

Various Language Choice Factors on Local Language Directive Speech Acts at University in Central of Sulawesi

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Abstract— The use of language in a communication is influenced by the participants' culture. The language used in spoken communication reflects belief system and norm developed in a certain society. Different dialects acquired by people cause different ways of using language as communication media, including local language, to convey purpose and meaning communicatively to the participants. There are specific forms used by speaker and listener having two different dialects. This research uses ethnography of communication involving speech aspects to elaborate various factors that influence language choices. It is simply reveals in the research findings that language choices are used (1) to explain certain meaning that has no translational equivalence in Indonesian Language, (2) to create more intimate atmosphere among the graduates, (3) to exclude or minimize the lecturer's power restriction, (4) to convey particular implication of a speech act, (5) to show the degree of rejection and/or acceptance towards something and to show sympathy or empathy by using certain vocative, (6) and to create conducive classroom atmosphere. Furthermore, the factors of local language choice used in higher education academic discourse context are influenced by the participants' culture, academic background, intimacy, social status, family environment, age, and gender.

Keywords—Language choice factors, directive speech act, local language.

I. INTRODUCTION

Communicative situation is the extension of speech situation that is not only affected by the communicative principles, but also the context. The term context itself refers to eight factors governing the way of communication achieves its goal. The use of language in communication is strongly affected by the participants' cultural background[1] Therefore, cultural background may shape the process of communication. Spoken language is a means to see the belief and norm established in a certain society.

Every people, with different dialect, has their own way to use language, including their local languages, as a means of communication in order to convey meaning communicatively to the other participants[2].

The findings show that there are certain forms used by the locutor and illocutor in using two different dialects. The dialects can only be understood by the users themselves as shown on an interaction below. The eight factors, according to [3], involve setting/scene, participant, ends, act sequense, keys, instrumentalities, norms of interaction, genre.

In many countries with rich of local tradition like Indonesia, women have their own way to express refusal. Specifically, utterance used by women community has different choice of language compared to those used by men, including in expressing refusal[4]. This diversity of language is further used as a gender marker[5]. The specialness of women's refusal acts can also be seen in academic discourse context of female undegraduates in Central Sulawesi. The variety of studies on speech acts in academic discourse becomes more important and interesting due to its continuity and synergy towards the previous study done by[6], [7], and [8].

In the international level, similar research which studies on speech acts, gender, and ethnography of communication has been done by [9],[10], [11], and [12]; as well as [13] on wide and multi-context scope. The refusal acts on spoken academic discourse by the ethnicity of Kaili, Bugis, and Manado in Central Sulawesi is shaped by the use of body language, sign language, implicit meaning, and the traits of the local accents and dialects themselves. The refusal acts is used by the women to express disagreement, unwillingness, reluctancy, or to do or not to do something. Thus, the variety of refusal acts viewed from gender, ethnography of communication, and the use of local accents are regarded as unique to be studied in this research.

II. METHOD

This study focuses on the refusal acts delivered by female undergraduates viewed from gender by using speech acts theory through the identification of speech forms – declarative, imperative, and interrogative. The focus of the research is based on

the view that any form of utterance can represent and express certain act either directly or indirectly[4]. The difference of expression also occurs on the female undergraduates' choice of language as well. Choice of language used in directive speech act towards men's speech tends to be different than that is used to women's. The former tends to be vague, ironic, vary in expression, and indirect[15]

This research is qualitative with the approach of SPEAKING ethnography of communication by Hymes. Pragmatic, gender, and ethnographic views are used in this research to understand specific local conditions based on cooperative and politeness principles in which the female undergraduates use refusal acts. In this research, not all the eight factors are used to explain the problem. Communicative design, in the perspective of this research, is based on the use of language which contextually has meaning; and it is used to know the social communicative function[16].

The speech context pragmatically eases the language analysis process. This research emphasizes on the use of speech context which involves extralinguistic and linguistic context. The former refers to socio-cultural aspect while the latter emphasizes on how language is used. [17], on their research, state that in order to realize the communication purpose, the speaker is encouraged to use strategy and interpretation in communication. Therefore, the implementation of ethnography of communication method and gender perspective is used to expound the cultural background and social norms, like level of education, gender, social status, intimacy, and the others; in the real situation.

