PRAGMATIC ROLE OF SPEECH ACT COMMUNICATION AMONG NON-ENGLISH DEPARTMENT STUDENTS

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Abstract

This paper describes about the problems in the speech act of Non-English department students especially in speaking class. Assessing the product tends to be more difficult than assessing the receptive skills namely listening and reading. The lecturer needs to pay more attention in assessing these skills, especially for non-English department students who are in the beginning level of English ability. Therefore, the aims of this research were to find out: The test format, marking criteria and the scoring scheme used by the lecturers in assessing students' productive skills in part of Speech Act. This study used descriptive qualitative method. Data collection techniques were carried out through observation, recording, and carried notes taking techniques. The subject of this research is the 1st-semester student of the accounting program. The data were taken from observation, interview and document analysis. The results of this research were : 1) The test formats used by the teachers to assess speaking skills were interview, picture description, and presentation. The criteria used by the teachers were pronunciation, vocabulary and fluency for speaking assessment. The lecturers use the scoring scale to score students' productive skills. The scale itself depends on the criteria or language components which were being assessed and each scale of score has its own description.

Keywords: pragmatic role, communication, Speech Act, Non-English department students

INTRODUCTION

Language cannot be separated from human activities. Language has an important role for humans, language being able to express some thoughts, feelings, hopes, ideas, and opinions to others. This is in accordance with the function of the language itself, namely as a means of interacting or communicating, both oral and written (Fakhruddin, Selle, and Nurchalis 2019). In speaking, there is a change of roles between the speaker and the partner in expressing opinions or ideas conveyed. In this case, it is found that students' speeches express their opinions, ask questions, give rebuttals, order, give permission and offer and so forth. Communication processes that take place, occur at the same time and this is greatly influenced by certain events and situations. The explanation above confirms that, the intention that is in the utterance of the speaker cannot be separated from the context of the situation and events in the communication so that, students in this case are required to be able to use language that is able to be accepted, understood and influence other students as opposed to speech. Researchers are interested in the area because of the phenomenon that there are still many students who do not pay attention to politeness in speaking because the speech delivered by the interlocutor is direct speech acts and indirect speech acts that contain meaning that must be understood by the speaking partners, namely first semester students of accounting program to be the sample of non-English department students, which has many different background and knowledge that effected of the result and achievement is mastering speaking.

Regarding to the teaching-learning process, the assessment plays an important part. Alberta says that assessment indicates whether students learning activities need to be modified or enriched or if outside intervention is needed (Alberta, 2007). It means that the assessment is needed to determine whether the learning objectives have been accomplished or not. Furthermore, it is strongly related to the students' motivation. As Christiane (1998) said, we should do everything we can to motivate our students, and positive evaluation will certainly help in this respect.‖ (p.203). In other words the assessment becomes one of the teacher's effort in motivating students which will affect the success of the learning process.

In language teaching, there are four skills which are divided into two categories namely receptive and productive skills. Golkova and Hubackova (2014) described that the category of receptive skills recognized as passive skills is demonstrated by reading and listening. Passive language skills do not force students to produce anything actively. The productive skill, on the other hand, demonstrated by speaking and writing, are also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Considering the things that need to be assessed in productive skill, this research then investigates the assessment system of students' productive skills applied by the lecturer of ccounting program of Universitas Tidar including the test format, marking criteria and the scoring scheme.

Speech that occurs in a language interaction has a variety of purposes to be conveyed. With regard to these various purposes, Leech (1993: 19-20) states that a speech act covers (1) the speaker and the speech partner (2) the context of the speech, (3) the purpose of speech (4) speech act as a form of action or activity (5) speech as a verbal act product. A speech act is one of the objects of pragmatic study. Pragmatics studies how language is used in communication, and has meaning as context, not something that is abstract in communication. Based on the description, the meaning which becomes pragmatic study is context-bound meaning. The speaker and the interlocutor can use the context to make it easier to understand the meaning of the speech. The use of spoken language in learning is one form of communication that takes place in classroom interactions. Communication that is established between students in particular is expected to channel their ideas so that they can be understood, accepted, and followed by others as opposed to speech (Aswad et al. 2019).

