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## Speech act modes in the thesis examination process: The Case of a private university

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### Abstract

This research examined speech act modes in the thesis examinations of students in Indonesian Language and Literature Education at the Faculty of Teacher Training and Education, Universitas Merangin. This research used a qualitative descriptive research design. The data obtained in this research consisted of words, phrases, clauses, and sentences during the thesis examination. Data analysis was conducted using a content analysis method that focused on the quality of meaning in the context of direct and indirect speech acts. The direct and indirect speech act modes in the examination process conducted by the examiners and students were found to be as follows: 1) Declarative mode, including for managing speaking turns, opening the exam, informing, ordering, and so on; 2) Interrogative mode, aimed at asking, ordering, refuting, investigating, clarifying, and so on; 3) Imperative mode, used for ordering, prohibiting, arguing, expressing gratitude, apologizing, and so on. In-depth research in pragmatic studies is necessary to inform the development of thesis course learning plans and the implementation of thesis examinations.

### Keywords

Declarative, imperative, interrogative, and pragmatic

### Article History

Received 28 April 2025

Accepted 20 August 2025

### How to Cite

Yusrizal, Y., Pratiwi, A., & Utaminingsih, S. (2025). Speech act modes in the thesis examination process: The Case of a private university. *Indonesian Research Journal in Education | IRJE |*, 9(2), 1068 - 1083.  
<https://doi.org/10.22437/irje.v9i02.43528>

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## Introduction

The most fundamental function of language is communication, which serves as a means of social interaction and communication between people, allowing them to exchange thoughts and ideas, express desires, express their personalities, and share feelings. Language belongs to individuals and communities as a communication and interaction tool in human life. According to Zainab (2021), every language forms a community of speakers and listeners, namely, people who communicate with one another, both directly and indirectly. For smooth communication, mutual understanding of the language between speakers and listeners is essential.

According to Milroy and Muysken (1995), communication and interaction often give rise to various problems, including a lack of understanding of the language used. Misunderstanding of the language used in conversation is caused by speech inappropriate to the topic being discussed, the mode of conversation, interpretation, and context. Unclear speech, ambiguous words, unclear objectives, lack of shared background knowledge, information overload, and errors in the information conveyed also influence this.

One such situation is the thesis examination process. Using speech acts and conversational cooperation in thesis examinations fosters mutual understanding and smooth communication between students and examiners. Examiners deliver questions and explanations clearly without ambiguity, ensuring students' understanding. Students' answers and opinions are clear, understandable, and provide the information that examiners seek. Therefore, examiners and students must mutually understand the principles of conversational cooperation. The basic principle of conversational cooperation is contributing more to the other person in the conversation.

During the thesis examination process, the examiner's speech mode is sometimes not fully understood by students, or conversely, the student's speech does not convey the information expected by the examiner. Questions posed by examiners are often not understood by students, resulting in incorrect answers. This research aims to uncover and describe the speech modes used by examiners and students in the thesis examination at Universitas Merangin.

## Literature review

### *Pragmatic studies*

Pragmatic studies focus on meaning in context, signs and their users, and the relationship between them. Pragmatics studies the meaning of utterances in specific situations (Schiffirin, 1994). Pragmatics is a branch of linguistics that encompasses the study of, among other things, deixis, the cooperative principle, implicature, presumption, and speech acts (Nagy, 2015). This research examines the relationship between utterances and context, determining appropriate pairs in utterances or speech acts of implied propositions (Brown, 1987).

In communication, it is natural for a speaker, a hearer, a purpose, and a context to be present in a speech. In such communication, the hearer does not accept or understand a speech's pattern, function, and meaning. One way to address such questionable speech is to examine the language device and the context of the utterance. Another way is to base certain

assumptions on the completeness of the language in fulfilling the wishes of the speaker and hearer. If there is a match with the device, the utterance's meaning is acceptable and is often used only in a conversation. According to Cruse (2004), in a conversation, the speaker and the hearer are both aware that there are rules that govern speech, actions, language use, and interpretations of the other person's actions and statements. Each participant in the speech act is responsible for their actions and deviations from linguistic rules in linguistic interactions.

According to Ventola (2005), regarding the context of the situation, it is as follows: 1) the participants in the situation are people and figures who have the position and role of participants; 2) the actions of the participants, the things they are doing, including both speech acts and non-speech acts; 3) other relevant characteristics of the situation, objects, and surrounding events, as long as they are related to the communication event; 4) the impact of speech acts, the forms of change caused by the things said by the participants in the speech situation.

### *Speech acts*

A speech act is a form of language use to perform an action or achieve a goal through a specific mode of communication. In communication, speech must meet the following requirements: The speaker must: a) have a sincere intention regarding the promise, b) believe that the addressee believes the action will be carried out, c) believe they can act, d) predict future actions, not actions that have already been performed, and e) predict their actions, not those of others.

