-112) pragmatics is a study of speaker meaning. Pragmatics focuses on the study of the intention of spoken words and how they are interpreted by others. Every utterance uttered by the speaker has an implied meaning that determines the speaker's intention. Pragmatics is the study of "invisible meaning" Here, the "invisible meaning" refers to how people understand what is meant even when it is not explicitly stated. The ability to learn about people's intentions, assumptions, purposes, and actions when they speak is one of the benefits of studying language through pragmatics. One topic covered in pragmatics is speech acts. Pragmatics also has to do with the situation or context in which something was said Leech (1983:6).

Based on the Yule and Leech statement above, it can be concluded that pragmatics should consider the aspect of context and how to interpret meaning by utterances. For example, the element of context is to whom a speaker is speaking, as well as the place, the time, and circumstances in which they are talking, all play a role in interpreting the speaker's meaning. Regarding utterance, when it is produced not only wants the listener to understand but also to demonstrate the actions. For instance, in the classroom context: the lecturer declared, *I got a*

technical problem with my laptop! The lecturer (speaker) may intend the students (listener) to carry out a certain action. The act of producing an utterance that requires the listener to understand the speaker's intention is referred to as speech acts. Therefore, it is crucial for educators to focus on the context, what they want to say, and how their words convey meaning.

2.2 Speech Acts

Austin (1962:14) stated that speech act used to perform an action and argued. It is study of meaning. Austin argued that the set of verbs is called performative verb. An utterance that conveys information and is used to carry out an action is known as a performative verb. Sinaga et al., (2019:878) The performative verb is used to do something in addition to conveying factual information. Searle (1969:153), speech act is the fundamental unit of language used to convey meaning as an express of intention. Speech acts are typically sentences, but they can be phrases or words if they adhere to the rules necessary to accomplish the goal.

The conclusion from the preceding statement above, is that when both the speaker and the listener can recognize the expression of the speaker's attitude when they intend to communicate something, the speech act has succeeded. The fundamental premise of speech act theory is that language is used to act an action.

For example, "*I didn't bring an umbrella*"

The statement above could be interpreted as an offer to lend them an umbrella. If the listener understands the speaker's intent, they will almost certainly lend an umbrella. The situation or context in which the interaction takes place has an impacts on the utterance.

Wijana (1996:17-20), the speech act study consists of three related acts: the locutionary, illocutionary, and perlocutionary acts. First, locutionary is regarded as linguistic meaning, the act of saying something with the purpose is to inform the reader. Second, illocution is the act of doing something intending to ask the listener to do something through the speaker's utterance. Third, perlocutionary is considered as the act of affecting someone, the aim of this is to try to influence the hearer. In the process of giving the material, usually, lecturer teach the students in various way and in good language. However, sometimes there, three or more students may not understand what the lecturer said, although in language structure (grammatically) is correct, thus causing miscommunication between the lecturer and student. Therefore, this is the main point of the important thing to know about speech acts. There are some utterances that they might produce, such as the form of giving a statement, giving order, give thanks, offering an apology, requesting, questions, and so on through utterances.

2.3 Types of Speech Act

Dhanaji Nagani (2015:2), a theory known as speech acts, examines the relationship between speech and listener and speaker behavior in interpersonal communication. In the communication process, a speaker performs various actions of order, asking, arguing, mocking, blaming, warning, advising, praising, etc.

In showing or expressing a feeling, people should express it by uttering words and also perform actions through those utterances. However, the message can be delivered to the hearer. Speech acts are actions that are carried out by utterances. For instance, a professor tells students to *"go to page 94!"* It indicates

that the lecturer performs some action, referred to as "giving order." Speech acts are classified as this kind of thing. The instructor also expects the student to follow the instructor's instructions.

In speech act, Leech (1983:199) identifies speech acts in three category levels. First, the action of saying something (locutionary). Second, the action of doing something (illocutionary). Third, the action of affecting someone (perlocutionary). In those three categories of speech acts, people can involve one of the categories when they say something.

2.3.1 Locutionary Act

Chakim and Dibdyaningsi (2019:220) Locutionary refer to the action of saying something. This act makes a statement that the listener understands. From the statement above, it means this act is signed when individuals use understandable vocabulary and correct grammar. In addition, when people have correctly produced sounds in a language, then they have succeeded in producing locutionary acts. On the other hand, when people feel difficulty to produce sounds correctly in a language in producing meaningful utterances then they may fail to produce a locutionary acts. For instance, foreigners who are tongue-tied and unable to produce the sounds in English normally are more likely to suffer from failure to produce locutionary acts.

For example, *"slowly, the road is slippery"*

The speaker is advising the listener to warn more carefully because the road is slippery. The speaker's words are a locutionary act, where the speaker's locutionary act is translated as "watch" and the listener refers to the act.

The listener's reaction will demonstrate regardless of whether the listener comprehends what is the expected significance of the speaker by saying as much.