Based on the fact above, this study tries to construct a pragmatic activity based on speech act which adapts to the development of the times, and meets the students' needs which

are expected to answer all problems so that learners can eliminate all doubts in writing English, develop ideas in the form of creative work as possible and can build the atmosphere for always motivated in learning for non-English Department.

Review of Related Literature Present Situation of English Writing in Higher Education Assessment

Assessment is the process of gathering evidence of what the child can do. It is supported by Ur (2009) who states that in assessment, the learner is simply informed how well or badly he or she has performed‖. In other words, assessment is done as an effort to evaluate student's progress and improvement by giving the real information to the students based on their performance. In this part, the appropriate test format, marking criteria and scoring scheme are needed. Through these three aspects, an effective assessment is hoped to be reached.

Assessment Format

Weir (1998) states that as a general rule, it is best to assess by a variety of test formats‖ (p.42). So varied test formats are needed in testing students' abilities. In this research, the test format that is aimed by the researcher is the way that the teacher uses to assess their students' language ability that includes the task and activity, In the following are the test formats described by some experts that can be used in assessing students' productive skill. (1) Testing Writing, pointed out some formats of writing tests. "Firstly, composition, the activity that leads students to write a composition of some sentences based on the topic given by the teacher. Secondly, brief descriptions and dialogues. It is usually used at the elementary level where the students are given a picture to be described or the beginning of a dialogue to continue with a set number of exchanges‖, and (2) Testing Speaking, outlined some simple formats of speaking tests that are more appropriate to be applied in elementary school that consists of an interview, picture description, presentation and group or pair discussion. In an interview, the students are asked to make a dialogue or conversation between two people about the topic or material that is learnt. In picture description, the student describes a picture or a series of pictures. It is

particularly suitable for younger learners or beginners like elementary school students. In presentation, the student is asked to present an extended description, explanation or other oral account where they are given a topic and time to prepare, while then the tester simply listens and assesses. Last, in group or pair discussions the teacher divides students into a pair or small groups and then gives a topic to be discussed. It can be used in order to assess the speaking ability of two or more students at the same time (Ur, 2012).

The Marking Criteria of English Productive Skills in Speaking

Alister (2015) pointed out that assessment criteria define, for each assessment instrument, the knowledge, skills and other qualities being assessed and the standard of achievement which must be met to receive a particular grade or mark‖ (p.7). For productive skills, the following criteria are very needed in measuring students' abilities. Regarding to the marking criteria and scoring scheme, Jones et.al asserts, ―for analytic system there are six elements/components to be assessed, i.e. fluency, grammatical accuracy, pronunciation of sentences, pronunciation of words and sounds, interactive communication, and vocabulary resources.‖ (as cited in Nur Mukminatien, 2000, p. 40). Based on the criteria, students then assessed by using the scoring scheme either a holistic or analytic scoring procedure.

Since this research was conducted for the beginning level, so the researcher investigated what criteria which used by the teacher and how do the teacher give a score. Regarding to the scoring scheme, the researcher uses some theories such as those given by Hughes and Ur as guidance in order to investigate how the teachers score students' skills. Similar to the speaking test, the writing test also uses a scoring rubric since it is a productive skill too. For analytical scoring, each criterion was scored separately before it sums to the single score, meanwhile, in holistic scoring the score is given generally to the student's work.