The development of speech acts, according to Asher and Lascarides (2001), produces a category of speech acts divided into five types: Declarative, a speech act carried out by speakers to create status, circumstances, and so on as something new. Acts that bind the speaker to the truth of what he said. Usually, this type of speech is expressed in statements, conclusions, and descriptions. Expressive speech acts that express the speaker's emotion are known as expressive speech. Psychological expressions, including pleasure, pain, dislike, and sadness, represent these emotions. A directive is the speech act the speaker uses to ask someone to do something, usually in the utterance, such as orders, requests, suggestions, etc. A commissive is a speech act in which the speaker commits to performing a specific action. Expressions of desire, plans, promises, and refusals are a few examples.

Based on its type, a speech act can be divided into direct speech acts and indirect speech acts (Wijana, 1996). Direct speech acts are speech acts that function conventionally in an utterance. Declarative sentences are used to report something (information), imperative sentences are used to order, invite, or request, and interrogative sentences are used to ask. Meanwhile, indirect speech usually cannot be answered directly; the intention or purpose is implied in the utterance. The implied intention of the speech in the utterance is to speak politely. Someone can be asked to provide an order. Based on the explanation above, direct speech acts are used, and the intended meaning is the same as the words or sentences spoken. Meanwhile, indirect speech acts are speech acts that are used; the intended meaning is not the same as the words or sentences spoken.

One concept of speech acts is to produce social actions in communication. When we speak, such as when we ask, promise, provide advice, request, and suggest, we demonstrate that we are performing a speech act. Cohen (2019) explained that a speech act is the product or outcome of a sentence under certain conditions and is the smallest unit of linguistic

communication. It can be a statement, command, desire, or request. Speech acts can take these forms.

## Methodology

This research used a descriptive qualitative approach. Qualitative research aims to understand the experiences of research subjects, such as behavior, modes, perceptions, motivations, actions, and so on, by describing them in words, phrases, clauses, and sentences within a specific, natural context (Lexy, 2021). Descriptive research methods describe a society, a specific group of people, and the relationship between one or more phenomena. This research reveals the modes of speech during the thesis examination (Pahleviannur et al., 2022).

The data in this research were collected using a purposive proportional random sampling method. The consideration for using purposive sampling in this research was that not all samples met the study's criteria, so specific considerations or criteria were established that the samples used must meet. This research used a purposive proportional random sampling method. Purposive sampling involves selecting participants based on specific criteria relevant to the research objectives. This approach enables researchers to collect representative quotes by identifying participants with characteristics that align with the research objectives (Lenaini, 2021).

Data analysis using the content analysis method. According to Titscher (2000), the content analysis procedure consists of nine stages: 1) determining the text for analysis, 2) analyzing the situation, 3) formally characterizing the text, 4) determining the direction of the analysis, 5) differentiating the questions to be answered according to existing theory, 6) selecting analysis techniques (summary, explanation, and organization), 7) defining units of analysis, 8) analyzing the units (summary, explanation, and organization), and 9) interpreting.

## Findings and Discussion

### *Forms of speech acts in the thesis examination process*

Based on the analysis of the research corpus, the forms of speech acts in the thesis examination process are divided into direct and indirect speech acts. Direct and indirect speech acts are determined based on speech modes (sentences) spoken by the examiners and students during the thesis examination process. The findings on the speech modes used by the examiners and students are categorized as follows:

### *Declarative mode*

A declarative mode speech act is a speech act that uses declarative language to report or inform. This form of speech act is found in the thesis examination process and is described and explained as follows:

- D : *Bismillahirrahmanirrahim. Assalamu'alaikum Wr. Wb!* (Greeting)  
Everyone : *Wa'alaikumsalam Wr. Wb!*

D 1 : *Terlembah dahulu, saya mohon maaf dengan tim pengujian karena sesuatu hal yang tidak disengaja tapi suatu kebiasaan sehingga terlambat dimulai. Kemudian kita mulai saja ujian ini. Baiklah! Terlembah dahulu kita ucapkan rasa syukur kepada Allah SWT atas rahmat dan karunia-Nya sehingga pada hari ini kita masih diberikan kesehatan dan kekuatan. Dan shalawat beriring salam kita aturkan kepada Nabi Muhammad SAW, berkat perjuangan Beliau hingga sekarang membuat manusia menjadi manusia yang bermoral. Terima kasih kepada Ibu EE dan Bapak MF atas kesempatan Beliau untuk dapat hadir pada ujian skripsi ini. Baiklah! Apakah ES siap untuk diuji pada hari ini?* (In Bahasa).

(First, I apologize to the testing team for the unintentional mistake. It was a habit, so it started late. Then we start this test. Okay! First, we would like to express our gratitude to Allah SWT for His mercy and grace, which have granted us health and strength today. Moreover, we offer *shalawat* and greetings to the Prophet Muhammad SAW, thanks to his struggle to make humans moral human beings. Thank you to Mrs. EE and Mr. MF for the opportunity to be present at this thesis examination. Okay! Is ES ready to be tested today?) (In English)

M : *Insha Allah, siap.* (In Bahasa).

(*Insha Allah, ready.*) (In English).