On the other hand, the locutionary will seem to succeed by looking at the hearer's response. If neither the speaker nor the listener speaks the same language, there will be misunderstandings, and neither will the listener comprehend the intended meaning.

2.3.2 Illocutionary Act

An illocutionary acts is an act of doing something. These acts are frequently associated with the term speech acts. When someone speaks with communication, they are utter Chakim & Dibdyaningsih (2019:220).

From the statement above, illocutionary is considered as the act of doing something. The aim of this is to ask the hearer to do something by the utterances of the speaker. The utterance, such as make a statement, order, give thanks, offer an apology, request, question, state, direct, deny, predict, make a request, confirm, and so on.

For example, "*shut up, please*"

In this situation, the lecturer asks one student to respond to the question on the whiteboard. However, at the same time, the class is overcrowded. From the utterance, the lecturer want students to give attention to another student in the front of the class. It is called as illocutionary. Finally, speech acts are words used to perform a specific action. It is crucial to remember that in order to understand how action works, the role of context around speech cannot be ignored.

2.3.3 Perlocutionary Act

The act of affecting another person is defined as a perlocutionary Chakim & Dibdyaningsih, (2019:220). Perlocutionary is signed by the listener's reaction, the consequence of saying something, whether it was intended or not. This action is about what happens after the speaker tells the listener something; As a response, an action is taken. However, the listener's actions are influenced by the speaker's words.

For example, *"I am hopeless"*

In the situation of not passing the test, he/she says, *"I am hopeless"* Hearing these utterances makes the listener feel sorry for themselves. Therefore, the expression "I am hopeless" has the effect of causing one to feel sorry for themselves. The affecting behavior, on the other hand, isn't always about getting people to move but rather about changing their thoughts or habits.

2.4 The Classification of Illocutionary Act

The act of saying, uttering, or doing something is referred to as an illocutionary act. This act is used not only to inform but also to do something because the speech event is accurately considered. The communicative force of an utterance is used to carry out illocutionary acts Cutting (2002:16).

Illocutionary acts are speeches that have a specific function. In every utterance that people produce, there are also other actions that are performed in that utterance. Illocutionary acts are speech acts performed with the speaker means by saying sentences such as state, offer, promise, order, apologize, threaten, and so on. Speeches with a specific function are illocutionary acts. A person can say something to state, offer, explain, or for other forms of

communication. Furthermore, commonly this is referred to as the illocutionary force of speech Yule (1996:48). Additionally, there are additional actions carried out in every utterance produced by individuals. Illocutionary is a form of speech. It is an action that is carried out by speaking. It refers to the listener's interpretation of speech or the underlying force of speech.

For example, "*next week will be final exam*"

From that utterance may simply be construed as informing the listener of the exam. The utterance can be interpreted as a warning from the speaker to the listener if it is analyzed using the illocutionary force. The speaker might remind the person listening to be there. If this is not the case, he or she will remind listeners to prepare and practice the lesson at home. Mey (2001:117), arrangement of speech acts that incorporates declarative, commissives, assertives, expressives, and directives.

2.4.1 Declaratives

Just like the name "*declare*", is the act of declaring. This type of act, also known as speech acts, is one in which the speaker uses words to change the world. To be able to change the world through one's words indicates that the speaker has the researcher to do so; however, for the speaker to make the appropriate statement, they must hold a particular institutional role in a particular setting.

Based on the statement above can be stated that declaration is declaring something that can change the world or the situation by a certain institutional role. If the speaker does not possess that role, his or her utterance will be regarded as having no effect at all or will be underestimated.

The following are examples of declarative speech: (a) appointing refers to officially selecting someone for a position or responsibility; (b) dismissing is saying that something or someone is not important or worth thinking about; (c) Sentences are words used to punish someone for a crime. Speakers change the world through their words when they make declarations.

1. We'll be dismissing class early today

2. I appointed you as chairman

2.4.2 Commissives

A Commissive speech act is just like its name, "*commit*" it means the speaker commits to doing something in the future action. Here, the speaker has the responsibility to make their utterances happen in the future. Commissive speech acts does an activity to reveal what the speaker meant.

The types of commissives are as follows: (a) promising, which is the speech to promise something to themselves or to the interlocutor; (b) vowing, which is the speech to make a determined decision or vow to do something; (c) offering, the speech function of speaking is the speech of something that speaker give or offer to the interlocutor. Using the commissive, the speaker is attempting to make the world fit the words.

1. I will give extra points to those who finish the project first

2. I promise whoever presents the task well will get a prize

2.4.3 Assertives

The speech act used to convey a fact or knowledge is an assertive speech act. The main purpose of doing assertive speech acts is to make it easier to inform something. In this instance, language usage is connected to knowledge. Things are stated can relate to facts something that has happened, will happen, and is happening. According to Ida Bagus (2014:90-91) speech acts that function for specifying or explaining something as it is, is an assertive speech acts. Speech acts that express the speaker's beliefs about something are referred to as assertive speech acts. The speaker is obligated to tell the truth. As a result, the assertive speech act is one that the speaker believes to be the truth Izar (2020:53).

