



Gender-Based Speech Acts in EFL Online Learning Environment

Tindak Tutur Berbasis Gender Dalam Lingkungan Pembelajaran Daring Kelas Bahasa Inggris

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ABSTRACT

The research aims to answer the following research questions: (1) What are the types of speech act used by male and female lecturer in EFL online learning environment. (2) What are the functions of speech act between male and female lecturer in EFL online learning environment. The objectives of this research are to find out the types and the functions of speech act in online learning environment. This research used qualitative methodology and adopted discourse analysis. The researcher analyzed the data from conducting research. The techniques of collecting data were observation and documentations. First, the writer recorded the English teachers in the English teaching and learning process used a video recorder. Next, the researcher made transcripts of the dialogues. Third, the researcher classified the transcribed dialogues in the data sheet. Last, the data were classified according to Austin's theory of speech act and functions of speech acts by Yule. The result of the research showed that there are three types of speech act performed by the English lecturers in online learning environment. They are locutionary, illocutionary, and perlocutionary. The interrogatives of locutionary act are the most type of speech act mostly use by female lecturer (273 from 548 data) while male mostly use declarative (87 from 176 data). Next, there are five types of illocutionary; verdictives exercitives, commissives, behavities, and expositives. The exercitives is the most frequent acts in both male and female lecturers. In addition, the perlocutionary of to get the hearer to do something is the most frequent act in female lecturer (259 from 548 data) otherwise in male lecturer is to cause the hearer (71 from 176 data). The next is both male and female lecturer used the same functions of speech act. Mostly they used directive function and the lowest was commissive function. Both male and female lecturers mostly used request, asking, command, and suggestion during online learning.

Keywords: *Speech Act, Male and Female, Types of Speech Act, functions of Speech acts, EFL online Learning.*

ABSTRAK

Penelitian ini bertujuan untuk menjawab pertanyaan penelitian berikut ini: (1) Apa saja jenis tindak tutur yang digunakan oleh dosen pria dan wanita di lingkungan pembelajaran Bahasa Inggris Daring. (2) Apa fungsi tindak tutur antara dosen pria dan wanita dalam lingkungan pembelajaran Bahasa Inggris Daring. Tujuan dari penelitian ini adalah untuk mengetahui jenis dan fungsi tindak tutur dalam lingkungan pembelajaran daring. Penelitian ini menggunakan metodologi kualitatif dan mengadopsi analisis wacana. Peneliti menganalisis data dari melakukan penelitian. Teknik pengumpulan data adalah observasi dan dokumentasi. Pertama, penulis merekam guru bahasa Inggris dalam proses belajar mengajar bahasa Inggris menggunakan perekam video. Selanjutnya peneliti membuat transkrip dialog tersebut. Ketiga, peneliti mengklasifikasikan dialog yang ditranskripsikan ke dalam lembar data. Terakhir, data diklasifikasikan menurut teori tindak tutur Austin dan fungsi tindak tutur Yule. Hasil penelitian menunjukkan bahwa ada tiga jenis tindak tutur yang dilakukan oleh dosen bahasa Inggris di lingkungan pembelajaran online. Mereka adalah lokusi, ilokusi, dan perlokusi. Tindak tutur lokusi interogatif merupakan jenis tindak tutur yang paling banyak digunakan oleh dosen perempuan (273 dari 548 data) sedangkan laki-laki paling banyak menggunakan deklaratif (87 dari 176 data). Selanjutnya, ada lima jenis ilokusi; verdiktif, eksersitif, komisif, behavitif, dan ekspositif. Eksersitif tersebut merupakan tindakan yang paling sering dilakukan baik pada dosen laki-laki maupun perempuan. Selain itu, perlokusi untuk mengajak pendengar melakukan sesuatu merupakan hal yang paling sering dilakukan dosen perempuan (259 dari 548 data) sebaliknya pada dosen laki-laki menyebabkan pendengar (71 dari 176 data). Selanjutnya dosen laki-laki dan perempuan menggunakan fungsi tindak tutur yang sama. Sebagian besar mereka menggunakan fungsi direktif dan paling sedikit menggunakan fungsi komisif. Dosen laki-laki dan perempuan kebanyakan menggunakan permintaan, bertanya, perintah, dan saran selama pembelajaran online.