The conversation transcript above is the opening of the thesis examination. The head of the examination team (D1) opens the thesis examination. D1 is the first supervisor of the student's thesis. D1 begins the opening of the thesis examination by saying the greeting '*Bismillahirrahmanirrahim. Assalamu'alaikum Wr. Wb!*' (1) for Muslims. All participants in the thesis examination respond to D1's greeting with '*Wa'alaikumsalam, Wr. Wb!*' (2), which is an obligation for Muslims to answer the greeting for those who hear it in a conversation. Then, in the next turn to speak, D1 informs the thesis examination team (D2, D3, and D4) about the delay in the thesis examination, which was not carried out according to the predetermined thesis examination schedule. D1 stated,

*Terlembah dahulu, saya mohon maaf dengan tim pengujian karena sesuatu hal yang tidak disengaja tapi suatu kebiasaan sehingga terlambat dimulai.*" (In Bahasa). (First, I apologize to the examination team because something that was not intentional, but a habit, caused it to start late.) (In English)

Speech act D1 is a direct speech act in declarative form to inform the examiner about the delay in the thesis exam without expecting an answer from the speaker as to why it was late. Furthermore, D1 proceeded to initiate the thesis exam using the speech act.

*"Baiklah! Terlembah dahulu kita ucapkan rasa syukur kepada Allah SWT atas rahmat dan karunia-Nya sehingga pada hari ini kita masih diberikan kesehatan dan kekuatan. Dan shalawat beriring salam kita aturkan kepada Nabi Muhammad SAW, berkat perjuangan Beliau hingga sekarang membuat manusia menjadi manusia yang bermoral."* (In Bahasa)(Okay! First, we would like to express our gratitude to Allah SWT for His mercy and grace, so we are still given health

and strength today. We offer shalawat and greetings to the Prophet Muhammad SAW, in gratitude for his ongoing struggle to guide humanity towards becoming moral individuals.) (In English)

The following speech act D1 is a speech act to express praise to Allah SWT and greetings to the Prophet Muhammad SAW. D1's speech act invited other speech participants involved in the thesis examination to share praise with D1 with Allah SWT and the Prophet Muhammad SAW. D1 indirectly invited thesis exam participants to follow his speech.

While still speaking, D1's following action was to inform the audience about the presence of the examiners at the thesis examination. In the thesis examination, all examiners had the opportunity to attend the thesis examination, and D1 also expressed his gratitude to all examiners. When it was D1's turn to speak, he inquired about the student's preparedness for the test on that particular occasion, as he stated below.

*“Terima kasih kepada Ibu EE dan Bapak MF atas kesempatan Beliau untuk dapat hadir pada ujian skripsi ini. Baiklah! Apakah ES siap untuk diuji pada hari ini?”* (In Bahasa) (I want to thank Mrs. EE and Mr. MF for the opportunity to attend this thesis examination. Okay! Is ES ready to be tested today?) (In English)

D1's speech act directly conveys his gratitude to the team of examiners, and indirectly, D1's speech act states the student's readiness in the thesis examination.

**Managing turn-based speaking**, the head of the examination team (D1), who also acts as the moderator, manages the turn-taking for each participant in the thesis examination conversation. The head of the thesis examination team is the student's first thesis supervisor. The declarative speech act that manages turn-taking in the thesis examination process is described as follows:

- D2 : *Itu yang saya katakan sebetulnya dak perlu ibu membahasnya kitakan melibat fenomena Bu Mus. Oke saya kira cukup, .... Saya kira itu saran saya, terima kasih! Assalamu'alaikum wr.wb!* (In Bahasa) (That is what I said. There is no need for you to discuss it, ma'am. Let us look at the phenomenon of Mrs. Mus.. Okay, that is enough... I think that is my suggestion. Thank you! Assalamu'alaikum wr.wb!) (In English)
- Everyone : *Wa'alaikumsalam Wr.Wb!*
- D1 : *Terima kasih kepada Ibu EE, kemudian kepada Bapak MF Dian sebagai tim penguji saya persilahkan!* (In Bahasa) (Thank you to Mrs. EE and Mr. MF Dian, as the testing team, I invite you!) (In English)
- D3 : *Assalamu'alaikum wr.wb!*
- Everyone : *Wa'alaikumsalam Wr.Wb!*

The conversation transcript above shows that during the speaking turn, D2 ended his opportunity to speak in examining the student's thesis. Then D2 gave his turn to speak to D1. The end of the speaking turn by D2 was marked by saying hello as a sign of ending the speaking turn. In the next speaking turn, D1 expressed his gratitude to D2 for having the opportunity to examine the student's thesis. This speech act to express gratitude was directly directed by D1 to D2, as in D1's following utterance.

*“Terima kasih kepada Ibu EE, kemudian kepada Ibu DS sebagai tim penguji saya persilahkan!”*  
(In Bahasa) (“Thank you to Mrs. EE, then to Mrs. DS as the examining team, I invite you!”) (In English)

Then D1 continued his speech, allowing D3 to examine the student's thesis. D1's speech act directly expressed his gratitude to D2 and gave D3 the opportunity.

**Reading the thesis examination results**, the examiner's team leader (D1) reads the results during the thesis examination. The examiner's team leader may delegate the reading of the thesis examination results to the examiner's team secretary (second supervisor), D4, for any reason.