Qualitative approach is chosen since the data collected from the subjects are majorly about the subjects' communication process. This research is conducted in Tadulako University with its multi-ethnic context with the female undergraduates as the subjects of study – their multi-ethnicity is emphasized. The data are in the form of spoken speech in academic discourse (in lectures) both formally and non-formally. The data analysis uses interactive model[18] which involves (1) data collection, (2) data reduction, (3) data display, and (4) data verification or conclusion drawing.

III. RESULT AND DISCUSSION

A. Types of Refusal Acts in Directive Speech Act

This study focuses on the refusal acts delivered by female undergraduates viewed from gender by using speech acts theory through the identification of speech forms – declarative, imperative, and interrogative. The focus of the research is based on the view that any form of utterance can represent and express certain act either directly or indirectly The difference of expression also occurs on the female undergraduates' choice of language as well. Choice

of language used in refusal acts towards men's speech tends to be different than that is used to women's. The former tends to be vague, ironic, vary in expression, and indirect. Therefore, through the process of using knowledge, power has been implemented into various aspects like the social, ethnic, sexual, and religion domination. Linguistics and feminism view explain the gender difference on linguistic behavior.

The Data [1]

	P	Bisa minta tolong <i>leh?</i>
1)	t	'May I ask for help?'
	M	Iyee Ibu <i>canti</i> . (Iya, bisa ibu yang cantik)
2)	t1	Yes, my lovely Ma'am (of course I can).'
	P	Ada spidol?
3)	t	'Is there any boardmarker?'
	M	Baru <i>e</i> , Bisa barangkali di isi.
4)	t2	'Here is it, a new one, but it's better to refill it first by the way.'
	M	Isi dulu, Bahaya <i>eh, te</i> ada lengkap.
5)	t1	'Just fill it first, it's not yet full.'
	P	<i>Okay</i> , silakan!
6)	t	Yes, please!
	C	Uttered by a lecturer just before starting the class followed by an undergraduate commanding a classmate.
	C	08.02.17/02
	ode	

Based on data [1.2], the use of Malayan Bugis language fragment in the form of word *iyee* (*yes*) is a politeness marker which means yes and to show capability. The use of this form in Malayan Bugis language proves that local language choices are affected by the locutor's age and who is the interlocutor. This choice is selected to show a respect by the undergraduate to the lecturer. Previously, politeness form has been used by the lecturer to command the undergraduate by using indirect speech. Age becomes an affecting factor why local language is chosen. Therefore, local expression can be expressed by using the word *iyoo* in Kaili and Malayan Manado local language or even by using *OK* or *alright*.

Besides, through the speech, it is possible to identify someone's social background, gender, age, and ethnic; because no matter how far a culture changes, it does not change the existence of the language [19]. However, the use of language can shift in a short duration as shown in the data below.

The Data[2]

	P	Bisa dibacakan saja makalahnya <i>leh?</i>
1)	t	'May I just read the article, eh?'

- (M Boleh *dikase* keras suaranya?
2) t
(P 'Can you speak loud?'
3) t (positioning to present the article with
C loud voice)
(Uttered by a lecturer to the
C undergraduate to begin the discussion though
ode the LCD is not functioning.)
34.02.37/02

Indirect strategy is used by the lecturer to give command towards the undergraduate in the form of giving choice for the undergraduate whether he wants to just read the article or not, and present with loud voice or not. The utterance is expressed by using Malayan Manado language with the word *kaseas* an emphasis to *speak loud* and politeness marker in Kaili word *leh*. It is then followed by correct perlocution of the interlocutor by doing what the lecturer wants.

Sociolinguistic principles which are considered in a communication are the social factors which affect the speech behavior. [20] There are certain knowledges learnt by someone based on the community they are in, so in multilingual societies variety of codes are used. Local language is a means of communication which reflects the speaker's cultural background and it functions pragmatically.

