



SUGGESTION ACTS PERFORMED BY ENGLISH INSTRUCTORS OF CONVERSATION CLASS IN LANGUAGE CENTRE OF ANDALAS UNIVERSITY

TINDAK TUTUR SARAN INSTRUKTUR BAHASA INGGRIS KELAS PERCAKAPAN DI PUSAT BAHASA UNIVERSITAS ANDALAS

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Abstract

This study aimed to analyze analyzes suggestion acts that were spoken by English instructors in conversation classes at the Andalas University Language Center. The purposes purposes of this study are are to identify and explain explain the types of speech acts, taxonomies, modifications, and reasons of the instructor expressing the speech. This study is descriptive study which data are taken from two conversation class instructors in language centre of Andalas University This study is descriptive study which data are taken from two conversation class instructors in language centre of Andalas University. The data are in the form of transcriptions, research notes, and interviews. The data are in the form of transcription, research notes, and interviews. The data are in the form of The data are in the form of transcription, research notes,, and interviews. The instruments used are observation sheets, audio recordings,, and interview guidelines. The findings indicate indicate that the two instructors expressed different suggestions at each meeting. The highest intensity of appearance of suggestion acts is is seen in the first meeting of the first instructor and the third meeting of the second instructor. Furthermore, the two instructors also express express the same type of taxonomy/suggestion acts as conventionalized forms. Then, a similar fact is is found from the modified aspect, namely subjectivizer. The reasons reason why the instructor expresses suggestions are are influenced by social distance, power,, and imposition. Based on these findings, it is is implied that the suggestion actions action taken by the instructors instructors are are influenced by the culture of the community and the class context.

Keywords: Keywords: suggestion acts, social distance, power, imposition

Abstrak

Penelitian ini bertujuan untuk menganalisis *suggestion acts* yang dituturkan oleh instruktur Bahasa Inggris pada kelas percakapan di Pusat Bahasa Universitas Andalas. Tujuan penelitian ini adalah untuk mengidentifikasi dan menjelaskan jenis tindak tutur, taksonomi, modifikasi, dan alasan dari instruktur mengekspresikan tuturan tuturan tersebut. Penelitian deskriptif mengambil data dari dua orang instruktur yang menjadi subjek penelitian. Data dari penelitian ini antara lain transkripsi, catatan penelitian,, dan wawancara. Instrument yang

digunakan yaitu lembar observasi, rekaman audio, dan pedoman wawancara. Temuan menunjukkan bahwa kedua instruktur mengekspresikan tutur saran yang berbeda di setiap pertemuan. Intensitas tertinggi kemunculan *suggestion acts* terlihat pada pertemuan pertama di instruktur pertama dan pertemuan ketiga di instruktur kedua. Selanjutnya, kedua instruktur juga mengekspresikan jenis taksonomi/strategy *suggestion acts* yang sama yaitu *conventionalized forms*. Kemudian, fakta serupa juga ditemukan dari aspek modifikasi yaitu *subjectivizer*. Alasan mengapa instruktur mengekspresikan tindakan saran dipengaruhi oleh *social distance*, *power*, dan *imposition*. Berdasarkan temuan tersebut, tersirat bahwa tindakan saran yang dilakukan oleh instruktur dipengaruhi oleh budaya masyarakat dan konteks kelas.

Kata kunci: *suggestion acts*, *social distance*, *power*, *imposition*

A. INTRODUCTION

EFL teachers/ instructors acknowledge that English learning and teaching process is a combination of learning the four skills; listening, reading, speaking, writing and language components such as grammatical, sociolinguistic, pragmatic and strategic competence are also parts of English learning and teaching process. . Thus, it can be inferred that both skills and language components cannot stand separately. These elements are intertwined each other to create language proficiency. Focusing on pragmatic competence, this competence also includes speech act. There are three scopes of speech act; locutionary act, illocutionary act, and perlocutionary act. These speech acts represent particular functions which are developed in some basic kinds of actions like assertive, directives, commissives, expressive, and declarations. These actions of speech acts cover any expressions in speaking like suggesting, apologizing, complaining, complimenting, requesting and many others.