Based on expert opinion, it can be drawn that assertive are binding speakers to the truth of propositions that function to explain something as it is.

The following are the types: (a) asserting, which is speech or expression to assert something to the interlocutor; (b) reporting, which is the speech of something to the interlocutor; (c) stating, which is a speech of explain to the interlocutor; (d) claiming, which is speech of clarify meaning; (e) suggesting, which is the speech of give a piece of advice or input to the interlocutor (f) concluding, which is making a statement based on the implied message. When assertive speech is used, the speaker adapts their words to the world (beliefs).

1. Booking a city visit is an incredible method for saving time and keeping away from pressure.

2. You can get specific information about a city tour from your hotel's concierge.

2.4.4 Expressives

Speech acts that express the speaker's feelings or attitudes about something are known as expressive acts. The speaker wants to express how he or she feels by engaging in a speech act with forceful expression Mutmainah (2018:286). So from the statement above can be stated that expressive is an action the speaker feels regarding a topic. The speaker's psychological statements about a situation are reflected in this speech act.

The following are the types: (a) thanking, is the speech to express to someone that you are happy or grateful for something have done to the interlocutor; (b) congratulating, is the speech in which you give someone a compliment and tell them that you like what they did or are happy about it; (c) pardoning, is the speech to forgive someone for something they have said or done to the interlocutor. In using expressiveness, the speaker makes words fit the worlds (feelings).

1. You have finished my problem, I am so grateful to you.

2. Our class is off today, I am sorry for that because I have important business.

2.4.5 Directives

A directive speech act is one in which the speaker tells the listener what they want and asks them to do something. According to the statement, speakers use the directive speech act to direct others to perform a task. They express what the speaker needs.

The following are the types: (a) ordering, which is the speech of request to make or to do something to the interlocutor; (b) commanding, which is the speech of having researcher to give a command to the interlocutor; (c) requesting,

which is the speech of asking for something to the interlocutor; (d) advising, which is the speech of giving advice to the interlocutor; (e) recommending, which is the speech of suggest that something is suitable for the interlocutor. The speaker tries to fit the world into the words by using the directive (through the listener).

1. Make sure you arrange your group for next week's presentation.

2. I want each group to find a scenic spot, then present it in PowerPoint.

After that, make an explanation in the form of a video.

2.5 The Classification of Assertive Speech Act

Searle and Vanderveken (1985:182-192) divides assertive speech acts into some classifications.

1. Asserting

Asserting is utterances that the speaker state clearly and firmly that something is true. Here, the speaker tries to show his ideas based on belief. It's pretty much the same as claiming. The difference is not expecting opposition and having evidence to support the utterances spoken by the speakers.

For example : *I've set an attendance list, within 10 minutes it will be automatically considered as absent.*

The intended meaning in this context is for students to immediately fill in their absences before 10 minutes, otherwise they will be considered absent.

2. Reporting

Reporting is utterances that the speaker give information about something that heard, seen, done, and an inform an event that happened. Here the speaker try to give something containing information that listener needs to have.

For example: *This season's speech contest winner is Hary!*

The intended meaning in this context of the the announcement of the winner of the speech is the speaker intends the winner comes forward to receive an award.

3. Stating

Stating is utterances that the speaker aims to provide information based on his understanding of the information to the interlocutor. Expressing something as it is, is called assertive speech act states. It is used to express thoughts according to what one sees or feels. Expressing a fact that is reasonable based on the ability of the mind.

For example: *The problem number one is the wrong solution.*

The intended meaning in this context is for the students to change and replace the solution to the problem to be correct.

4. Claiming

Claiming is to have the right to own or have the right to something. Claim also can be defined as to say that something is true although it has not been proved.

For example: *The book is mine!*

The intended meaning in this context is the speaker claim that the book is her mine, for the listener is to give the book to him.

5. Suggesting

Suggesting is the act to say that something to be chosen. In this type of assertive, the speaker usually conveys an idea or a plan to be considered by the listener.

For example: *If I were you, I would rather go to the hospital.*

The intended meaning in this context is the speaker suggests the listener to check his illness to the hospital.

6. Concluding

Concluding is the utterances that bring all of the points together or taking briefly from the overall result of the discussion.

For example : *In conclusion, being a tour guide must good in English.*

The intended meaning in this context is for the listener to learn English before taking the tour guide profession.

7. Praising

Praising is utterances that show approval of admiration for someone or something. Being proud is used by speakers to express pride in what partners have achieved.

For example: *She is so smart*

The intended meaning in the context of conversation between a father (speaker) and his daughter (listener), indirectly for his daughter to study hard like her.