The Data [3]

- (P Saya titip *recorder* ini di meja eh?
1) t
(M 'May I put this recorder on the desk, eh?'
2) t *Yo. Tarolah.*
(P 'Yeah, just put in on the desk.'
3) t *Batanya jang* setengah-setengah. *Woy!*
(M 'Hey, if you want to ask something, say it
4) t fully.'
(laughing). *Ledo. Domo yaku.*
(P Don't be angry, I don't want to explain. (by
5) t still making the questions clearer.)
Kase bagus pertanyaannya sediki
(P 'Make the questions better.'
6) t *Sa* persilakan kepada saudara untuk menjawab.
(M 'I permit you to answer the questions.'
7) t *Nasae, Mmpu.*
(P 'It takes so long, eh?'
8) t *So mo* dijawab *ini ranga.*
(C 'Be patient please, I'll answer it right now.'
C One of the presenter has not answered the
ode other audience's question.
20.02.37/02

In data [3], it can also be seen the other factors affecting the local language choices, it is on the

intimacy between locutor and interlocutor. For example, sentences [3.3] and [3.4] show transactional and interpersonal principles which imply that there is a custom and culture in society which is used as media to communicate. This happens because if there is an interaction between locutor and interlocutor, custom is formed which, in a long period of time, result as a culture. The emergence of a culture is different from one place to another depends on the locutor and where the language is used[21]. The following also shows factors affecting local language choices in terms of communication purpose and language variety.

The Data [4]

- (Pt Maaf Pak, *maaf leh.*
1) 'I'm so sorry, Sir. (the questions are
(M difficult)
2) *ee, gampang depe* pertanyaan ini *leh. Te*
bisa kamu jawab ini? Susah?
'It's easy question, you guys cannot
answer it? Is it so difficult?'
(Then, the lecturer answer the question
from the audience instead.)
(Pt(Batanya *eh !*
3) Msh)
(M(Another question!
4) Msh(Belum. *Sadiki* lagi.
(C 'Not yet. Wait a minute (after this)'
Uttered by an undergraduate to the
lecturer asking for help answering question.
Cod 07.03.37/03
e

In a certain language community, the use of local language has minor role compared to the use of Bahasa Indonesia which dominates the communication. As shown in data [4.3], by considering the interlocutor, age, and intimacy between the lecturer and the undergraduate; the undergraduate chooses indirect strategy in the form of asking permission functioning as giving further explanation. This is strongly related to how the locutor and interlocutor achieve the goal of communication by considering tone and language variety in order to deliver the intention in a polite way, as an aspect involved in ethnography of communication[22].

Therefore, someone has to consider the structure of language, tone, language choices, and/or the three of them altogether in doing a communication. Moreover, someone's language choices can be used to determine their cultural background. On data 34 below, it can be seen the use of local language fragment in directive speech act showing the speaker's cultural background, intimacy, age, and gender affect the speaker's utterance.

The Data [5]

- (Pt Boleh dijawab sudah.

1)		‘You may answer (the question).’ (answering question)
2)	Mt3(undr grdt)	
	Mt2	We ngoni dengar!
3)		Attention please! (The audiences pay attention to the presenters)
4)	Mt3	
	Mt2	Cuma itu?
5)		‘Just that?’ (The presenter try to explain further the answer given.)
6)	Mt3	Puas? Puas jo ke’.
		‘Is the answer agreeable? Agreed, OK?’
7)	Mt2	Nanti Bapak yang lanjutkan leh Pak. ‘Will you give further explanation, Sir?’
8)	Pt (lctr)	Baik, nanti diakhir kita perjelas bersama-sama. Lanjut ke pertanyaan selanjutnya. ‘Of course, we will discuss this together after the next questions.’
	C	Uttered by an undergraduate to the other undergraduate soliciting additional answer and the lecturer is asked to help the presenter answering question.
	Code	07.03.37/02

The use of local language in data [5.3] and [5.6] show imperative direct strategy in Malayan Manado affected by the speakers’ ages. The use of word *we* in the imperative mode and the use of the words *jo* and *kek* functions as an emphasis of imperativeness towards participant in the same age. Contrastly, if the interlocutor is a lecturer, whose age is far older, indirect strategy is used instead. In the above data [5.7], Kaili language word *leh*, which means yes, is used as a requesting marker.