D4 : *Baiklah! Tadi di awal ketua sidang sudah menyampaikan, Saudara siap dengan semua konsekuensi hasil ujian hari ini ya? termasuk kalau Saudara dinyatakan kalau tidak lulus. Siap Saudara? Baiklah saya bacakan berita acara ujian skripsi atas nama ES dengan NPM xxx diujikan di depan tim penguji jurusan Pendidikan Bahasa dan Seni Program Studi Pendidikan Bahasa dan Sastra Indonesia pada hari Rabu tanggal 1 September 2024 jam delapan sampai selesai di ruang UM. Hasil saudara dinyatakan lulus dengan nilai rata-rata 3,55 kategori A. Dipertanggungjawabkan di depan tim penguji, Ketua YL. Sekretaris DA. Penguji satu, EE, penguji dua MF. demikianlah berita acara ini dibuat sebenarnya. Assalamu'alaikum Wr.Wb!* (In Bahasa)

(Alright! Earlier, the session chairperson asked whether you are ready for all the consequences of today's exam results, and if you are declared to have failed. Ready, sir? Alright, I will read the minutes of the thesis exam in the name of ES with NPM xxx tested in front of the examining team of the Department of Language and Arts Education, Indonesian Language and Literature Education Study Program on Wednesday, September 1, 2024, at eight o'clock until finished in the UM room. Your results are declared to have passed with an average score of 3.55, category A. Accountable in front of the examining team, Chair YL. Secretary DA. Examiner one, EE; examiner two, MF. Thus, this minute is made. Assalamu'alaikum Wr.Wb!)

Everyone : *Wa'alaikumsalam Wr.Wb!*

M : *Amin, Ya Allah!*

In the conversation transcript above, D4's turn was to say, "Okay! At the beginning, the session's chairperson said,

*“Baiklah! Tadi di awal ketua sidang sudah menyampaikan, Saudara siap dengan semua konsekuensi hasil ujian hari ini Bu ya? Termasuk kalau Saudara dinyatakan kalau tidak lulus.”* (In Bahasa)  
(“You are ready for all the consequences of today's exam results, ma'am? Furthermore, if you are declared to have failed. D4's utterance aimed to inform all participants that the thesis exam had reached the stage of reading the results.”) (In English)

Furthermore, D4 reminded the students of what the chairperson of the examination team said at the beginning of the thesis exam session about the consequences of the exam. D4's utterance also contained an indirect meaning to convince students of the exam results they would receive if they did not pass. D4's next utterance was

*“Baiklah saya bacakan berita acara ujian skripsi atas nama ES dengan NPM XXX diujikan di depan tim penguji jurusan Pendidikan Bahasa dan Seni Program Studi Pendidikan Bahasa dan Sastra Indonesia pada hari Rabu tanggal 1 September 2024 jam delapan sampai selesai di ruang sidang UM. Hasil saudara dinyatakan lulus dengan nilai rata-rata 3,55 kategori A. Dipertanggungjawabkan di depan tim penguji, Ketua YL. Sekretaris DA, Penguji satu, EE, penguji dua MF. demikianlah berita acara ini dibuat sebenarnya. Assalamu’alaikum Wr.Wb!”* (In Bahasa) (“Alright, I read the minutes of the thesis examination in the name of ES with NPM XXX, tested in front of the examining team of the Department of Language and Arts Education, Indonesian Language and Literature Education Study Program, on Wednesday, September 1, 2024, at eight o'clock until finished in the UM courtroom. Your results are declared to have passed with an average score of 3.55, category A. Accountable in front of the examining team, Chair YL. Secretary DA, Examiner one EE, Examiner two MF. Thus, this minute is made. Assalamu’alaikum Wr.Wb”) (In English)

Speech act D4 directly informs the participants in the thesis exam results, especially the students taking the thesis exam. D4 stated truthfully that the exam results can be accounted for in front of the thesis examination team and that the reading of the exam results has ended. Indirectly, D4 tells the participants in the thesis exam conversation, especially students, to listen to his speech, and D4 explains that if there is an error in the decision on the exam results, it can be accounted for. Furthermore, D4 indirectly reminds us that the thesis exam has ended by reading the results of the thesis exam decision.

### ***Be funny***

D 1 : *Oke! Selanjutnya saya menanyakan. Ini terlepas dari Ibu sebagai mahasiswa dan sebagai seorang peneliti. E.. dari hati nurani. Walaupun mungkin Saudara tidak bisa terlalu lepas. E... misalkan begini. Apakah yang ada dalam keinginan dan yang Saudara temui sama? Keinginan baik sebagai mahasiswa atau sebagai seorang peneliti atau sebagai manusia. Apakah memang benar apa yang Ibu temukan itu? Dosen-dosen seperti Ibu Muslimah? Bukan karena saya laki-laki maka saya tanyakan, bukan. Bukan saya iri, nggak.* (In Bahasa)

(Okay! Next, I will ask. This is separate from your role as a student and as a researcher. E. from your conscience. However, you cannot be too detached. E. Let us say this. Are what you desire and what you find the same? Desires, whether as a student, researcher, or human being. Is what you found true? Do lecturers such as Mrs. Muslimah share your views? My inquiry is not motivated by my gender as a man. It is not because I am jealous, no.) (In English)

Everyone : (Laughing)

In the transcript of the conversation above, D1’s turn to speak stated that D1 asked the students about the research results found by the students, regardless of whether they were students or researchers. Do students believe that female lecturers at UM still possess characteristics similar to Mrs. Muslimah (the character in Laskar Pelangi), such as being patient, intelligent, charismatic, and fondly remembered by their students?. Then D1 asked,

*“Apakah memang benar apa yang Ibu temukan itu? Dosen-dosen seperti Ibu Muslimah?”* (In Bahasa) (“Is what you found true? Lecturers like Mrs. Muslimah?”) (In English)

Then D1 continued his speech, which he asked, not because he was a male lecturer, but because he was jealous. Like D1's following statement

*"Bukan karena saya laki-laki maka saya tanyakan, bukan. Bukan saya iri, nggak."* (In Bahasa)  
("It is not because I am a man that I ask, no. It is not that I am jealous, no.")