There are several experts' definitions of Pragmatics. Griffith (2006) says that Pragmatics is concerned with the use of language in meaningful communication. Before Griffith (2006), Crane in Rose & Kasper (2003:2) defines Pragmatics as a study of ways in which context contributes to meaning. Moreover, Levinson in his book, *Pragmatics*, explains that Pragmatics is a knowledge that correspond relationship between language and concept. It is used as a language base. Thus, it can be perceived that Griffith (2006), Crane and Levinson defines pragmatics as a study that analyzes analyzes how people are expected to comprehend the context as a foundation of using language in their life.

Moreover, context plays a significant role in pragmatics because it determines the interpretation of the utterances delivered by the speakers. Context can be divided into two kinds, i.e. context of situation and cultural context. According to Cutting (2002: 3), context of situation refers the context surrounds the speakers to which they can see it. It is the immediate physical co presence, the situation where the interaction is taking place at the moment of speaking. In addition, Hymes as cited in Wardhaugh(2006: 247) emphasizes the importance of an ethnographic view of communicative events within communities. He explicates that context of situation will limit the range of possible of interpretation, and on the other hand, support the intended interpretation. He, then, developed the SPEAKING model that is relevant to the identification of speech event and speech acts like (S) Setting and Scene, (P) Participants, (E) Ends, Act Sequence, (K) Key, Instrumentalities, (N) Norms of Interaction and Interpretation, and (G) Genre.

Next, reviewing the theory about speech act, according to Austin, J. L. (1962), speech act is indicated as “the uttering of the sentence is, or is a part of, the doing of an action”, and he provides the concept of speech as an act. In other words, speech act is a part of doing an action which is not normally as just saying something. When someone is speaking, he distinguished the acts that performed into three: locutionary act, illocutionary act, and perlocutionary act. Locutionary act is the act of actually uttering that makes sense in a

language with correct grammar and pronunciation. It is equivalence to utter a certain sentence with a certain sentence meaning. Illocutionary act is intended action by the speaker. Utterances which have a certain force and perlocutionary act is an effect that an utterance has thought, feeling or attitudes of a listener.

Furthermore, Searle elaborated and refined Austin's concept of illocutionary acts and illocutionary force. He developed the new Speech Act Theory.

Based on Searle's classifications, suggestion is one of the directive speech acts that express attempts of the speaker to get the hearer to do something. A suggestion is a directive speech act that can be expressed directly or indirectly. The speech act of suggestion will be discussed in the next session.

Next, focusing on suggestion, this act belongs to directive speech act in which the purpose of the speaker is to get the hearer to commit him or herself to some future course of action. This assumption is made on the grounds that a piece of advice is in the interest of the hearer. However, in this study, the writer will only deal with *non-inclusive* suggestions, since the adopted perspective is that the hearer's action will only benefit him or herself. Furthermore, taxonomy of suggestion linguistic realization strategies by Martinez-Flor (2005) is divided into three main types: direct, conventionalized and indirect forms. The taxonomy can be seen on (Appendix I) Apart from the selection of a particular suggestion strategy, speakers can further decrease or increase the force of their suggestions by using either external or internal modifiers (see Appendix 1). The external and internal modifiers which are used in this research is the modifiers proposed by Trosborg in Flor and Juan (2010:28) which states that external modifiers are supporting statements that are used by speakers to persuade the hearer to carry out the desired act, while internal modifiers are lexical and syntactic devices that are employed by the speakers to modulate their act utterances.

As pragmatic competence is importance in English teaching processs, the semi-structured interview was given to students and instructors. For the instructors, the questions were varied from asking the emergence of pragmatic competence when teaching students several expressions of speech act and questioning about the type of test for evaluating the students' competence. For the first question, most of instructors informed that students were taught several expressions in speech act like apologizing, complaining, complimenting, suggesting and requesting. Among those speech acts, suggesting or suggestion were often taught to students because students were having discussion in every class meeting. Additionally, several topics in the syllabus also direct the students to use suggestion in performing group or pair role-play. Unfortunately, the instructors acknowledged and assumed that the qualities of suggestion produced by students are still low in their pragmatic competence. They said that most of students' ability in expressing suggestion was still limited only in producing and receiving a simple locution based on the grammatical form and meaning. Generally, the students often expressed suggestion like "I suggest you...", and "You should..." Therefore, it is important to conduct analysis toward the students' pragmatic competence to see the precise level of students' pragmatic competence in producing suggestion acts.