In different context, [23] also highlights the use of speech components to identify the refusal speech occur within the interaction between female towards male and female towards other female to refuse a command, invitation, and request in informal situation. Potentially, as a verbal variation expression, a speech is also affected by the level of intimacy, socio-cultural background, multi-ethnic academic context in the form of utterance structure and strategy whether uttered by female or male. There are several negation markers that are usually used in Kaili and Malayan Manado, such as *nyanda’* and *te*. These negation markers function equally with Bahasa Indonesia word *tidak*, meaning *no*.

The Data [6]

1)	P	Oke teman-teman begini <i>mangkali</i> saya minta dari ibu guru <i>lea</i> yang lebih dulu daritorang mengajar
	t	‘OK guys, maybe it’s better for me to ask the lecturer which one of us have to do the teaching first.’
	M	Begini, untuk bentuk rencana pembelajaran

2)	t	RPP yang <i>torang beking itu</i> , semuanya harus <i>torang kase</i> sesuai dengan kondisi murid dan sekolah. <i>te mungkin leh</i> yang di gunung sana itu <i>tommo kaseLCD toh.hele</i> sekolah cuma sekolah daun. <i>jadi minta tolong sekali lea nya’ usah torang mo baku kase susah deng in itu, ini itu. kase sesuai saja</i>
		‘For the lesson plan, it has to be designed as per to the condition of the students and the school themselves. Rural schools most probably do not have LCF while the school itself maybe quite small. Hence, I beg you not to make this task difficult, guys. Just be adaptable.’
	M	Iyo... iyomo Bu , kan?
3)	t	‘Yes, the same as she has explained, right?’
	P	So itu sudah yang dibilang tadi. (laughing)
4)	t	‘Yes, that’s what I’m talking about.’
	C	Uttered by an undergraduate towards the other in a discussion inside the class.
	C	27.32.36/06
	ode	

In data [6.1], [6.2], and [6.3], each involves directive requesting speech in Kaili language marked with the words *iyomo*, *mangkali*, and *lea* which mean yes, maybe, and yes respectively. If those words stand independently, they do not have any sense of illocution, but if those words in a context like the above data, the three of them have restrictive and directive sense. The use of word *iyomo* does not necessarily mean *yes*, but is used to ask his classmate to end the explanation and then used to ask the other classmate to answer the same matter. Direct speech stay out from other modes of speech representation because it requires a greater degree of interpretation and thus participation from the listener[24]. Directive speech act is independent and different with representative act. The interlocutor processes the utterance structure as a command.

Directive requesting speech is marked with the word *mangkali* which does not mean as a probability, but it is used to soften the requesting tone. Contextually, the locutor and the interlocutor share the same topic. The quality of implicature is determined by the intimacy of the participants[25], so those Kaili language words used are recognized as directive requesting speech by the interlocutor, without any blantant expression like, “I beg you to...”.

It is done since the locutor is younger than the interlocutor with a marker *lea* as a polite requesting in Kaili language. A management relation is affected by the level of intimacy and the relationship among participants, as well as the way they deconstruct each other cultural identity as shown on the data below[26].

The Data [7]

	P	Te ada lagi airnya?
1)	t	‘Is there no water left?’
	M	<i>Sa so</i> minum.

- 2) t
 P 'I've drunk it. (laughing)
Jang begitu eh, kau main jeko kau. Sini dulu kau a.
 3) t *Reski, cepat sudah pi jo belikan torang, cepat sudah.*
 'Oh man, don't be like that, you've cheated us. Quick, Reski, buy us (drink), now!
 M *Iyo mo* Ibu Rahma.
 4) t Alright, Mam Rahma. (Laughing)
 C Uttered by an undergraduate to the other asking for a drink in a break of the other friend's proposal semnar.
 C **27.32.36/03**
 ode

The data show that participants' age difference does not affect their level of intimacy. Data [7.4] shows that the interlocutor is older than the locutor, and the utterance resembles high level of intimacy between them. If the level of intimacy is low, the language choice in utterance [7.3] may be different for example, "kesini dulu komiu le, kitorang mo minta belikan watu". This utterance has the same meaning as shown in the data, but it is in the form of requesting. The same thing happens in the form of the interlocutor's acceptance which is in line with the locutor's locution, so the word *mo*, which has the sense of mocking if literally translated, can be changed with the word *iyee*. Although, it is the case, in data [7], communication still can be done well with the language choices that have been stated above.