D1's statement made all the participants laugh. The participants laughed because the students idolized, according to the research findings, female lecturers, not male lecturers. D1's speech act is a direct speech act to state something and an indirect speech act to make a joke.

### *Interrogative mode*

Both examiners and students use speech acts in the interrogative mode in thesis examination conversations. An utterance (sentence) using the interrogative mode is an utterance that asks a question. According to Moeliono, if someone wants to know, wants to ask for an answer, or wants information about a problem or situation, they ask, and the sentence used is an interrogative. In the thesis examination process, speech acts using the interrogative mode are described as follows. The examiner uses the speech act of asking a question to ask the student to find out the problem or situation in the student's conversation.

- D2 : *Karismatik itu apa? Dari mana Saudara mengetahui kesimpulan bahwa bu Mus itu karismatik?* (In Bahasa)  
(What is charismatic? How did you conclude that Mrs. Mus is charismatic?) (In English)
- M : *Itu, di ini di novelnya. Ada ditulis bahwa Ibu Mus itu halaman 30 adalah seorang guru yang pandai, karismatik.* (In Bahasa)  
(That is right, in the novel. It says on page 30 that Mrs. Mus is a smart, charismatic teacher.) (In English)
- D2 : *Dalam skripsi ini halaman berapa?* (In Bahasa)  
(What page is this in this thesis?) (In English)
- M : *Halaman 29 sampai 30 Ibu.* (In Bahasa)  
(Pages 29 to 30, Mrs.) (In English)

In the transcript of the conversation above, D2's turn to ask the student *Karismatik itu apa?* (What is charismatic?) D2's utterance aims to ask the student about the concept of charisma. This speech act is a direct speech act that aims to request an explanation from the student about the concept of charisma. Then D2 continued with the question:

*"Dari mana Saudara mengetahui kesimpulan bahwa Ibu Mus itu karismatik?"* (In Bahasa)  
("Where did you find out that Mrs. Mus is charismatic?") (In English)

D4's question mode, in addition to directly asking where the student knows Mrs. Mus is charismatic, indirectly, in D2's speech act, also asks the student to explain how the student concluded that Mrs. Mus is a charismatic figure. Then, in it is D2's turn to ask the student.

*Dalam skripsi ini halaman berapa?* (In Bahasa) (In this thesis, which page is it?) (In English)

D2's speech act directly asks the student which page is in the thesis, while indirectly D2 asks the student to open the thesis and show which page the word charismatic is found in the thesis.

### *Imperative mode*

Speech acts using the imperative mode are speech acts that use commands to command, instruct, prohibit, request, invite, and so on. This form of speech act is found in the thesis examination process, both direct and indirect, and is used by examiners and students. Speech acts using the imperative mode are described and explained as follows:

- D2 : *Kemudian coba lihat halaman 7, di lingkungan UM. Saya kurang setuju kalimat seperti ini. Ini seperti kita di bawah katak dalam tempurung ini hanya melihat di lingkungan UM belum menemukan pemahaman yang sama, itu melihat sempitnya wawasan kita di UM atau ada alasan.* (In Bahasa) (Then, look at page 7, which discusses the UM environment. I disagree with this statement. We are just frogs in a well, only looking at the UM environment and not finding a common understanding. This demonstrates our limited perspective at UM, or there is a reason.) (In English)
- M : *Ya, mungkin ini... kurang wawasan saya terhadap sejauh pengetahuan saya.* (In Bahasa) (Yes, maybe this is... my lack of insight into the extent of my knowledge.) (In English)

In the conversation transcript, D2's turn to speak was to say,

*"Kemudian coba lihat halaman 7, di lingkungan UM. Saya kurang setuju kalimat seperti ini."* (In Bahasa) ("Then, look at page 7, which discusses the UM environment. I disagree with this.") (In English)

D2's speech directly instructed students to look at page 7 of the thesis being tested by saying,

*"Kemudian coba lihat halaman 7."* (In Bahasa) ("Then, look at page 7.") (In English)

This speech act is a direct speech act that gives an order. Then, D2 directly stated his disagreement with the student's writing on page 7. D2's disagreement also used a direct speech act. Next, D2 expressed his disagreement by using the utterance,

*"Ini seperti kita di bawah katak dalam tempurung."* (In Bahasa) ("We are just frogs in a well.") (In English)

The speech act used by D2 uses a metaphor by comparing the knowledge possessed to a frog under a coconut shell. Indirectly, D2 uses this form of speech act for comparison. This can be seen in D2's next utterance,