In accordance with the assessment study, the researcher found several related studies. One of them is a research entitled ―An Analysis of Teacher's Techniques in Testing Students' Four English Skills (A descriptive research in the second grade of MTsN 1

Kepahiang)‖ that was analyzed by Ade KurniaPutri, S. Pd. I. In her research, she investigated the techniques used by teachers in testing students' four language skills according to H. Douglas Brown's theory and her findings showed that the techniques used by teachers were authentic listening and listening cloze for testing listening, discussions and conversation and read aloud for testing speaking, picture cued for testing reading, and picture cued and ordering for writing. It tends to be different with this present research since the researcher investigated not only the test techniques or test format but also the criteria and the scoring schemes used by the teacher in evaluating students' English productive skills. Besides that also This research is in line with research has been done by previous researchers, namely Sri Meiweni Basra with the research title A speech act analysis of teacher talks in an EFL Classroom. The study concludes that the choice of speech acts classification determines the teaching approach and vice versa. Also, Nurwahidah (2014) which examines the relationship of speech acts, the pragmatic meaning of speech acts and politeness of speech acts, and by Merdana with the research title is an analysis of speech acts produced by Elementary school Teachers and Students to facilitate teaching and learning at SDN Pringgasela East Lombok. This study found that the teachers produced more utterances (72.59%) than students did (27.41%). The teachers mostly produced directive type of speech acts, while the students' speech acts were mostly assertive namely, responses to the teachers' directions. Based on the previous study above the researcher found the difference that is the researcher focused on direct speech acts and indirect speech acts in speaking for non-English department students.

Speech Act

In the scope of pragmatics, there are some factors that should be considered. These factors establish the very definition of pragmatics itself. The factors are Implicature, Speech Acts, Presupposition, Context, Adjacency Pairs, and Deixis and Distance. Speech act, a variety of verbal communication and also a subdivision of pragmatics, often takes place in verbal and nonverbal communication. Speech acts are a study of how the speakers and hearers use language. It means that it is an action in verbal communication that has a message in itself, so the communication is not only about language but also about action. In conclusion speech act is the utterance that occurs and act refers to an action. Here, people can perform an action by saying something. Through speech acts, the speaker can convey physical action merely through words and phrases. The conveyed utterances are paramount to the actions performed. Speech acts can be classified into five categories as Searle in Levinson (1983: 240) states that the classifications are representatives, directives, commissives, expressive, and declarations.

1. Representatives
   Representatives are speech acts that the utterances commit the speaker to the truth of the expressed proposition. The utterances are produced based on the speaker's observation of certain things then followed by stating the fact or opinion based on the observation.
2. Directives
   Directives are speech acts that a speaker uses to get someone else to do something. These speech acts include requesting, questioning, commanding, orders, and suggesting..
3. Commissives
   Commissives are speech acts that the utterances commit the speaker to some future course of action, these include promising, threatening, offering, refusing, and pledges.
4. Expressives
   Expressives are speech acts in that the utterances express a psychological state. These speech acts include thanking, apologizing, welcoming, and congratulating.
5. Declarations
   Declarations are speech acts in that the utterances effect immediate changes in the institutional state of affairs and which tend to rely on elaborate linguistic institutions.

Type of Speech Act

Leech (1983: 199) categorizes speech acts into three distinct levels of action beyond the act of utterances, which include elocutionary, illocutionary, and perlocutionary acts. Locutionary acts refer to the basic act of an utterance or a meaningful linguistic expression (Yule, 1996:48). It is manifested in the form of words, phrases, clauses, or

sentences which are constrained by grammatical rules and meanings. Illocutionary acts are defined as the intentions of the utterances as reflected in the elocutionary acts (Finegan, et al., 1997:346). It refers to what the speakers are doing with their words. The third part of speech acts is perlocutionary acts. It is defined as the effect of the act on the hearer. Cuttings (2008:14) states that perlocutionary acts refer to the effect of a speaker's utterances on the hearer or the hearer's reaction to the speaker's utterances. Those issues are under the discussion of pragmatics.