The level of intimacy between Mt and Mt shows high level of solidarity and empathy due to the fact that they have the same cultural background, which affects the variety of meaning in their utterances[27] The other considerable factors are the participants' ethnic, age, age, stratification, and gender as shown on the interaction below.

The Data [8]

- P Pinjam dulu, *nga pe doi* Sra.
 3) t 'Isra, I borrow your money, yes?'
 M *Kita saja mo ba bayar ini, Napa kos ba tunggu e.*
 2) t 'I've to pay my boarding. The billing is waiting to be paid.'
 P *Kase* pinjam. *Nya* ' kita minta.
 3) t 'I don't asking for it, you can lend it to me.'
 M *Ede, pe enak e.* Dia kira *kita* pegawai
 4) t pegawai ini. (4)
 (*hmm*, are you kidding me, am I the owner
 pr) of a pawnshop? (smiling)
 C Uttered by an undergraduate to the other undergraduate with the same age in asking and refusing a help.
 C **27.32.36/04**
 ode

The context in the data is emphasized on the context of place, topic, and the relationship between the participants. The effectiveness of communication can be related to some variables or components of

communication, namely interpersonal ideology, situation, participants' relationship, background of the utterance, purpose, and the level of intimacy[28]. In making utterance, female tends to use linguistic forms that can make certain questions soft and linguistic forms that state blantly Mt's behavior towards what they want to says[29].

For some people who listen to refusal speech in data [8.2] and [8.3], they may feel some impoliteness towards the use of sentence "are you kidding me?". However, referring to their level of intimacy between Mt and Mt, her utterance does not resemble any impoliteness. The level of intimacy is expressed based on the sameness of cultural background. Besides, female tends to use lexical filler, question tags, high intonation in declarative sentence, politeness in terms of avoiding toxic words[30]. Moreover, based on the interview and enclosed questionnaire, there are several factors underlying the use of local language in an interaction in classroom discourse whether by the lecturer or the undergraduates.

B. Effectiveness Communication in Classroom in Higher Education

The effectiveness of communication can be seen on two aspects, the response given by the interlocutor based on the locutor's locution and the communication strategies used that are affected by the multicultural aspects as well as the uniqueness of certain ethnicities. The same thing happens on the context in which Bahasa is used which is affected by the speakers' local language as their second language[31]. The effectiveness of communication using Bahasa that is affected by the local languages is expounded afterwards based on the interlocutor's response and the communication strategies used.

The interaction pattern between students and lecturer is one singular factor determining the use of politeness or politeness strategies used during their interaction. The factor that affects the politeness form between the locutor and interlocutor is social distances (D) and the imposition of risk (R)[32]. The improvement of the locutor's power (P) and social distance (D) can increase weight of FTA (Face Threatening Acts). This increasing affects the use of politeness in a higher state. The roles of teacher as a controller, manager, resource, tutor, motivator, and evaluator.

On the other occasion, participants with different culture have distinctive formulation in local language choice. Some express their intentions explicitly and directly and some express it implicitly and indirectly. This difference probably happens due to the different cultural and situational context inside the class in which the communication process is emphasized which considers the level of efficiency, effectiveness, communication purpose accomplishment, accuracy, clarity of the message, and significance in interaction.

On the level of communication purpose accomplishment, the use of direct speech acts strategies gives positive effects towards the effectiveness and accuracy of communication[33]. Such is affected previously by the distance between the lecturer and the students, the lecturer's power, and the use of face unthreatening language. Positive politeness is done by giving more attention or appreciation towards the classroom situation and condition by using social marker, approving, avoiding disagreement, showing intimacy, joking, conveying indirect intention, involving the students, having reciprocal relationship, and giving appreciation to the students.

The aforementioned notion is based on the assumption that there is a tendency between the lecturer and the students to save faces one to the others and to meet a successful communication. Besides, politeness strategies of the lecturer and the students are affected by: (a) social distance (D) between the lecturer and the students; (b) power (P) between the lecturer and the students, and (c) relationship level (R) between the lecturer and the students. The teacher has bigger power than the students. Factually, this really happens in the teaching and learning process. On certain occasion, before a discussion, the lecturer has significant role to motivate the undergraduates to be more active. Different with the role of lecturer as participant or monitor; in doing this role, the lecturer has to lessen the power and try to establish close relationship with the undergraduates.