The second question, about the type of test used to evaluate students' competence, is also proposed to the instructors. They said that students have followed pre-test before the teaching and learning process. However, one instructor informed that the post-test at the end of the meeting was not conducted in form of oral assessment like role play and interview. In fact, this class is a conversation class. The test is in form of written assessment like gap-filling and essay which only evaluate the students' mastery in grammatical competence. Thus, this situation has directed the answer to a supposition that the assessment has not been effectively implemented yet.

Besides interviewing English instructors, a series of questions was also proposed to students who take the conversation class. The questions were what types of locution/expression that instructors often used in the classroom and examples of each locution/expression that instructors usually express. Based on the interview, it is found that 4 locutions are discovered mostly used by instructors. They are commanding, requesting, suggesting, and questioning. From the second question, it was found that suggesting, complimenting, and requesting were three acts that were intensively performed during the learning process. However, they assumed that the variations of suggestion acts performed by instructors were not varied. They informed that the instructors only expressed repeated suggestion like “You should...”, “You can...”, and “I suggest you....”

Referring to the explanation, there are problems identified in this research like in students’ pragmatic competence when producing speech act of suggestion, the type of test given to measure students’ competence, the analysis on instructors’ speech act performance. Hence, the related research which can be issued are analyzing pragmatic competence of students’ speech act production, evaluating the assessment of students’ performance and conducting pragmatic analysis on suggestion acts produced by instructors.

Based on the interview result above, the limitation of problem is pointed only in analysis of suggestion act performed by instructor of conversation class in Language Centre of Andalas University. The analysis will figure out how instructors performed the suggestion acts during the teaching and learning process. Thus, the instructors in this class are going to perform speech act of suggestion which is viewed especially when they are having discussion, having intensive daily communication and having interaction with students.

There are several related studies dealing with this research. First is Chun (2008) studied about cultural differences between Korean speakers and English speakers in their perception of the politeness of the speech act of offering advice. The subjects of this research were 20 English native speakers (ENSs) and 20 Korean native speakers (KNSs). He found that Korean speakers chose substantially more bald-on-record form of advice than did English speakers. Second is the research conducted by Davoodifard (2010) that investigated unsolicited advices offered by 46 Iranian Persian-speaking learners of English and 21 Australian English speakers. Iranian Persian speakers seemed to have high respect and a strong sense of obligation towards advice giving. They could show friendliness and want the good for others through advice giving.

Thus, the following research questions are developed from general problems above: the variations of suggestion acts performed by instructors in each meeting on conversation class at Language Centre of Andalas University?; how the instructors of conversation class at Language Centre of Andalas University perform the suggestion strategies like direct, conventionalized forms, and indirect strategies; the extent of internal and external modifiers in suggestion acts performed by instructors of conversation class at Language Centre of Andalas University; why instructors perform the suggestion acts during the teaching and learning process on conversation class at Language Center of Andalas University.

B. RESEARCH METHOD

The study was conducted in the mixed methods approach since its purpose is to capture the best of quantitative and qualitative approaches. Clearly, Cresswell, John W. (2003:22) states that mixed methods approach generalize the advantages of collecting both closed-ended quantitative data and open-ended qualitative data prove to best understand a research problem. Second reason to choose this type of research design was based on the construing of the research questions. Based on the research questions, this research was designed to answer questions types of suggestion acts performed by instructors. By

answering the questions, it can be perceived that it was amenable this type of research design because the later findings revealed the extent to which the current status of the study.

To gather the preliminary data, an observation toward the quality of students' and instructors' performance of locutionary acts has been conducted to conversation class in Language Centre of Andalas University. Hence, the semi-structured interview has been given to English instructors and students to collect the preliminary data. The interview was conducted in conversation class at Language Centre of Andalas University, on September 09th 2016 for instructors and September 12th 2016 for students. The samples of the interview were 4 instructors who generally assigned to teach conversation class in every semester.