In line with the illocutionary acts, Searle in Finch (2000:182) classifies the illocutionary acts into five types, namely (1) representative, (2) directive, (3) commission, (4) expressive, and (5) declarative. The term representative is defined as one of the illocutionary acts which commit the speaker to the truth of the uttered proposition. It is commonly used to represent a state of affairs (Finegan et al., 1997:L344). Such a type of the illocutionary acts is divided into some illocutionary forces which include stating, suggesting, boasting, complaining, claiming, and announcing (Leech, 1983:105). Further, Cutting (2008:14) adds some illocutionary forces of the representative, namely describing, hypothesizing, insisting, and predicting. The second type of the illocutionary act is directive, which is defined as asking the hearer to do something. With the use of a directive, the addresser attempts to get the addressee to do some actions as he/she wants. This illocutionary act is subdivided into some types which include (1) commanding, (2) requesting, (3) suggesting, (4) inviting, (5) questioning, and (6) warning. The term commissive refers to committing the addresser to some future course of action. In other words, it deals with an action which will be or will not be done in the future course. This illocutionary act is categorized into some illocutionary forces which include (1) promising, (2) vowing, (3) offering, (4) threatening, and (5) refusing. The fourth illocutionary act is expressive. It is defined as a speech act which expresses a psychological state. This can be in the form of stating pleasure, pain, likes, dislikes, anger, joy, sorrow, and the like. The illocutionary act of expressive has some illocutionary forces such as (1) greeting, (2) thanking, (3) apologizing, (4) complimenting, (4) stating pleasure, (5) stating pain, (6) stating doubt, (7) stating confusion, (8) stating surprise, (9) stating panic, (10) stating anger, and (11) stating dislike. Another type of the illocutionary act is declarative. It refers to a speech act of which effects immediately change an institutional state of affairs. Added to this, it tends to rely on elaborated extra-linguistic institutions. This illocutionary act comprises some illocutionary forces which include (1) excommunicating, (2) declaring war, (3) christening, (4) marrying, (5) firing from employment, and others Finch (2000:182).

The Issues of Speech Act in ELT

In the second language situation there are things to consider when it comes to speech act. It is easy for the speakers or listeners to determine the intended meaning of utterances if they are spoken in the mother tongue. Factors such as idiomatic expressions and cultural norms are not function as barriers to determining the intended meaning. When it comes to foreign languages, those factors could hinder someone's ability to truly understand the meaning of utterances. It is hard to perform speech acts in a second language because learners may not know the idiomatic expressions or cultural norms in the second language or they may transfer their first language rules and conventions into the second language, assuming that such rules are universal.

Because the natural tendency for language learners is to fall back on what they know to be appropriate in their first language, it is important that these learners understand exactly what they do in that first language in order to be able to recognize what is transferable to other languages. Something that works in English might not transfer in meaning when translated into a second language. For example, the following remark as uttered by a native English speaker could easily be misinterpreted by a native Indonesian hearer:
English Speaker: "I couldn't agree with you more."

Indonesian Speaker: "Hmmm...." (Thinking: "She couldn't agree with me? I thought she liked my idea!").

From the sample above, in teaching the Speech Act in the classroom the teacher or instructor should consider several things, since

English for Indonesian students is a foreign language. The barrier mentioned previously can be found in the classroom setting. When teaching the language expression such as giving advice could be misinterpreted into something offensive. Someone could easily interpret advice-giving acts as an act of criticism. When non-native speakers interact in a second language, they tend to transfer L1 pragmatic rules into the L2 without realizing the negative impact they may have. In addition, even when advice is warranted, non-native speakers of English with many different L1s tend to rely on forms associated with direct advice, or softened advice, such as should or had better. Not only in advise-giving acts, acts such as requests, apologies, refusals, and compliments, have frequently been identified as particularly problematic for EFL/ESL learners at all. Finally, the goals of teaching speech acts in the classroom should be directed at raising the consciousness of the students that utterances in English as a foreign language could lead to misinterpretation. It is imperative to accurately understand the intended meaning by analyzing the utterances. By understanding the norms and idiomatic expressions of the first and second language the students could determine the message of the utterances so that it could expand their knowledge resulting in the ability to perform the speech act perfectly.