8. Assuring

Assuring is to tell people that something is definitely true or it is definitely going to happen, especially when they have doubts about it.

For example : *The answer is A.*

The intended meaning in this context, the speaker indirectly convince listener that she must change the answer become A not B.

9. Confessing

Confessing is more likely to admit something that you feel, it could be feel ashamed or embarrassed about or something to admit especially when you have done something wrong or illegal.

For example: *I accept your flaws.*

The intended meaning in the context of relationship, indirectly the speaker confess her feelings to the boy (listener).

10. Guessing

Guessing is more likely to try and give an answer or make a judgment about something without being sure of all the facts. Guess something based on speaker imagination without proving a fact or the truth ca not proven.

For example: *Brazil is definitely the winner of the world cup of this year.*

The intended meaning in the context of ball betting, indirectly the speaker wants the people who hear him to choose Brazil as the bet.

11. Criticizing

Criticizing is utterances that speaker do to express disapproval of something and talk about their bad qualities.

For example: *The color selection will make you lose the the painting competition.*

The intended meaning in this context, indirectly the speaker wants the listener to change the color selection.

12. Reminding

Reminding is to help someone remember something especially something important that they must do.

For example: *The teacher will come in, in 5 minutes.*

The intended meaning, in the context of project work, indirectly the speaker remind the listener to finish the project before the teacher come in.

2.6 Communicative Competence

The mastery of communicative competence is the aim of any language education. Dell Hymes first suggested this term in place of linguistic competence at the beginning of the 1970s. The social and grammatical knowledge of a language user as well as how and when to use phrases appropriately. According to communicative competence, the ability to communicate effectively requires using the right language. The outcome of being communicatively competent is not the capacity to use it in the same manner as a native speaker, but rather the capacity to naturally communicate without the strict influence of a native speaker. One's ability to convey and interpret messages as well as to negotiate meanings interpersonally within specific contexts is referred to as "communicative competence" Brown (2007:219). Chomsky (1965:3) in "*Aspects of the Theory of Syntax*" claimed that in a homogeneous speech community, competence is the flawless knowledge of an ideal speaker and listener of the language.

According to the statement above, communicative competence is the capacity for successfully interacting with other people, and competence is defined as a person's combination of language skills for learning a foreign language. The theory of communicate competence aims to comprehend an individual's capacity to communicate effectively in a particular setting. Linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and strategic competence are the most widely accepted components of this ability.

The following are the four primary categories of communicative competence, as identified by Canale and Swain (1980: 47) :

a. Linguistic or Grammatical Competence

This ability to use a language's grammar, syntax, and vocabulary, as well as produce sentences that are grammatically correct. Competence in a language raises the following questions: *What words do I use? How do I organize them into a sentence and phrase?* In addition, linguistic or grammatical competence is related to pure linguistics and addresses the structuralization and arrangement of language.

b. Discourse competence

Discourse competence is the capacity to produce utterances that are both coherent and cohesive as well as to construct longer stretches of language so that the parts make up a coherent whole. Talk competence inquires: *How are sentences, phrases, and words arranged in conversations, speeches, emails, and newspaper articles?* It also has to do with how the sentences or paragraphs in a text (discourse) are combined and arranged. Consequently, this level will focus on the cohesion system, coherence features, and text positional significance.

c. Sociolinguistic Or Sociocultural Competence

This competence entails either the capacity to produce utterances that are socio-linguistically appropriate or the knowledge of how to use language in a manner that is appropriate for the context, the subject, and the relationship between the parties communicating. Sociolinguistic competence entails asking: *Which expressions are appropriate for this setting and this subject? When I need to, how can I convey a particular attitude, courtesy, respect, friendliness,*

respect? How can I determine another person's attitude? In addition, this competence is linked to using language appropriately in a social setting or context. The real uses of language include greetings, introductions, conversation opening and closing, questioning, ordering, complaining, praising, and so on. These are used in the right situation and context, allowing for a correlation between the discussion of cultural aspects and the social use of language.

d. Strategic Competence

Strategic competence is the ability to identify and treat communication disorders, fill in knowledge gaps, and learn more about language and its context. It also includes the ability to deal with communication issues as they arise. Strategic competence calls for: *How can I tell when I've misunderstood someone else or myself? What should I say next? If I don't know the proper verb form or the name of something, how can I communicate my thoughts?* In addition, learners must use a communicative strategy in order to communicate effectively and without misunderstanding by expressing the language correctly and appropriately through organized speech. According to the statement, strategic competence focuses on how students effectively organize language.

2.7 Context

Mey (1993: 39-40) states context encompasses more than merely a reference and comprehension of what something is. The physical environment in which a word is used is all that is meant by "context." The setting is where a situation takes place. In the meantime, this gives speech a deeper meaning. When used during a major holiday, the expression *"Let's go on vacation"* has a

completely different connotation when used during business hours, when it is appropriate for a joke.