Kata kunci: *Tindak Tutur, Laki-Laki dan Perempuan, Jenis Tindak Tutur, Fungsi Tindak Tutur, Pembelajaran Daring Kelas Bahasa Inggris.*

1. INTRODUCTION

English is an international language that is spoken by many people around the world. With English, people can communicate with other people from another countries. Moreover, English is also the key which opens door to scientific and technical knowledge which needed for many countries in the world. It is obvious everybody needs to learn English to greet the global era and communication besides their own language.

In Indonesia, English is foreign language that is learned and taught at elementary school, junior high school, senior high school, and even university. The aims of learning and teaching English is that the students will be able to communicate in English well and acquire the communicative competence of the native speakers of English.

Communicative competence in teaching and learning process is needed in the class. When there is a good communication, it will reach a good result and achieve the goal of communication. In teaching and learning process, sometimes lecturer produce utterance through speech act to deliver the material and students need to know about the context.

Speech act is one of the discipline of pragmatics area. There are two things contained in speech act, they are speech and act. In practice, these two things can form the same meaning as intended by the speaker, but they can also be different or even completely opposite. In short, when speakers are saying words, they not only produce utterance containing words and grammatical structure. But they also perform meaning behind in those utterances.

In teaching and learning process, there must be different speech act or utterances used between male and female lecturers. Both male and female lecturers might be use different kinds of speech act. Gender-based speech act in teaching and learning become one of the important things to be researched. Because, there are some problems arise during teaching and learning process. One of them is utterances to transfer information to students.

There are a lot of researchers conducted research related to gender and speech act. But they classified into specific kind of speech act and it is also rare to research about gender. Such as Sari (2019), Chamani (2014), and Rivai (2014). In this case, the researcher analyzed the comparison between male and female lecturers' utterances in online learning environment based on Austin classifications of speech act and Yule functions of speech act. This research is expected to contribute in development of pragmatics area, especially speech act between male and female lecturers.

2. REVIEW OF LITERATURE

According to Coates (2013) 'sex' refers to a biological distinction, while 'gender' is the term used to describe socially constructed categories based on sex. Another opinion about the distinction between gender and sex is from Litosseliti (2013). She stated that sex refers to biological maleness and femaleness, or the psychological, functional, anatomical differences that distinguish men and women, whereas gender refers to the traits assigned to a sex what maleness and femaleness stand for within different societies and cultures. Sex is related to the basic physical characteristics and functions of humans, such as the shape of the reproductive organs. Meanwhile, gender is usually associated with the term's masculine and feminine. Masculine associated with male characteristics, such as manly, strong, and leading. While femineity is associated with female traits, such as nurturing, gentle, and feeling.

Gender influences utterances, word choice, and the speech of the people when interacting with others especially in educational field. There will be differences between male and female lecturers in speech act of the language teaching in the classroom. This is in line with Holmes and Meyerhoff (2003: 624) Insofar as gender is "done" in educational settings it is done, to a large extent, through language.

In lecturer-student conversations in classroom learning, the teacher has aims and objectives which are manifested in a speech act. Utterances spoken by the lecturer should be known and understood by students, so that students will understand the material well and can respond the teacher's utterances. The difference

between men's and women's languages is often questioned. According to Jule (2004: 28) nevertheless, linguist as well as education researchers have provided evidence to suggest that gender is a significant variable in social roles and that it plays a significant part in predicting and explaining certain speech acts that cut across other variables, including ethnicity (Holmes, 1992, 1994, 1998a, 1998b).

Discussing about speech act, Speech act was proposed by J. L. Austin for the first time. In his book name *How To Do Thing With Words* (1962), Austin concludes that speech acts an utterance that replaces an action for particular purpose in a certain situation. According to Searle (1969: 18), The speech act or acts performed in the utterance of a sentence are in general a function of the meaning of the sentence. Based on the explanations of the experts, it can be concluded that speech act is an activity of someone using a language to the other person or people to communicate something. What they communicate is not only possible to be understood based on the use of language in the utterance but also determined by the situational aspects of communication.

According to Austin (1962) speech act is classified into three, they are:

1. Locutionary means the literal meaning of the utterances. Locutionary act is divided into three. They are:
 - a. Declarative when it talks about something
 - b. Imperative when it gives an order
 - c. Interrogative when it asks a question
2. Illocutionary means meaning in context. Illocutionary act is classified into five. They are:

a. Verdictives

This typified by the giving of a verdict, as the name implies, by a jury, arbitrator, or umpire. But they need not be final; they may be, for example, an estimate, reckoning, or appraisal. It is essentially giving a finding as to something-fact, or value which is for different reasons hard to be certain about.

b. Executives

Executives, are the exercising of powers, rights, or influence. Examples are appointing, voting, ordering, urging, advising, warning, &c.

c. Commissive

Commissives are typified by promising or otherwise undertaking; they commit you to doing something, but include also declarations or announcements of intention, which are not promises, and rather vague things which may call espousals, as for example, siding with. They have obvious connexions with verdictives and executives.

d. Beaveries

Beaveries are a very miscellaneous group, and have to do with attitudes and social behavior. Examples are apologizing, congratulating, commending, condoling, cursing, and challenging.

e. Expositive

Expositive are difficult to define. They make plain how our utterances fit into the course of an argument or conversation, how we are using words, or in general, are expository.