METHOD

The research subject is the first-semester students of the Accounting Program of Tidar University in speaking class for class A. The object of this research is the speech acts carried out by students in speaking class. This class was chosen because it can represent the other classes viewed from, mark, intelligence, habit and background, although various languages is used by students when they are speaking, besides there has not been studied yet conducted direct speech and indirect speech acts. This research uses descriptive qualitative which tries to record carefully all linguistic phenomena in accordance with what they are. This research is focused on direct and indirect speech acts which are spoken by students. In this study, the main instrument is the researcher herself by making direct observations to collect data that meet the criteria as research data, namely observation guidelines, recording devices and notes. Data collection techniques are carried out through observation, recording techniques, and note-taking.

This research employed a descriptive study. Gay and Airasian (2000) state that Gay and Airasian (2000)—the descriptive study determines and describes the way things are, thus this research reported the result of research just as it was found‖ (p. 175). In other words, this research reports the real data based on what is found in the field without some addition or assumption from the researcher. Observation, interview and document analysis were used as the techniques of collecting data where the instruments for obtaining data used by the researcher were interview guidance and checklist. The observation was done to investigate the test format while interviews were used to investigate the marking criteria and the scoring scheme used by the students in assessing students' English skills.

RESULT AND DISCUSSION

The data obtained and discussed are speech acts contained in speaking by the first-semester students of the accounting program. In order for this research to have credibility or validity as a researcher's findings, several data validity checking techniques need to be carried out by conducting a credibility test, namely: (1) triangulation of techniques and sources, (2) discussion with colleagues. Data analysis techniques in this research are as follows: a) Transcribe recorded data into written form. b) Identifying forms of speech acts that have been transferred into written form. c) Identifying the meaning of pragmatics in speech acts. d) Data are presented in the form of descriptions as they are

The Test Format Used by the Teachers in Assessing Students' English Productive Skills

The findings towards the test format used by the teachers of SDITA Taman HarapanCurup were gotten by three techniques of data collection namely observation, interview and document analysis. This technique of triangulation which means the use of multiple techniques is used to strengthen the

data gotten as the research findings, and after analysing the data gotten by those several techniques, the researcher found that the test format used by the teachers in assessing students' English abilities are served on the following table.

Table 1. The test Formats and Criteria Used by the English teachers in Evaluating Students' English ability

Skill	Test Format	Marking Criteria
Speaking	Interview	Pronunciation
	Picture Description	Vocabulary
	Presentation	Fluency

The Scoring Scheme Used by the Teachers in Assessing Students' English Skills

The investigation of scoring schemes used by the students was done through interviews and was supported by the document analysis. The documents that were analyzed covered teachers' lesson plans, textbooks, teachers' notes and students' work. The finding showed that both teachers speaking and writing skills they used a scoring scale to score students' work and performance. The scale itself depends on the criteria or language components which were being assessed and each scale of score has its own description.

In scoring speaking, the teachers use the subjective test. In scoring speaking skills, the researcher found that the teachers tend to use the holistic scoring procedure where they use the scoring scale that included the description of the whole criteria used in assessing students' ability without separating the score for each criterion. The scoring scales of both teachers are 60 to 90.

The types of speech acts found in this research include elocutionary acts, illocutionary acts and perlocutionary acts. Judging from the type of elocutionary are forms of news, questions and ordering, the illocutionary speech acts are from assertive, directives, expressive, commissives and declarative illocutionary acts. The most assertive illocutionary speech acts appear in this research, followed by the directive, expressive, declarative and finally commissive.

Judging from the speech acts of perlocution in this research, it is found from the conversation that made in partners, so it can show do something, were persuaded, interested, annoyed, understood, happy, and reduced tension. From the observation and analysis, direct and indirect speech acts were found. Direct speech acts dominate in this research. Based on the meaning of the words that compose the literal and non-literal speech acts are found. Types of literal speech acts appear more than non-literal speech acts. Seen from the intersection of direct, indirect, literal and non-literal speech acts it was found direct literal, direct indirect literal acts, indirect direct literal acts and indirect indirect literal acts. The literal direct speech act interventions dominate more than the other speech act intersections in this research. For more details, direct, indirect, literal, not literal intersection.