David Nunan (1993:7), the term "context" refers to the setting in which discourse originates and is embedded. According to this statement, "context" can be simply defined as the situations or circumstances that surround the conversation. As a result, it plays a crucial role in the expression and interpretation of speech.

Holmes (2001:8) he expresses that a conversation happens as a result of the impact of social variables. Typically, these social factors are referred to as the "5W" (Who, Whom, Where, What, and Why).

- a. The participant (who/whom): *Who is the speaker? and to whom are they talking?* The participants in a conversation between the speaker and the listener or the speaker and the recipient are referred to here. It also includes the participants' interpersonal relationships.
- b. The social context or setting (where): *Where exactly are they speaking?* Context or social setting (where): *Where are they talking?* refers to the speech's time and location. This includes the physical or mental setting in which the conversation is taking place. Location, time, season, and year are all physical factors. While the speaker's emotions are the focus of the psychological aspect.
- c. Topic (What): *What topic is being talked about?* refers to the subject matter being discussed in a conversation. To continue the conversation, all participants must comprehend the topic. Consequently, both the speaker and the listener must have the same assumptions and background knowledge.

d. Function (Why): *Why are they talking?* refers to the conversation's purpose, such as to inform, order, invite, suggest, promise, greet, congratulate, and thank.

2.7.1 Context in Teaching Virtual Exchange

Virtual exchange (VE) is one of the advanced international education practices that has attracted the interest of university lecturers and policymakers. Virtual exchange is unique in its use of new media platforms to facilitate immersive and interactive social learning and has been integrated across all educational levels, from kindergarten to university.

Hilliker (2020:2) a lecturer roles as a educators who teaches in virtual exchanges between universities in various countries, uses international languages as the main thing of communication to their students. When lecturers participate in the teaching and learning process in a different nation, the experience of teaching in a foreign country can be rich.

Virtual exchange uses applications such as Google Meet, Zoom, Skype, and Teams applications to connect classes of students who are separated by distance, with the purpose of developing digital, intercultural, and foreign language skills through collaborative online assignments and project work Dooly (2022:394). Thus, technological sophistication in this era, brings the tools or applications in learning used can be recorded and stored in the application, so that students can play back recordings for students who do not understand or have technical difficulties. One application that is widely used by Student Virtual Exchange is the Teams application.

Chun (2015:13) in order to comprehend the writing of their intercultural partners, lecturers must assist students in transcending the superficial meaning of

words and sentences, and Müller-Hartmann (2012:172) states that the lecturer's role in starting, developing, and integrating telecollaborative exchanges for language learning is very important. From the statement above conclude that the important of communicative approach by lecturers to carry out of teaching student virtual exchange. According to Hymes (1972:277) Concept of communicative competence, knowledge of when to talk and when not to talk, and what to talk about with whom, when, where, and how prompt course designers to set goals, learning objectives, and assess achievement in terms of language use. This is the big idea that drives the communicative approach.

Brown in Dooly (2021:3) the main features that support the communicative approach are specifically connected to virtual exchange:

- (1) Concentrate on the following aspects of communicative competence:
grammatical, discourse, and strategic functions of sociolinguistics;
- (2) The use of authentic, meaningful language, with an emphasis on the significance of language forms;
- (3) The perspectives of accuracy and fluency complement one another rather than conflict;
- (4) Focus on language learning activities that give students the communication skills they need outside of the classroom;
- (5) Aims to help people learn languages on their own;
- (6) Classroom reconceptualization centered on lecturers; and
- (7) The advantages of working together and learning together.

2.8 The Previous of Study

Assertive Speech Acts Performed By Lecturer in Efl Classes is the first previous study written by (A. Dzo'ul Milal, Wahyu Kusumajanti, 2020.). The study's objectives are to demonstrate the lecturers' various assertive behaviors and methods. This study utilized Yule's theory. According to the findings, the performed assertive speech acts include informing, describing, exemplifying, explaining, concluding, summarizing, commenting, responding, extending, giving feedbacks, giving clues, announcing a topic, announcing a task, and controlling/shifting a topic. The differences are found in the object whereas the researcher's object is the utterances of Dr. Jun Chen Hsieh in *English Interpretation for Tour Guide* course and the setting of place, which in this case is virtual exchange. Aside from that, the similarities between the theory used. The contribution of this research is to contribute practically the researcher to examine more deeply regarding the types of assertive because the types is not yet specific of this previous study. The researcher believes that this study can assist the researcher in comprehending the various types of assertive speech act, which is why it was chosen as a reference.