*"Ini hanya melihat di lingkungan UM; belum menemukan pemahaman yang sama. Ini menunjukkan sempitnya wawasan kita di UM atau ada alasan."* (In Bahasa) ("Only looking at the UM environment and not finding a common understanding. This demonstrates our limited perspective at UM, or there is a reason.") (In English)

### *Forbid*

- M : *Ya, mungkin ini... kurang wawasan saya terhadap sejauh pengetahuan saya.* (In Bahasa)  
(Yes, maybe this is... my lack of insight into the extent of my knowledge.) (In English)
- D2 : *Tapi jangan disebut di UM, sejauh pengetahuan saya, jadi pengetahuan saya itu hanya sejauh UM.* (In Bahasa)  
(But do not mention it at UM; as far as I know, so my knowledge only goes as far as UM.) (In English)
- M : *Jadi tidak usah dibuat di UM-nya ya, bu ya.* (In Bahasa)  
(So there is no need to make it at UM, ma'am.) (In English)
- D2 : *Jangan dak usah sejauh pengetahuan saya, pengetahuan saya itu sejauh apa, dak usah pula la orang tahu.* (In Bahasa)  
(Do not worry; it does not have to be as far as my knowledge; no matter how far it goes, people do not need to know.) (In English)
- D1 : *Sejauh pengetahuan Ibu bae la.* (In Bahasa)  
(As far as you know, that is all.) (In English)

In the conversation transcript above, D2, when turning to speak, uses a command speech act that aims to prohibit. This speech act was spoken by D2 directly to students, such as the following utterance: "But do not mention it at UM; as far as I know, so my knowledge only goes as far as UM." D2 forbade students from mentioning their place only at UM because, in D2's view, it would show that their knowledge is limited to Universitas Merangin. D2 used a direct speech act to prohibit students.

### *Refute*

- D2 : *Dalam skripsi ini halaman berapa?* (In Bahasa)  
(What page is this thesis on?) (In English)
- M : *Halaman 29 sampai 30 Ibu.* (In Bahasa)  
(Pages 29 to 30, Ma'am.) (In English)
- D2 : *Di dalam buku halaman 33, kok Ibu ketemunya halaman 30?* (In Bahasa)  
(In the book, page 33, how come you found page 30?) (In English)
- M : *Oya ini halaman 33 Ibu. Ibu Mus adalah seorang guru yang pandai, karismatik dan memiliki pandangan yang jauh ke depan. Ini saya kutip dari novel Andrea Hirata.* (In Bahasa)  
(Oh, this is page 33, Ma'am. Mrs. Mus is an innovative, charismatic, and visionary teacher. I am quoting this from Andrea Hirata's novel.) (In English)

In the conversation transcript above, D2's turn was to ask the student which page the clever, patient, and charismatic Mrs. Mus quoted from the novel in the thesis. D2's utterance was answered by the student on pages 29 to 30. D2 refuted the student's answer; in the book, it was listed as page 33, and the student found it on page 30. D2's utterance was a direct speech act to ask the student which page the clever, patient, and charismatic Mrs. Mus was found on. This utterance indirectly aimed to investigate and refute the student's statement. Meanwhile, the student's answer was a direct speech act to answer the question. The student's utterance indirectly aimed to clarify his statement.

### *Expressing anger*

- D2 : *Manfaat penelitian, saya baca saja. Ini pokoknya, kapalonyo gadang-gadang, manfaat penelitian. Baco di sini manfaat penelitian.* (In Bahasa)  
(The benefits of research, I just read it. This is the main thing, *Kapalonyo gadang-gadang*, the benefits of research. Read here the benefits of research.) (In English)
- M : *Manfaat penelitian, informasi dari hasil penelitian ini diharapkan dapat berguna. Hasilnya Pak.* (In Bahasa)  
(Benefits of research—information from the results of this research is expected to be useful, sir.) (In English)
- D 2 : *Kepalanyo kambing, badannyo kucing. Itulah kiro-kiro. Itu kasanyo. Samoanlah kapalonyo jo badan. Kapalanyo anjiang badannyo anjiang jugo, kepala kucing badannyo kucing jugo.* (In Bahasa)  
(The head is a goat, and the body is a cat. That is what it is all about. That is the shape. The head and body are the same. The head is a dog, the body is a dog, the head, the body, and the cat.) (In English)
- M : *Jadi begini Pak! Bagi penulis tuh dimasukkan juga, ya Pak?* (In Bahasa)  
(So it is like this, sir! That is included for writers, too, right, sir?) (In English)

In the transcript of the conversation above, D2 stated that the research benefits were not described in the research conducted by the student. This made D2 feel angry with the student. D2 expressed his growing anger in the following utterance: "This is the main thing, *kapalonyo gadang-gadang*." To express this anger, D2 used an indirect speech act. D2's frustrated expression was more clearly seen in D2's next utterance. When it was his turn to speak, D2 said, "*Kepalanyo kambing, badannyo kucing*." D2 expresses anger using regional language that the participants mutually understand. D2 expresses anger using indirect speech acts. The speech acts are used through similes and in regional language.