3. Perlocutionary means the utterances uttered by the speaker might bring an effect to the hearer. Perlocutionary act is divided into four. They are:

a. To cause the hearer

Austin (1962: 120) explains that when causing the hearer, the speaker expects some action or consequences at the hearer's state through his utterances.

b. To get the hearer to do something

Austin (1962: 121) stated that it is a condition when the speaker expects the hearer to do something through the statement said by the speaker.

c. To enlighten the hearer

It is a condition when the speaker gives some spiritual or intellectual insight to the hearer (Austin, 1962: 121).

d. To convince the hearer

Austin (1962: 121) states that convincing the hearer is a condition when the speaker tries to make the hearer believe that what he says is the case and thus, the hearer feel sure about that through what the speaker says.

According to Yule (1996: 53-54) one general classification system lists five types of general functions performed by speech acts: declarations, representatives, expressive, directives, and commissive.

- 1) Declarations are those kinds of speech acts that change the world via their utterance.
- 2) Representative are those kinds of speech acts that state what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions.
- 3) Expressive are those kinds of speech acts that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow.
- 4) Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, suggestions.
- 5) Commissive are those kinds of speech acts that speakers use to commit themselves to some future actions. They are promises, threats, refusals, pledges.

Talking about online learning, it means learning that is done by using learning applications or social networks. Online learning is learning that is done without doing face-to-face, but through existing platforms. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom. This is in line with Ko and Rossen (2017: 28). They stated that teaching online means conducting a course partially or entirely through the internet— either on the Web or by way of mobile apps that allow one to manipulate the online course elements. Meanwhile, according to Anderson (2008:17) for learners, online learning knows no time zones, and location and distance are not issuing.

3. METHODS

This research used discourse analysis. It was conducted at STKIP YPUP Makassar. The subjects of the research were one male and one female lecturers. The sample of the research was taken by using purposive sampling technique. To collect the data, the researcher used observation and documentation. In analyzing the data, the researcher used discourse analysis adapted by Mahmud (2017: 72-77), there are some steps of data analysis in discourse. They are: selecting data, transcription, interpreting, and reporting.

4. FINDINGS AND DISCUSSION

4.1. Types of speech acts used in male and female lecturers in EFL online learning environment

In this research, there were 176 utterances produced by male lecturer while the female lecturer was 548 utterances. The female lecturer uttered more utterances than male lecturer. This related to theory from Felix-Brasdefer (2008), believes that speech acts very complex and very sensitive in gender.

Locutionary act in this research was found that in female lecturer, there were 178 (32.48%) found in declarative, 97 (17.7%) data for imperative, and 273 (49.81%) data found in interrogative. Meanwhile, in the male lecturer utterances found 87 (49.43%) data in declarative, 36 (20.45%) data for imperative, and 53 (30.11%) data found in interrogative. In this type, the female lecturer's expression in interrogative was the highest and the lowest was imperative. However, in male lecturer utterances declarative was the highest and the lowest was imperative. Both have the similarity in imperative was the lowest. This related to the research from Sari (2019). However, the research from Santoz et al (2018) showed that declarative was the highest and interrogative was the lowest.

Illocutionary means that contextual meaning of the utterances. In this research, the male utterances in verdictives were 7 (3.97%) data, exercitives was 111 (63.06%) data, commissives was 6 (3.40%) data, behavities was 23 (13.06%) data, and in expositives was 29 (16.47%) data. Otherwise, in female lecturer, there were 31 (5.65%) data in verdictives, 383 (69.89%) data in exercitives, 25 (4.56%) in commissives, 56 (10.25%) in behavities, and 53 (9.67%) data in expositives. In this research, both male and female have the similarity in illocutionary act. Exercitives was the highest utterance and the lowest rank was commissives.