The second study is titled "*Assertive and Expressive Speech Act Used by English Lecturers and Its Implication*" written by (Rezky Uspayanti, 2020) The study's objectives are to learn about the various speech acts used in TEFL and their implications. This study utilized Searle's theory. According to the findings, lecturer A employed assertive speech acts to inform, explain, assert, and conclude the material, whereas lecturer B employed assertive speech acts to inform, explain, and assert the material. Because implication of speech acts are a way to

ensure that students comprehend the lecturer's explanation and use proper English. As a result, it is also a method for motivating students, preventing misunderstandings during the learning process, developing effective communication, enhancing understanding, understanding the functions of communication, stimulating one another, and teaching English. From the object, the differences are mentioned, which is the researcher choose the utterance of Dr. Jun Chen Hsieh in *English Interpretation for Tour Guide* course of this study, the second problem of this study and the setting of place, which in this case in using virtual exchange. In addition, the theory of assertive speech act utilized in this study shares similarities. This research contributes to theoretical assistance regarding to understand Searle and Vanderveken theory and how it is applied in the classroom because in this previous study is not cover all the types. The choice of this study was made because one of its findings explained the same issue as the researcher's study. After all, the researcher was used this research as a reference because she believes it was assist in solving the study's first issue.

Assertive Speech Act in Mata Najwa Program of Episode Gara-Gara Corona is the third previous study written by (Julisah Izar, Mhd Muslim Nasution, Mie Ratnasari, 2020). The study's primary objective is to determine the types and functions of assertive speech acts depicted in Mata Najwa's episode Gara-Gara Corona. Yule and Searle's theory was conducted. According to the findings, assertive speech act types included telling, stated, suggesting, and boasting. The differences are about the object, which is in this study choose the utterance of Dr. Jun Chen Hsieh in *English Interpretation for Tour Guide* course and the topic of the study, whereas in this study is about the English lecturer utterances. On the

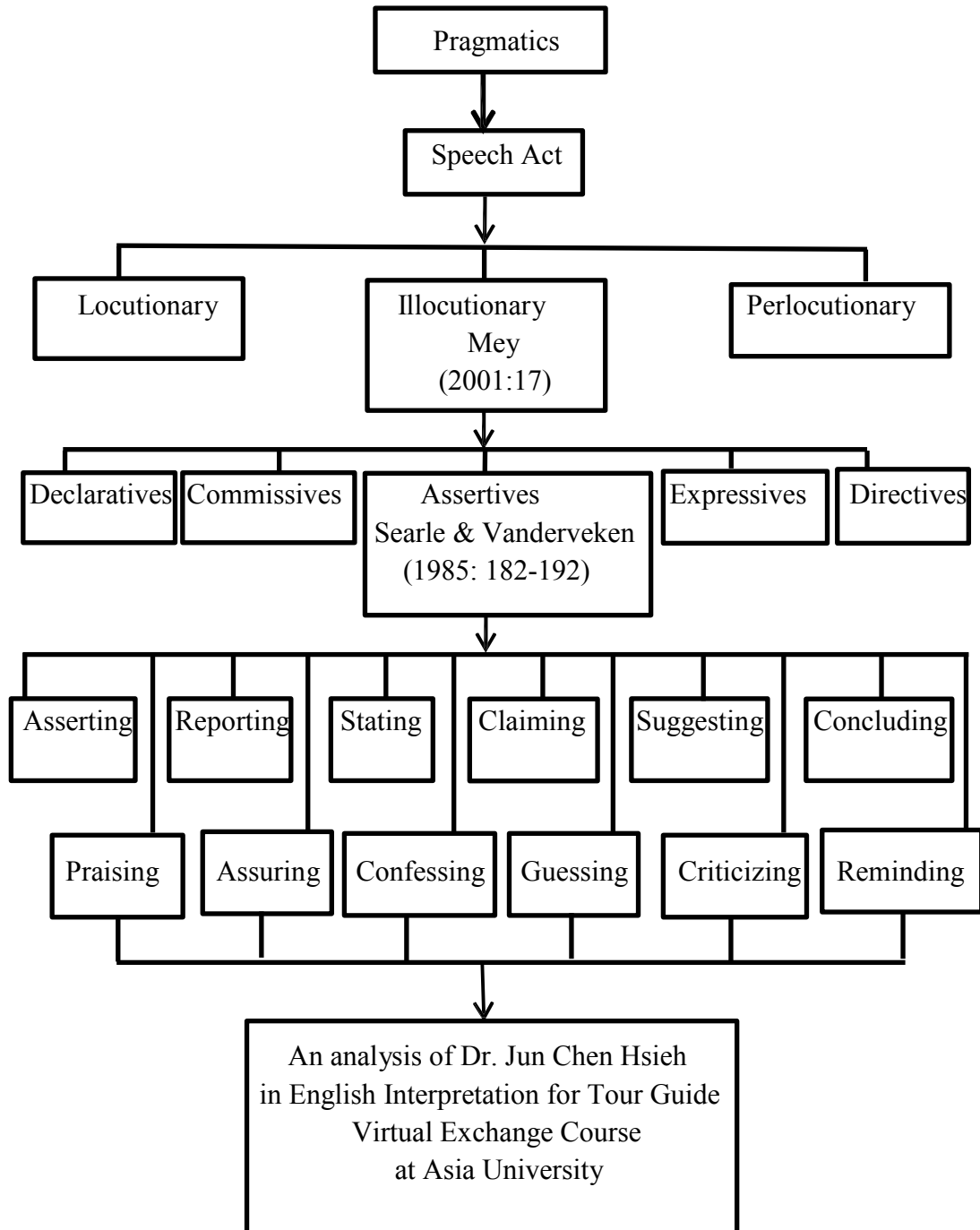
other hand, the similarity utilized in this study is theoretical. The contribution of this research is to contribute practically the researcher to examine more deeply regarding the lecturer communicative competence in teaching English from various country and backgrounds of students because of this previous study is not clear especially about how assertive speech act applied in class. Despite the fact that utilized the distinctions object yet this exploration can give the new data and added the reference to the essayist that assistance to help the data for composing this review.