In a higher education context, some of those roles are considered as the important roles played by lecturers. The lecturing strategy selected by the lecturer will develop a certain interaction pattern, either the interaction among undergraduates or the interaction between undergraduates and lecturers. It is emphasized on the research conducted by [34] that classroom discourse brings out politeness forms used by speech act participants to show cooperative communication.

Besides, in playing those roles; both lecturers and undergraduates attempt to manage the lecturing process so that the expected learning outcome can be achieved. The objective to emerge the lecturing strategies is to maintain interpersonal relationship among undergraduates so that they learn better. One of several ways to maintain that personal relationship is by involving politeness strategies in communicating[35]. Thus, politeness strategies encourage the effectiveness of communicating in Bahasa. Moreover, it is beneficial to achieve the expected learning outcome.

In order to comprehensively understand a classroom discourse; every classroom activity happens in a classroom discourse is associated with cooperative principles, interaction pattern, and

interpretation that is adjusted to the context of situation and the participants' cultural context. The cooperative principles that underlie the interaction pattern develop an interaction between lecturers and undergraduates expressed in speech act. [36]state that the choice of communication strategy with various speech acts enables the participants to either keep the principles or violate one of the principles based on the intention of using the speech act.

Keeping or violating the principles emerge forms of politeness used by communication participants. In order to comprehend the intention of a speech act, text and context should be taken into account. In this case, besides comprehending what is being uttered; the framework analyzes the time, place, and participants involved. A context is always changing so that it allows the participants to keep communicating and interacting[37]. In a certain context, language expression used to interact is comprehensive. In a research related to communication patterns among learners and educators, it is explained that context is a vital factor of communication[38]. Context is any shared background knowledge that helps the interlocutor to interpret the locutor's intention.

In the same study,[39]states that politeness is used to maintain social interaction. The lecturer tends to use positive and negative politeness. This is employed by the lecturer to create cooperative classroom atmosphere and sense of empathy so that good classroom interaction will be achieved. In playing the role as the controller, to encourage undergraduates' participation; lecturers do many strategies. One of those strategies is by building friendly, comfortable, and fun personal communication that emerges the involvement of politeness strategy. In the language learning context, politeness is believed as a thing that creates livelier, friendlier, and more comfortable teaching learning process[40]

The use of politeness strategy will diminish social distance between lecturers and undergraduates and make the teaching learning process more interactive[41] Moreover, it is stated that the use of appropriate politeness strategy helps learners to know what they need to do, how to do it, and how to improve attitude or habit that corresponds polite interaction. The use of positive politeness implies on the improvement of learners' confidence and comfortable, friendly, and conducive learning activities.

For example in a certain condition, calling the undergraduates with their nicknames besides making them feel concerned, they also feel that their distance towards the lecturer shortens and their social status equal. That kind of interaction improves undergraduates' confidence. By doing so, they will feel comfortable in joining the teaching learning

process. Politeness is considered to be able to encourage effective interaction between speech act participants. It is found by [42] in their research that the success of language strategy generates effective communication so that it enables the teaching learning process to run well. That way, the expected learning outcome will be greatly achieved. In the classroom context, the difference happens since there is different cultural and situational context that emphasizes the communication process which considers the efficiency, effectiveness, communication goal, accuracy, clarity, significance of the intention conveyed.

The used of strategy involved in speech act, uttered by the lecturer to the undergraduate and vice versa, or among undergraduates; usually happens unconsciously without any further consideration on the effectiveness, communication accuracy, lecturer's power, and threatening act. Positive politeness is done by giving more attention or appreciation towards the classroom situation and condition by using social marker, approving, avoiding disagreement, showing intimacy, joking, conveying indirect intention, involving the students, having reciprocal relationship, and giving appreciation to the students.

In addition, that circumstance is strongly influenced by the cultural context of each participant. Cultural context convincingly influences the concept of politeness, form, and politeness strategy [43] To interact, in order to maintain the politeness, the participants need to maintain good interaction by avoiding any utterance that is potential to threat someone's face. In a higher education context; the lecturers and the undergraduates use the utterance not only to explain, request, suggest, motivate, and give or ask information but also to maintain interpersonal relationship by considering the face saving act.