Hence, the subject of this research was two English instructors who assigned to teach one conversation class in Term 3 intermediate level at Language Centre of Andalas University. The data of this research were the transcription of suggestion acts performed by English Instructors of Language Centre of Andalas University which recorded from September 22nd 2016 – November 1st 2016. Beside transcription, other sources of data were researcher's note of conversation, and interview with the English Instructors of conversation class in Language Centre of Andalas University.

After the data were collected by doing observation, audio recording and questionnaire, the data were analyzed. The steps to do the analysis were explained as follow: the researcher listened to the audio recording and interviewed to count the instructors' utterances in order to know the frequency and quantity of suggestion acts. The transcription of instructors' suggestion acts and interview were coded based on context, types, and modifiers.

Next, the data were analyzed to identify whether or not the utterances are suggestion by seeing the context of situation when the interaction happened. The elements which were identified were Setting and Scene (S), Participants (P), Ends (E), Act Sequence, Key (K), Instrumentalities, Norms of Interaction and Interpretation (N) and Genre.

Then, the data were reduced and analyzed based on modified taxonomy of the suggestion strategies by Martinez-Flor (2005). Moreover, the modifiers aspect of internal and external modifications on suggestion strategies were analyzed based on the elements of the internal and external modification modifications of the suggestion downgraders that serve as mitigators.

Next, the frequency of the suggestion acts – types and modifiers - in each meeting were identified based on the previous data finding. The frequency was presented into table and analyzed based on scale which varied from frequency rarely (0%-25%), sometimes (26%-50%), frequently (51-75%), and always (76%-100%)

The reasons to perform particular suggestion acts to support the data finding were obtained from the interview given to instructors. The transcription of suggestion acts and interview were interpreted the result of instructors' interview about why instructors performed the speech act of suggestions. The researcher identified the data by interpreting the politeness strategies on the impact of three element; social distance, power and imposition.

The issue of inter-coder reliability during the coding of strategies should be addressed. Finally, to avoid such subjectivity, conformability was to applied in this study. To check on the conformability, triangulation technique was used. This is going to be done by doing consultation with two English lecturers.

C. FINDING

Based on the data description, the percentage of suggestion acts performed in every meeting of first instructor performance is set up in the diagram below.