Perlocutionary act means that the utterances that is uttered by the speaker has effect to the hearer. In perlocutionary speech act, in male lecturer, the researcher found that to cause the hearer was 71 (40.34%) data, to get the hearer was 62 (35.22%) data, to convince the hearer was 23 (13.06%) data, and to enlighten the hearer was 20 (11.36%) data. In different situation, in the female lecturer's utterances found 184

(33.57%) data for to cause the hearer, 259 (47.2%) data to get the hearer, 64 (11.67%) data to convince the hearer, and 41 (7.48%) data to enlighten the hearer. The findings show that male lecturer tends to utter to cause the hearer more than the female lecturer. The highest rank in female lecturer utterances were to get the hearer and for the male lecturer was to cause the hearer. Meanwhile, both male and female lecturers' lowest rank in this type was to enlighten the hearer. However, in the previous research done by Sari (2019) did not conduct research about gender. But she found that to get the hearer was the highest rank.

4.2. Functions of speech acts used by male and female lecturers in EFL online learning environment

According to Yule (1996: 53-54) there are five classifications function of speech act. They are declarations, representatives, expressives, directives, and commissives. Declarations are those kinds of speech acts that change the world via their utterance; representatives are those kinds of speech acts that state what the speaker believes to be the case or not; expressives are those kinds of speech acts that state what what the speaker feels; directives are those kinds of speech acts that speakers use to get someone else to do something; and commissive are those kinds of speech acts that speakers use to commit themselves to some future actions.

In this analysis, the researcher found that the male utterance in declarations function was 0 (0%) representatives' function was 28 (15.90%) data, 100 (56.81%) in directives function, 39 (22.15%) data in expressive function, and 5 (2.84%) data in commissives function. Otherwise, in female lecturer's utterances, there was no declarative function found or 0 (0%), there were 53 (9.67%) data in representatives' function, 364 (66.42%) data found in directives function, 90 (16.42%) data in expressive function, and 41 (7.48%) in commissive function.

In this research, there was no declarative function occurred in both of male and female lecturers. Because this utterance is not easy to be fulfilled. This also related to the previous research done by Samad et al (2018) and Sari (2019).

Based on the data of findings, both male and female lecturer used the same frequent function of speech, that is directive function. This also related to the research from Shasqia and Anggraini (2020). Their research reveals that lecturers freely use speech acts of persuading, angering, and commanding. This finding also in line with research from Basra and Thoyyibah (2017), where in their research found that 70% utterances used directive. They also recommended for English teachers to help students to achieve communicative competence to use more directive speech acts.

There are a lot of research in face-to-face study or offline learning revealed that there are a lot of differences between utterances of male and female teachers or lecturers. According to Nusi and Yelliza (2020), they found that there were 297 functions of speech acts uttered by female lecturer. Otherwise, male lecturer only uttered 80 utterances. This is in line with the researcher's findings in online learning environment. She found that the female lecturer uttered more utterances than male lecturer. But, Tanen (1993) in her book critical reviews of literature, she argued that in some cases men talk more than women, in other cases women talk more than man, and in other cases there is no difference between them. Everything depends on the circumstance.

In this research, the researcher found that there's online learning function that cannot be found in offline learning and out of the theory of function from Yule. Based on Yule's classification, there are five kinds of functions in speech act. They are declarations, representatives, directives, expressives, and commissives. According to the research conducted in online learning environment at sktip ypup makassar, there were some utterances that can be classified into the online learning function of speech act.

The example of online learning function is presented in extract DT-1/9/20.05.21/FL below.

FL: **saya share dulu window yang lain yah.** Wait.
 Okay saya mau bertanya ke wiwi vitalia. Okay wiwi vitalia, **Can you explain once again, reexplain about the function of present perfect continuous!** Tolong dijelaskan tadi! Tolong dijelaskan ulang fungsi dari present

perfect continuous tense. Okay, please wiwi.

Wiwi vitalia please. Wiwi vitalia tidak ada yah. I go to Annesya. Annesya.

S3: yes ma'am

DT-1/9/20.05.21/FL

The sign of online learning function can be seen the first bold expression above. The female lecturer talked about share screen which cannot be found in offline learning. Then the next bold sentence above can be classified as online function. When the lecturer called the students' name more than once as she or he asked question, to make sure that they join the meeting or not. It was very rare the students gave respond in online meeting because they did not know whether their friends attend the meeting or not. It also might be taking time for them to check their friends one by one, so do the lecturers. They might be asked are you there or mention the name more than once.