### *Expressing apology*

#### Conversation transcript 1

- D1 : *Bismillahirrahmanirrahim. Assalamu'alaikum Wr. Wb! Terlebih dabulu, saya mohon maaf dengan tim penguji karena sesuatu hal yang tidak disengaja tapi suatu kebiasaan sehingga terlambat dimulai. Kemudian kita mulai saja ujian ini.* (In Bahasa)  
(*Bismillahirrahmanirrahim*. Peace be upon you! First, I apologize to the examining team for something unintentional. It was a habit that caused the late start. Then, let us begin this exam.) (In English)

#### Conversation transcript II

- D 1 : *Demikianlah ujian skripsi ini kita laksanakan jadi tolong Mira perbaikilah sesuai dengan saran dari tim penguji dan pembimbing mungkin itu yang dapat saya sampaikan kurang lebihnya saya mohon maaf. Bilabitofik wal hidayah assammulaikaum nr. Wb!* (In Bahasa)  
(Thus, we have conducted this thesis exam, so please revise it according to the suggestions from the examining team and supervisor. That is all I can say. I apologize. *Bilabitofik wal hidayah*, peace be upon you!) (In English)
- Everybody : *Wa'alaikumsalam Wr. Wb!*

In the conversation transcript, I, D1, directly apologized through my speech act. To start the thesis examination conversation, D1 apologized to all conversation participants because the examination was carried out late according to the previously determined examination schedule. In conversation transcript II, D1 also expressed his apologies directly during his turn to speak. 'That is how we carry out this thesis exam, so please, Mira, improve it according to the suggestions from the team of examiners and supervisors. Maybe that is what I can say, more or less. I am sorry.'

### *Expressing gratitude*

- D1 : *Terima kasih, itulah tadi presentasi hasil penelitian saudara Eli Suryani. Ada beberapa hal sebagai gambaran penelitian saudara Suryani, telaah mimesis yang mencoba mengajukan penelitian kajian karya sastra dengan penelitian di lapangan. .... Baiklah untuk kesempatan pertama dipersilahkan kepada Ibu Dra. EE penguji UM.* (In Bahasa)  
(Thank you, that was the presentation of Eli Suryani's research results. Several things illustrate Suryani's research, a mimetic study that tries to propose a study of literary works with research in the field. .... Okay, for the first opportunity, please go to Dra. EE, the UM examiner.) (In English)
- D2 : *Assalamu'alaikum Wr.Wb.*  
Everybody : *Wa'alaikumsalam Wr.Wb!*

The speech act to express gratitude was found in the conversation transcript. D1 expressed his gratitude to the student who had presented his research results. This expression of gratitude was a direct speech act. D1 addressed this speech act to the student. The conversation transcript also showed the form of direct expression of gratitude. In addition, D2 expressed the speech directly to the student. This speech act was also indirectly addressed by D2 to the head of the examination team (D1) and the other examiners (D3 and D4). The form of expression of this speech act could also be seen in D1's turn. The speech act was direct.

### *Expressing a sense of familiarity*

- D 4 : *Itulah MR padek nian ngicob kata Pak Wo. Lain kamar kanti masak masuk kamar Ibu disebelah kamar MR. Sama dengan LS kemarin dak Bu padek nian ngicobnya. Jadi saudara MR sekarang itu ujian. Lampiran Berapa?* (In Bahasa)  
(That is MR, really good at chirping Pak Wo's words. Another room, he went into the mother's room next to Mr. Same with LS yesterday, Mrs.; he is so talkative. So, Mr. is taking an exam now. How many attachments are there?) (In English)
- M : *Lampiran 2 setelah daftar pustaka.* (In Bahasa)  
(Attachment 2 after the bibliography.) (In English)

In the conversation transcript above, it was D4's turn to speak, saying, 'Itulah Mira padek nian ngicob kata Pak Wo.' (That is MR, really good at chirping Pak Wo's words). The greeting "Pak Wo" in D4's utterance was directed at D2. D4 indirectly showed his closeness to D2. D4's speech act was directly directed at the student while indirectly directed at D2 to show his sense of familiarity with D2. D4's speech act also indirectly showed the conversation participants in the exam that D2 was addressed with the title 'Pak Wo.'

### *Expressing consent*

- D2 : *Kalau ini nampak nian pengetahuan Ibu hanya sebatas UM.* (In Bahasa)  
(It seems your knowledge is limited to UM, which is understandable.) (In English)
- M : *Nampak Bu ya?* (In Bahasa)  
(It seems like it.) (In English)
- D1 : *Ya, karena Ibu tulis.* (In Bahasa)  
(Yes, because you wrote it.) (In English)
- D2 : *Ya, sebetulnya barangkali juga di tempat lain belum ada yang meneliti seperti ini tapi jangan dibatasi se UM. Coba bae browsing di internet ada dak judul penelitian seperti ini, jadi kita bisa apa ya, karena pengetahuan ilmiah itu tidaklah sempit sifatnya, dia sifatnya universal, andaikan Ibu browsing di internet nanti belum ada yang menulis, Ibu bisa menulis di jurnal ilmiah mungkin kalau bisa ditulis dalam bahasa Inggris bisa ikut jurnal ilmiah internasional.* (In Bahasa)  
(Yes, actually, perhaps no one else has done research like this, but do not limit it to UM. Try browsing the internet to see any research titles like this. So what can we do? Because scientific knowledge is not narrow, it is universal. Suppose you browse the internet, and no one has written about it. In that case, you can write about it in a scientific journal; perhaps if you can write it in English, it could be submitted to an international scientific journal.) (In English)