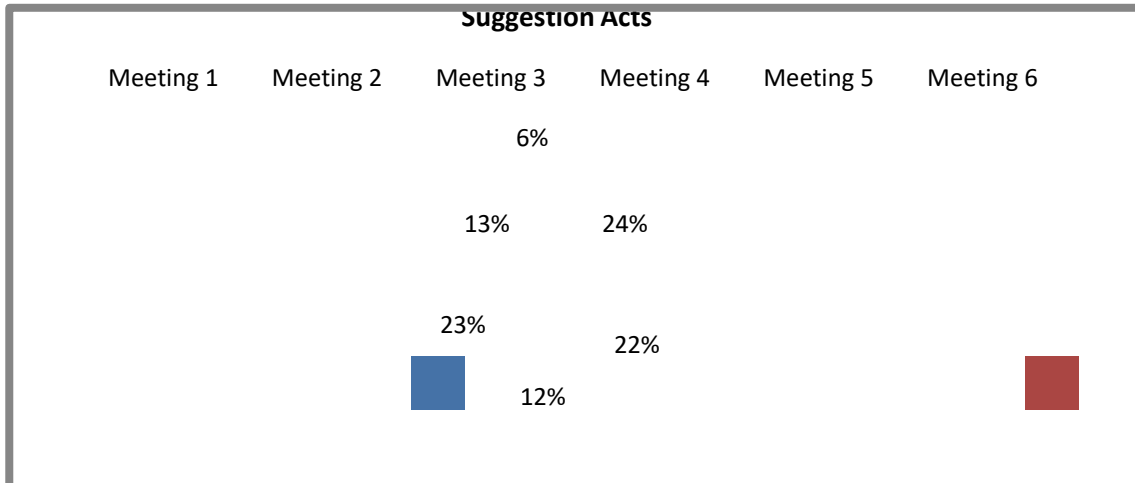


Diagram 1. Total Percentage of Suggestion Acts Quantity of First Instructor

From the diagram above, it can be perceived that the biggest number of suggestion acts is found in meeting 1, 30 utterances with percentage 24% from total utterances. However, the smallest number of suggestions acts is discovered in meeting 6 with percentage only 6%. This means that the intensity of suggestion acts in every meeting is different. From the diagram above, it can be perceived that the intensity of suggestion acts performed in each meeting was not the same. The discrepancies of suggestion acts performed in each meeting were varied from 2 – 11. The biggest number of suggestion acts is found in meeting 1, 30 utterances with percentage 24% from total utterances. However, the smallest number of suggestions acts is discovered in meeting 6 with percentage only 6%. This means that the intensity of suggestion acts in every meeting is different.

Next, the total variation of suggestion acts in all meetings is 31 expressions; this also reflects that the number of variation also fluctuates. It can be seen from the following graphic.

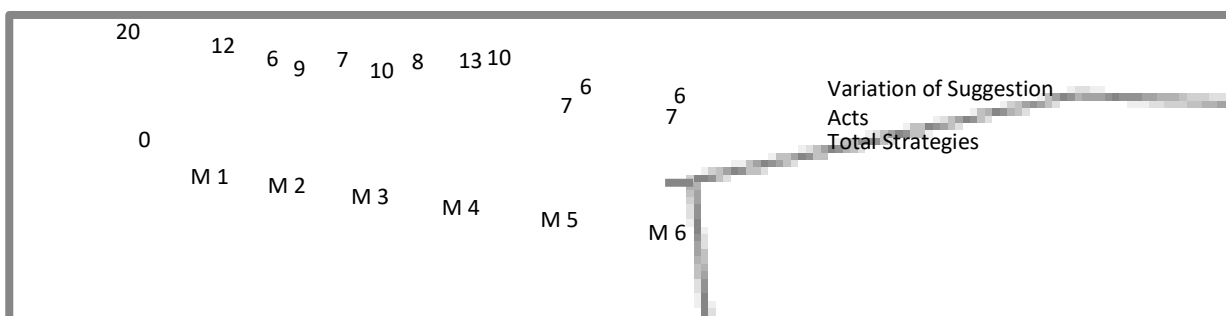


Diagram 2. Total Percentage of Suggestion Acts Variation of First Instructor

From graphic 1 above, it can be perceived that both the highest number of variation and strategies is discovered in meeting 4, followed by meeting 3, 2, 1, 5 and 6. Thus, it can be assumed from the analysis of first instructor performance that the sequence of highest to lowest total suggestions variations is similar to the order of suggestion strategies performed.

For the second instructor, the intensity of suggestion acts performed by second instructor in each meeting is also analyzed and identified dissimilar too in every meeting. Then, it was also discovered that the quantity of expressions discovered in every meeting is

not as many as what identified from the first instructor. To display the data analysis of suggestion acts performed by instructor, the percentage of expressions existed is formed in the following diagram.