This is done based on the assumption that there is shared communication goal between lecturers and undergraduates. That shared communication goal is used to save each other's face and to ease the communication flow. A certain interaction pattern shows that, sometimes, lecturers dominate the interaction. The dominance of lecturers' speech act used to play their role in a teaching learning process is reasonable. However, it is also important to give undergraduates chance to actively utter speech act while having direct interpersonal interacting with their peers or classmates.

This is shown by the presence of illocutionary directive speech act used to give instruction or command and direct undergraduates to have group or classical discussion, presentation, or debate. This idea is in line with the statement by [44] that this activity allows each participant to actively use speech act in mastered target language (local language). On the other hand, politeness strategies used by

undergraduates are practically the same with those used by lecturers. They are bald on record, positive politeness, and negative politeness strategy [45].

On a research finding; both lecturers and undergraduates consider the communication effectiveness, accuracy, significance, and face saving act in using bald on record politeness strategy. Politeness strategy is shown by using honorific vocative, approving, and repeating the expression. Politeness strategy applied by undergraduates is shown by respecting lecturers and apologizing. [46] elaborates several educators' roles and functions in managing classroom interaction. They act as controller, manager, resource, tutor, motivator, evaluator, participant, and monitor.

As a controller, teacher is responsible for the continuity of student activities in the classroom ranging from opening to closing the class. As a tutor, the teacher guides on what must be understood or done and how to understand and carry out activities in the classroom, and provides explanation, understanding, and statements to students. As a motivator, the teacher motivates or encourages by providing assistance or advice on what students should do or giving reinforcement and activating students to do learning activities. As a participant, the teacher monitors all student activities whether they are in accordance with the directions and/or targets that must be done or achieved.

Furthermore, based on the description of the role and function of a teacher, the form of speech acts conducted by a lecturer towards their students in each role can be identified as follows: (1) as a controller, speech acts that appear can be in the form of directive, representative, or expressive speech acts. (2) as a class manager, the form of speech acts can directive in the form of illocutionary acts of giving orders, requesting, asking, giving instructions, and strengthening; (3) as a resource, the speech acts that arise are representative and directive; (4) as a tutor, teacher speech acts are realized in directive and representative speech acts, (5) as a motivator, teacher speech acts are realized in the form of directive, representative and expressive speech acts in inviting, asking, reminding, showing, affirming, praising, and congratulating.

The teaching-learning interaction patterns that take place in the classroom generally use the Initiate-Respond-Feedback (IRF) pattern [47] and [48] The teacher takes the initiative to give instructions or ask questions; the students respond; and the teacher gives instructions or asks questions; the students respond; and the teacher gives feedback or evaluates the students' responses. In lectures, lecturers have more initiatives to give instructions, give orders, ask questions, explain, inform, confirm, or give reinforcement. More instructions and commands are given to activate students, such as instructing them to

work at the work stages. In asking questions, more questions are given to obtain students' understanding of the material being taught, to confirm the extent to which they understand the instructional material provided, to ask for opinions or approval, to ask about the condition of students, or to ask the student readiness to take certain actions. The IRF pattern shows that there is a pattern of class-power relations that relies on teachers. Interaction between teachers and students or lecturers and students in the classroom is generally done politely, and each tenor tries to do their best to trace studies in the language of literature and language studies.

This interaction pattern raises positive politeness which is shown by a friendly attitude, modesty, praises or appreciation to each speech that occurs in the community, showing respect or appreciation between lecturers and students in the classroom interaction. The use of politeness as one of the communication strategies in the classroom is very helpful in order to achieve the learning objectives. For example, the findings of [49] showed that showing respects and praises or appreciations, and expressing sympathy provides comfort and pleasure in engaging a person in speech acts with attitudes or actions that minimize disruption, burden, disagreement, and arbitrary acts.

This is in accordance with the concept of the pragmatic scale of [50] and [51] Teachers and students bring positive and negative politeness. Positive politeness realized by the teacher and students give benefits (*tact maxim*, giving pleasure; or fulfilling *generosity maxim*, happy to give praise; or fulfilling *approbation maxim*, behaving modestly; or fulfilling *modesty maxim*, showing respect or putting a sense of negative politeness realized by the teacher and students to minimize disruption or displeasure). Likewise, this is illustrated in order to achieve the objectives of lectures by lecturers towards students.