In the conversation transcript above, D2's turn of speech stated that what the student wrote describes our knowledge as limited to UM. As stated by D2 below,

- "Kalau ini nampak nian pengetahuan Ibu hanya sebatas UM."* (In Bahasa)  
(It seems your knowledge is limited to UM, which is understandable.) (In English)

The student responded to D2's statement by asking a question in his turn of speech, "*Nampak Bu ya?*" (It seems like it.). The student's question was answered by D1 with the utterance "*Ya, karena Ibu tulis*" ("Yes, because you wrote it.") D1's utterance directly stated his agreement with what D2 and the student said. This speech act indirectly aims to insinuate to the student that what the student asked was actually in the student's thesis. Then, in D2's turn of speech, he said,

- "Ya, sebetulnya barangkali juga di tempat lain belum ada yang meneliti seperti ini tapi jangan dibatasi se UM."* (In Bahasa)  
"Yes, actually, perhaps no one else has done research like this, but do not limit it to UM." (In English)

D2's speech act directly agreed with the opinion expressed by the student, and D1 forbade the student from limiting it to anything other than the UM environment. Then, D2 told the student to access the internet.

- D2 : *Kalau satu untuk apa daftar tabel?. Daftar tu kalau banyak.* (In Bahasa)  
(If there is only one, why include a table of contents? If there are many, that is the list.) (In English)

- M : *Daftarnya setelah daftar isi ya, Bu?* (In Bahasa)  
(The list is after the table of contents, right?) (In English)
- D4 : *Ya, setelah daftar isi. Saudara buat daftar lampiran. Pada.. mulai dari halaman 14. Ini banyak sekali saya lihat, memang tidak menyalahi sebenarnya ya? Banyak kutipan dari kutipan. Ini buku aslinya tidak ditemukan ya? Dari apa dari kutipan.* (In Bahasa)  
(Yes, after the table of contents. Could you please create a list of appendices? On... starting from page 14. I have seen this a lot; isn't it wrong? There are many quotes from quotes. The original book cannot be found, right? Which quotes are you referring to?) (In English)

In the conversation transcript I mentioned above, D2's turn to speak stated that if there is only one table in the student's thesis, there is no need to list all the tables. Then, the student asked D4 a question in his turn, saying "*Daftarnya setelah daftar isi ya, Bu?*" ("The list is after the table of contents, right, ma'am?"). The student's speech act is interrogative. This speech act directly asks for the location of the table of tables. Indirectly, this student's speech act asks for D4's approval to place the table of tables after the table of contents. Then this student's speech is answered by D4. D4's speech act is a direct speech act that aims to agree with the student's speech act. Then D4 tells the student to make a list of appendices.

### ***Suggest***

- D4 : *E... setelah daftar isi, saya sarankan ya kalau mau, membuat lampirannya, juga kita kasih nomor halamannya. Ini lampiran tidak dituliskan nomor halamannya.* (In Bahasa)  
(E... after the table of contents, I suggest you create an appendix and number the pages. This appendix does not have a page number.) (In English)
- M : *Tidak, Bu!* (In Bahasa)  
(No, ma'am!) (In English)
- D4 : *Tidak dinomori. Cuma nanti kalau lampirannya banyak, Saudara buat daftar lampiran, lampiran satu.* (In Bahasa)  
(It is not numbered. However, if there are many appendices, you can create a list of them, such as Appendix 1.) (In English)

In the conversation transcript above, D4's turn of speech uses a direct act to advise students. D4 uses the word 'suggestion' to provide input. The D4 utterance demonstrates this behavior. D4 suggests making an appendix after the table of contents. Then, in the same turn of speech, D4 also indirectly offers to students by using the utterance "I suggest you create an appendix and number the pages."

D4's utterance, besides offering, also invites and orders students to number their appendices. Next, D4 states that appendices are not numbered in the student's thesis. The student answers D4's utterance that they are not numbered. In D4's turn of speech, D4 indirectly suggests making a list of attachments, such as attachment list one.

### **Conclusion and Suggestions**

First, there are differences in the use of speech acts by examiners and students in thesis examinations. Examiners use direct speech acts in thesis examinations to open the examination, convey information, inform students, invite participation, prohibit specific

actions, order tasks, boast about achievements, scold when necessary, present opportunities for discussion, explain concepts, express gratitude, apologize if needed, greet students warmly, joke to lighten the atmosphere, and show familiarity with the candidates. Examiners, conversely, employ indirect speech acts to directly prohibit, invite, urge, remind, boast, refute, clarify, consider, pressure, liken, replace, scold, and show closeness.

Students' speech acts when dealing with examiners during their thesis examinations are explained below. Students used direct speech acts to answer questions, inform, explain, refute, demonstrate, affirm, request, express gratitude, express expectations, and greet. Indirect speech acts were used to clarify, order, agree, and express disagreement.

### Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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