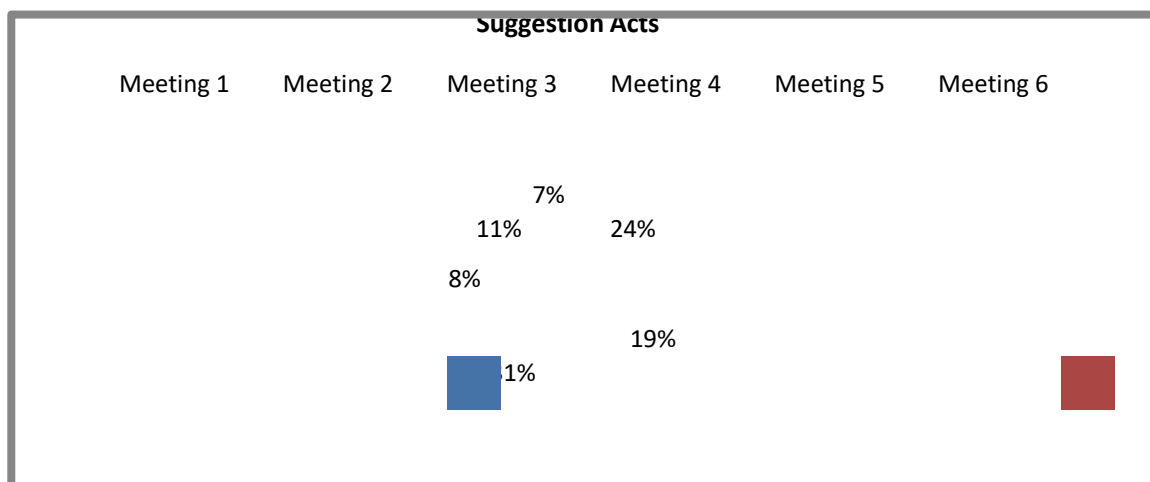


Diagram 3. Total Percentage of Suggestion Acts Quantity of Second Instructor

From diagram 3, it can be summarized that the highest quantity of suggestion acts is discovered in meeting 3, 22 utterances with percentage 31% from total utterances followed by meeting 1, 2, 4, and 5. The smallest number of suggestions acts is discovered in meeting 6, where the total number of utterances is 5 utterances with percentage only 7%.

From diagram 4, it is clearly displayed that the highest variation of suggestion acts are discovered in meeting 3 while the least variation found in meeting 4 continued by meeting 2, 1, 5 and 6 on the second, third, fourth and fifth placed. Next, the highest number of strategies is also discovered in meeting 3, then meeting 2, 5, 6, 1 and 4 on the second, third, fourth, fifth and sixth place.

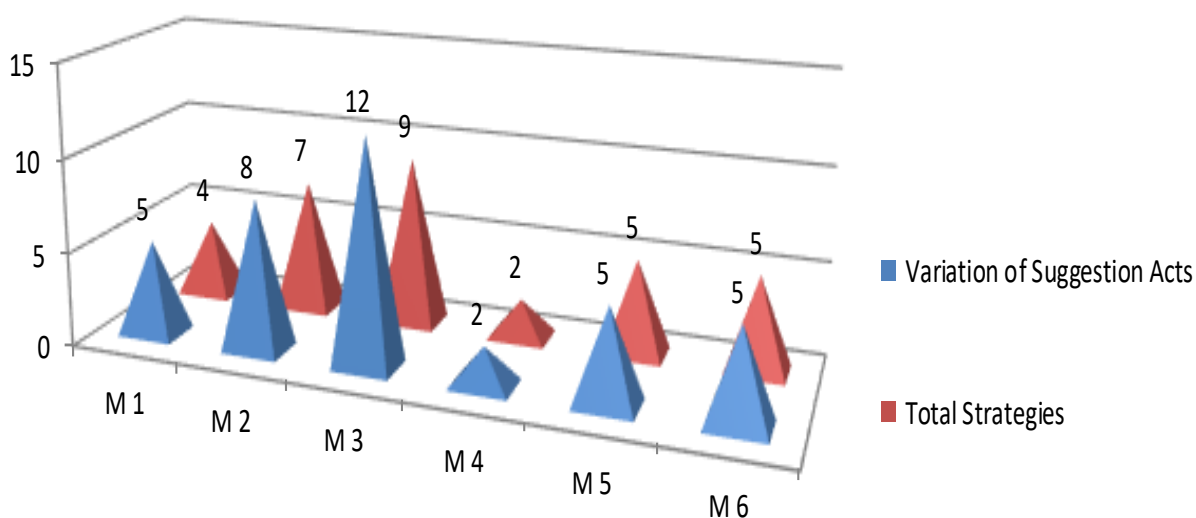
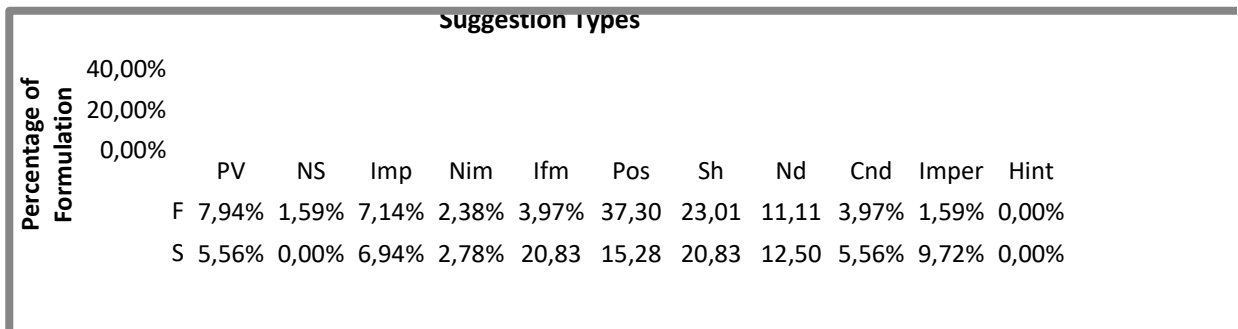