As stated by Hummel (2016) two properties of language are crucial to understanding all that follows: 1) A single utterance can have various meanings. 2) A variety of nearly synonymous utterances can occur in a single "context of situation." Meanwhile, article of UK essays said that the most practical implication of speech act theory in teaching is the idea that the literal meaning of the words might not agree with the intended meaning. So, based on the implication of speech act above, in this research, the researcher tried to explain the three aspects of speech act to make the reader more understand the theory of speech act deeply and the functions of them.

Based on the article of UK essays above, there is doubt if the literal meaning of the words might not agree with the intended meaning. In this research, the researcher tried to explain the locutionary, illocutionary, and perlocutionary acts, the three meanings of them in an utterance. As you can see the datum 1/18/20.05.21/FL of female lecturer.

FL: okay Renita.

S5: e

FL: Renita tadi sudah yah?

[Renita, have you done?]

S5: belum ma'am

[not yet ma'am]

FL: oh iya silahkan Renita!

[oh, yes, please Renita!]

S5: I think ma'am there is no different meaning tapi yang membedakan adalah kalimat yang kedua itu present perfect, kalimat yang ketiga present perfect continuous tapi maknanya sama.

[I think ma'am there is no different meaning but the different is the second sentence is present perfect, the third sentence is present perfect continuous but the meaning is same]

FL: **okay that's the right answer.** Kan tadi ma'am sudah jelaskan. Kan yang adek buat tugasnya kan ada the similarity between the present perfect and present perfect continuous. There is no different in meaning if the tense there is duration of an activity.

[okay, that's the right answer. Ma'am have explained it. Your assignment was the similarity between the present and present perfect continuous. There is no different in meaning]

DT-1/18/20.05.21/FL

The situation of the utterance was the female lecturer appointed some students and there was no right answer from them. Then, she appointed S5 to answer the question. Finally, she could give the right answer. This is proven by the bold utterance "**okay that's the right answer**". This sentence is regard to female lecturer told the students about the right answer of her question. So, the bold sentence is to tell about something, that is contain about information for students. This classified into declarative since it tells about information for students. The bold sentence above, can be classified into illocutionary act type verdictive because the female lecturer gave value or judgement to the S5's answer. By saying "**okay that's the right answer**", the female lecturer was hoping something from the students, that is to correct their answer. The bold utterance above also can be categorized into perlocutionary act type to convince the hearer, where the female lecturer convince the hearer that was the right answer. Then, the effect is the students knew the right answer and correct their mistake. The function of this bold utterance is representative since the female lecturer uttered the statement of fact. That is to tell the students about the right answer.

5. CONCLUSION

Based on the findings and discussion of the research, there were 176 utterances found in male and 548 utterances in female lecturer. In locutionary act, for male lecturer, the most kind of locutionary act was declaratives while female lecturer was interrogative. Male lecturer uttered more utterances to give information to students in the online learning environment. Otherwise, female lecturer asked more questions to the students. Both male and female lecturer have the lowest frequency in imperative, since they uttered less order utterances.

In illocutionary act, for both male and female lecturers, executives was the kind of speech act mostly used and commissives was the lowest. It was because both male and female lecturers frequently used command and request of executives and very less to use promises or refusal utterances in commissive.

In perlocutionary act, for male lecturer, to cause the hearer was the most frequently used. It was because most of the time he only asked students or uttered sentences that was need respond or reaction of the students. Meanwhile, the female lecturer she tended to ask students to do something, that was to answer questions. The lowest kind of speech act used in both male and female lecturer was to enlighten the hearer. It was because they encourage students, then gave explanations.

In function side, male nor female lecturers have the same rate of functions of speech act. They are directives was the highest and commissives was the lowest. Both male and female lecturer gave more questions, suggestions, command, and request. It was very rare to use commissive function, such as promising or refusing utterances.

6. SUGGESTION

Considering the conclusion of the research, the researcher presented several suggestions for the Students, English lecturer, and future researcher.

1. English Learners

The English learners should pay more attention to the phenomenon of speech acts. By knowing the functions and variations of speech acts, the English learners can apply it to learn English better, and know the functions and the variations of speech acts are uttered by the teachers or lecturers.

2. English lecturers

English lecturers should have awareness of speech acts phenomenon in their environment, whether it is online learning or offline learning. This phenomenon can also be used as learning material to give more understanding in transferring information to the students.

3. Future researchers

The researcher suggests that future researchers conduct the research related to the speech acts and gender. Future researchers might conduct any research to identify any aspect associated with speech acts and gender. It is also suggested that future researchers extend the observation period to find more data. The researcher also suggests for the future researchers to have a good internet connection for online research.

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