The fourth previous of study is *The Analysis of Assertive Speech Acts on The Speech of Barack Obama at The English Speech Channel About Ignorance is Not A Virtue* written by (Dwi Umami Lestari, Arso Setyaji, Laily Nur Affini, 2022). The speech acts of Barack Obama's speech at Rutgers University, particularly the assertive speech act the focus of this study. The researcher focuses on examining the assertive behaviors that Barack Obama displayed during his speech at Rutgers University. Using Searle's theory, this qualitative descriptive study examines Barack Obama's speech utterances. The purpose of this study is to investigate the various representative acts in Barack Obama's Ignorance Is Not a Virtue and the manner in which his assertive speech is realized. There were a number of distinct assertive speech patterns identified from the obtained data. Informing, suggesting, stating, asserting, describing, anticipating, implying, affirming, conjecturing, and classifying are all examples of these. This study utilized Searle's theory. The object may reveal the differences between this study and the researcher's study, the topic and the setting of place which in this case is using virtual exchange, whereas the researcher's object is the utterances of Dr. Jun Chen Hsieh in *English*

Interpretation for Tour Guide course, as well as the difficulties and the study's goal. The topic in this research is focuses on the assertive. The similarity lies in the theory that was used by the researcher, which Searle and Yule have proposed. This research contributes to theoretical assistance regarding to understand about Searle and Vanderveken theory and how it is applied in the classroom because in this previous study have a bit different theory. Because of the similarities found earlier, the researcher chose this study as the reference for this study.

2.9 Conceptual Framework

An analysis of assertives speech act used by Dr. Jun Chen Hsieh in English Interpretation for Tour Guide Virtual Exchange Course at Asia University



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was used descriptive qualitative research design. This study was qualitative design because the result would be found by the observation, identified and analysis the utterances of the English lecturer in virtual exchange. Asenahabi (2019:81) says that qualitative research focuses on finding and comprehending the meaning people give to a social or human problem. Through direct experience, honest reporting, and quotes from actual conversations, the qualitative descriptive method aims to improve comprehension. It aims to comprehend how participants' behavior is influenced by the meaning they derive from their surroundings.

The researcher was used this method because the data is to investigate the utterance of the English lecturer in the virtual classroom and the purpose of this study is to describe the factual data with the illocutionary act theory proposed by Searle and Vanderveken. The data to be described is the types of assertive speech acts used by Dr. Jun Chen Hsieh in the *English Interpretation for Tour Guide Virtual Exchange* course at Asia University.

3.2 Data and Source of Data

The purpose of this study is to obtain data. Arikunto (2010:129) said that data is information or facts that are used in discussing or deciding the answers to research questions. Primary data in this research was the result of transcription of Dr. Jun Chen Hsieh's utterances. Secondary data was several articles about

assertive speech act. The source of the data was from the video where each lesson has been saved directly in the Teams application when he teaching *English Interpretation for Tour Guide* course by virtual in 2021 by using application Teams. This lecturer is one of the lecturers from China who took part in teaching in the student exchange program. The students taught came from Indonesia, China and Thailand. The lecturers in this study are lecturers who have a lot of experience and ways to provide explanations about the material. The lecturer's experience can influence the way he controls classroom interactions. There are four meetings with the duration is 1 hour 30 minutes.

3.3 The Instrument of Collecting Data

Arikunto (2009:134) states the research instrument is a tool for researcher in collecting data. The quality of the collected data determined by the instrument's quality. In every research activity, research instruments play a very important and strategic role. Accordingly, researcher are associated with all examination processes from information plan to information announcing.

The research instruments used in this study was recorded video in Teams application, the script video, the researcher write down the script as the research documents, document helps the researcher to analyze the video. The data sheet that can be used to help researcher identify the data.

3.4 Technique of Collecting Data

Sudaryanto (2015: 134) the data collection technique in this study was collected using the observation method followed by the note-taking technique. Observation method is used to observe to the use of language in the dialogue that the researcher was review in this study.