Based on research conducted, it found that the speech act functions inform, ask, order, state, mention, show, acknowledge, demand, defend, refute, ask, suggest, complain, insinuate, utter sorry, say thanks, say hello, criticize, praise, allow, forbid, offer, cancel, do something, reduce tension, make happy, make persuasion, make interested, make understand, and make upset. Locutionary acts that are most commonly found in this study are news forms with the function of informing as many as 289 speeches while elocutionary command forms with commanding functions are found with at least 28 speeches. This happens because most of the speeches made by the presenter (speaker) to the participants (opponents of the speaker) in the discussion activity contain speeches describing the results of the presenter's response on the topic of discussion to the interlocutor without influencing the interlocutor to pay attention. Furthermore, the illocutionary speech acts that most often appear are assertive illocutionary with the function of stating as many as 97 speeches while declarative illocutionary with the cancelling function appearing less with 1 utterance. That is because, in the discussion activities both the speakers and speech partners express more personal and group opinions with a statement containing statements so that the speech partners are interested in giving an explanation next, in addition to elocutionary and illocutionary acts, it was found that the act of perlocutionary act with the function of doing

something more appeared as many as 167 utterances while perlocutionary with the function of reducing the tranquillity of fewer appeared as much as 4 utterances.

This masking occurs because the discussion participants paid less attention to the explanation and questions from the speaker. It found that two types of speech acts, namely direct and indirect speech acts. The type of direct speech acts from the news with the function of informing as many as 253, asking questions with the function of asking as many as 68 speeches and commands with the function of ordering as many as 28 speeches dominating in speaking. Direct speech acts are often used by moderators, presenters and discussion participants in accordance with the mode of the sentence so that the interlocutor has the same understanding of the speech delivered by the speaker when informing opinions, asking questions, and giving commands in the discussion.

Literal and non-literal speech acts were also found in speaking also. Literal speech acts in this research appear more than non-literal speech acts. News literal speech acts with the function of informing as many as 261 speeches, literals with the function of praising 3 speeches, literals with the function of asking questions 68 and literals with the function of commanding 27 speeches. This is because moderators, presenters and

discussion participants want the interlocutor to immediately understand the intent expressed by the speaker, both in expressing opinions, asking questions, and giving commands in the discussion by using speech that has the same purpose as the words used by the moderator, presenters and discussion participants. Literal direct speech acts appear more than other speech acts intersection because speakers are moderators, presenters and discussion participants want the speech partners to immediately understand the intended meaning of the speakers with the same speech mode and meaning as the expressions of speech when informing opinions, submitting opinions question and give orders in the discussion.

In the speech act research on speaking based on the purpose of the speech act from the perspective of the speaker, It is found that elocutionary, Illocutionary, and perlocutionary acts were found. Based on the form of delivery, direct and indirect speech acts were found. Additionally, based on the expression of meaning found in literal and non-literal speech acts. Speech acts are divided into several types with each function. The following are the types of speech acts with each function in speaking conducted to the first-semester student of the accounting program at Tidar University.

Table 2. The Types of Speech Acts with Each Function in Speaking Conducted to The First-Semester Student of The Accounting Program at Tidar University

No	Type of Speech Act	Form	Function	Sub Total	Total
1	Locutionary	News	Informasing	270	385
		Asking	Asking	55	
		Comment	Commanding	60	
2	Illocutionary	News	Assrtives	145	385
			Directives	85	
			Expressive	90	
			Commisives	45	
			Declaratives	20	
3	Perlocutionary		Give The Effect	385	385

1. Locutionary Act
   a. News
      Illocutionaryact is the act of saying something that is not related to the context. Locutionary act of news form in this research can be seen as follows:

Speaker: "In here, we have positive and negative points of view.
Speaker: "The results from the discussion of our group say that English is important because by mastering English we can easily master technology.