This is considered to be able to develop a good speaking attitude. Inserting the awareness of personal and social skills can give a positive impact to the ability of the tenor in interacting well with the community, including in building the effectiveness of communication in the classroom. Indirectly, the use of local languages can help lecturers and students use social language rules such as how to greet well, show respect and gratitude, apologize, ask permission, and ask for help appropriately. Another pragmatic tool that is no less important in pragmatic studies in oral discourse is the cooperative principle that must be fulfilled in an act of communication or conversation.

In order to maintain the effectiveness of communication in the classroom, each tenor, both lecturers and students, can maintain interaction patterns by involving various uses of speech acts and strategies. One of the alternatives of strategies used in order to maintain the effectiveness of communication

and the achievement of intentions is by using local language. In relation to education, learning objectives can be categorized as successful when responses and feedbacks are in line. The use of various forms and speech act strategies in accordance with the context can make learning effective.

The effectiveness of communication provides feedbacks on the arrival of information, messages, concepts, ideas, thoughts, and feelings in accordance with the response of the tenors (students and lecturers). In the classroom communication, the teacher's speech is assumed to be different from what happens outside the classroom. This is because conversations in the classroom are more formal and do not occur naturally[52]. In order to carry out the success of the lecture objectives, lecturers have often designed learning objectives. Thus, lecturers and students indirectly play several communicative functions.

Through the use of speech acts, students and lecturers in the conversation influence the effectiveness of the achievement of learning objectives. Lecturers and students have their own unconventional ways on the basis of social rules consciously forming different linguistic devices from what happens in general; for example, the use of conventional politeness such as *thank you* and *please*. The effectiveness of learning achievement can be measured by the accuracy of the use of forms, functions, and strategies used.

The initiation given by the teacher is sometimes responded by students with a response that is not in accordance with what the teacher wants. To avoid this, both teachers and students need to think about using relevant communication strategies. This relevance can be seen from the involvement of students in discussions and togetherness in the classroom in order to revive the atmosphere. The purpose of the speech will be achieved effectively if the speech participants also have the same background knowledge about the topic spoken[53] To achieve this, the speaker and the addressee have a collective agreement that the matter conveyed is in relation.

Speech communities into two, namely competent speakers (fully fledge speakers) and participant speakers (unfully fledge speakers)[54]. Competent speakers are speakers who are truly capable of using language in various acts of communication. Competent speakers not only have knowledge of vocabulary and language structure but also understand meaning, socio-cultural context, and communicate it appropriately.

IV. CONCLUSION

In general, the underlying reasons in using local language are to: explain certain meaning that cannot be expressed with Bahasa Indonesia, make a more

intimate atmosphere among the undergraduates, minimize the restriction of the lecturer, make certain meaning explicit, show level of refusal and/or agreement towards certain thing, show a sympathy or empathy with the use of certain vocatives, and make the class conducive by focusing of the undergraduates' concentration.

Besides the aforementioned reasons, there are several factors affecting the local language choices in academic discourse such as educational background, level of intimacy, social distance, environment, age, and gender. The more the appreciation towards local language, the more intensive it will be used in daily activities including in spoken academic discourse. The intensity of using local language in directive speech can be seen from the participants' continuity in using it. Based on the context, the use of local language in the utterance makes the pragmatic intention easier to be understood by interlocutor (Mt).

The use of local language, without influencing the good structure of the utterance, should be maintained in non-formal communication so that it is well preserved. When the conversation takes place, the female undergraduate faces non-formal situation so that the word *tidak* (it means *no* and it is usually used in formal context) is not generally found. There is a tendency to use the word *nda'* instead of *tidak*; this shows how negation *nyada'* and *nda'* is used in refusal. In addition, there is horrific *ki* that means *kita* in Bahasa and *we* in English as the substitute of first person persona to respect Mt. It is shown in the context that the refusal is uttered regarding to the locutor's and interlocutor's same community. Moreover, the topic and the participants involved influence a kind of refusal selected by the female undergraduate.

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