The researcher used the following procedures of collecting data:

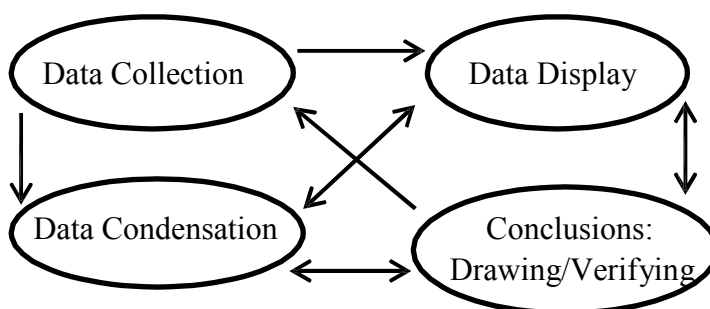
1. First, the researcher downloads the main data source carefully and thoroughly.

The data was downloaded from Teams application in the form of video of the utterance of Dr. Jun Chen Hsieh.

2. After downloading the video, the researcher watching the video for several time
3. Transcribing the utterance of Dr. Jun Chen Hsieh into written form
4. After the researcher makes the transcript of the utterance the researcher identified the types of assertive speech act by reading the script
5. The researcher classified data based on types of assertive speech act

3.5 Techniques of Analyzing Data

The researcher was analyzed the data using Miles and Huberman's approach, Miles & Huberman (2014: 31) states that there are four steps to qualitative data analysis. The steps in include:



3.5.1 Data Condensation

The process of selecting, focusing, simplifying, abstracting, and altering the collected data is connected to data condensation. Its purpose is to assist researcher in categorizing and organizing data. The data condensation process consists of the following steps:

1. Selecting, after collected the data, the researcher selected the data that consist of assertive speech act.
2. Focusing, the researcher focused only on the types of assertive speech act of Dr. Jun Chen Hsieh's utterance.
3. Simplifying, the researcher simplified the data by assigning code to each type of assertive, and it turned out there were twelve types of assertive namely asserting, reporting, stating, claiming, suggesting, concluding, praising, assuring, confessing, guessing criticizing and reminding.
4. Abstracting, the researcher evaluated the data by sorting the data based on each type of assertive, such as asserting to asserting, reporting to reporting and so on.
5. Transforming the last step, the researcher analyzed every clause that has been chosen for each type of assertive speech act.

3.5.2 Data Display

The next step, data display, is about providing an organized and compressed collection of information that makes it possible to draw conclusions. The format of qualitative data display is to present the data in an accessible, concise, and organized manner. The data regarding Dr. Jun Chen Hsieh's assertive speech act were categorized by the researcher. Texts, table, graphs, diagrams, charts, matrices, and other graphical formats can be used to display data. The researcher explained that Dr. Jun Chen Hsieh's assertive speech act when teaching Virtual Exchange through a table and description.

At this stage, the data that has been obtained were organized and irrelevant data were discarded. This was done through the process of coding.

Coding the process of labeling and segmenting units of meaning to the descriptive or inferential information compiled during the study. The purpose is to help the researcher to organizing and classifying the data. The process of coding is as follows:

1. The data of assertive speech acts utter by Dr. Jun Chen Hsieh when teaching the material were identified and selected.
2. The transcript data was classified based on the type of assertive speech acts according to Searle & Vanderveken's theory.
- c. Each datum was assigned a code.

To make easier in analyzing the data, the data was presented as the table below:

Table 3.1 Table Analysis Assertive Speech Act

No	Code	Assertive	Types of Assertive	Analysis

Notes: 00.00.00 : Minute of Video

M1 : Number of Meeting

D0 : Number of Data

3.5.3 The Drawing and Verifying Conclusion

The process of concluding the data was the final stage of qualitative data analysis. It is used to make all of the data clear from the first step all the way through the last step. The end might answer the definition of the issue that figured out all along.

3.6 Triangulation of Data

The researcher was used triangulation in this study. Pelto (2017:242) defines triangulation as the use of multiple research methods to evaluate the validity and reliability of data collection methods in the social and behavioral sciences. As a result, the term "triangulation technique" refers to the researcher' use of two or more methods to gather data for validity. Additionally, according to Denzin in Patton (2009), there are four triangulation methods as follows:

1. Data Triangulation

In data triangulation, numerous participants or sources are used to ensure the accuracy of the data.

2. Investigator Triangulation

The term "investor triangulation" refers to a method in which multiple researchers are used to collect and analyze data.

3. Methodological Triangulation

The term "methodological triangulation" is used to describe researcher who employ multiple research methods such as interviews, observations, questionnaires, and documents.

4. Theoretical Triangulation

The term "theoretical triangulation" refers to the researcher's comparison of the data finding with relevant perspective theory.

The researcher was used data triangulation of data from those kinds of triangulation. In addition, the data were gathered by the researcher through observation and documents.