Speaker: Okay, I will read the results of our group discussion

The speech in the data above is intended by the speaker to inform the discussion participants that the group has two responses, which are positive and negative. The data spoken spoken by the speaker does not contain the intention to influence the interlocutor (discussion participant).

b. Asking

The form of the asking is formally marked by the presence of question words such as what, who, how much, when, and how with or without particles - is the confirmation. The asking form usually ends with a question mark (?) At the end of the speech. The form of asking consists of two kinds, namely questions that only require a yes or no answer and questions that require an explanation from the person being asked. example.

Participants : "What makes learning English difficult?".
Participants : What do you think about studying English?
Moderator : How about your group?

c. Commanding

The form of commanding is divided into actual forms of commanding, requests, prohibitions, invitations, and terminations. The form of the commanding has a function so that the interlocutor immediately performs the act ordered by the speaker. The following can be seen as examples of speech acts of locution in the form of instructions

Moderator :"That's all of our presentations, question and answer session I open"
Moderator b : Come on please Randi who will come forward to present the results of the discussionc.
Moderator : Be Louder, please!

2. Illocutionary Act

Illocutionary acts are speech acts which in addition to stating something also do something and illocutionary speech acts are very context-dependent. It was found that the illocutionary acts were Assertives, Directives, Expressives, Commissives and Declaratives. The following are examples:

a. Assertive

Assertive speech acts are speech that binds the speaker to the truth of what he is saying. Speech types of assertive illocutionary acts dominate from all types of illocutionary acts. The following examples of assertive illocutionary are found in this research:

a) Speaker :"Do you understand?".
Participants: "Yes I do"

b) Speaker : Anybody want to give a response?
Participant : Yes, I would like to add that the present tense's function in addition to stating daily activities also serves to state absolute truth.

c) Speaker : Thank you for your input. How is that still unclear? \
Participant : That's enough, thank you ...

b. Directives

Directives speech acts is speech that is intended to have some effect through the actions of the listener.

c. Expressive

Expressive illocutionary speech is speech to express, express, or inform the psychological attitude of the speaker towards a statement of the expected state.

d. Commissions

Commisive illocutionary speech acts are speech acts that involve the speaker in several actions to come

e. Declaratives

Declarative illocutionary speech acts are speech when performance success will lead to a good correspondence between propositional with realityc.

3. Perlocutionary Act

Perlocutionary act is a speech that has the effect or the effect that is caused by the speaker's speech towards the speech partner. Based on the research conducted, it was found that the following acts of perlocutionary.

a. Direct Speech

Direct speech acts are utterances that are expressed directly and are easily understood by the speech partner because the utterances are in the form

of straight forward meaningful sentences. Based on research conducted, direct speech acts function conventionally in accordance with sentence modes, namely news sentences to reach something, ask questions to ask something and order to order someone to do something

b. Indirect Speech
Indirect speech acts are utterances that are spoken indirectly usually not answered directly, but must be immediately implemented intentions and implications in it..

CONCLUSION

The speech acts found in the speaking learning of the first semester students of the accounting program are viewed from the objective of the action from the perspective of the speaker are localized speech acts, illocutionary speech acts and speech acts of the perlocutionary act. The speech acts found in speaking from the expression of meaning are literal speech acts and non-literal speech acts. It is why when talking about meaning and responding it must master speech act.

From the finding and discussion, it could be concluded that the teachers/ lecturers used different test formats in evaluating students' skills. They use the objective scoring where there was a fixed score for each question. Meanwhile, in assessing students' productive skills namely speaking, lecturers used a scoring scale with a similar description for each scale, the differences were only on the range of the scale. On the other hand, it was found that both of them did not separate the score of each criterion used especially for speaking as the productive skill that sums into a final score but rather they gave directly a single score for students' work, so there were no detail information about students weakness. Regarding to the marking criteria, both of the teachers used some fixed criteria in assessing students' English ability for each skill. Understanding/identifying information for reading and listening assessment. The criteria used were fixed to the level of students in elementary school, so not all of the criteria described by the theory were applied in assessing students' skills. In line with the scoring scheme, the lecturers used the scoring

scales which consisted of the breakdown of grades or marks with the descriptions of the criteria used in assessing students' abilities.

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