Diagram 4. Total Percentage of Suggestion Acts Variation of Second Instructor

This shows that the sequence of variation second instructor performance of suggestion acts is not similar to the order of total strategies performed.

Moreover, the finding on the analysis of suggestion types/strategies/taxonomy was also performed. It is found that conventionalized forms are existed on the range 51% - 75%

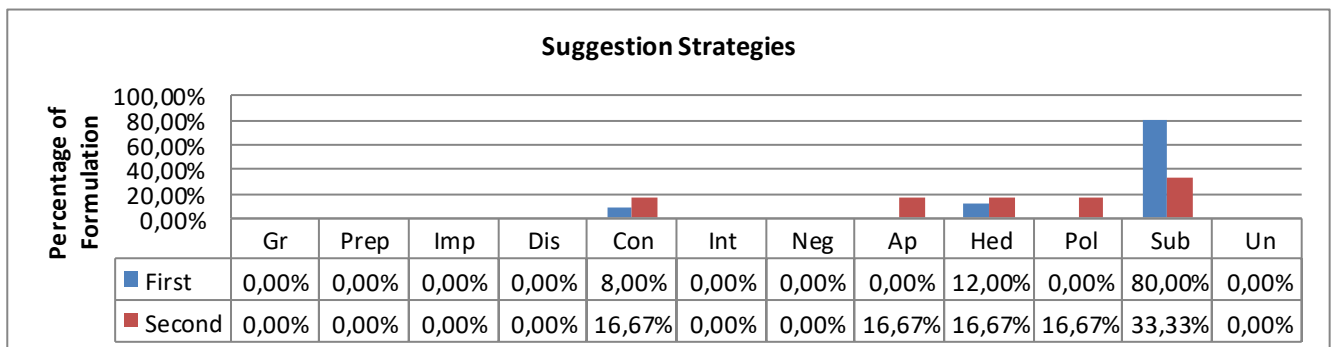
which is interpreted as the most frequent suggestion strategies to be performed by two instructors with dissimilarities conventionalized forms performed by first instructor is 0.04% greater than second instructor. The example of conventionalized forms perform by instructors are *You can.....*, *You may.....*, *You should,.....* and *Why don't you*. Moreover, to put the analysis in details, previous data analysis is transformed into the following graphic in order to show the clear finding of instructors' production of suggestion strategies. The finding is displayed on the graphic 1 below:



Graphic 1. The frequency of suggestion types of each instructor

As mentioned in Graphic 2, it can be explored that noun of suggestion is not used by the second instructors and 1.59% used first instructor. This means that this strategy is rarely used by instructors as the number existed on range 0% - 25%. Beside this finding, it also can be identified that suggestion formulation “probability/possibility” and “interrogative form” then “should” become the two most frequently utterances expressed by the two instructors, in which “probability/possibility expression” by first instructor (37.30%) and “interrogative form” (20.83%) then “should” (20.83%) by the second one.

Moreover, it can be perceived that several types of strategies are similarly produced by both of instructors. It can be seen from the percentage of instructors' production about the strategy on the following graphic.



Graphic 2. The modification strategies between instructors

From Graphic 2 above, the modification type “subjectivizer” take the highest production of strategies performed not only by first instructor but also second instructor. Dealing with the similarities and differences of suggestion acts performed by instructor, an interesting finding also discovered from the distribution of mitigation devices on the meeting. From the data analysis, it is found that first instructor used “subjectivizer” almost in all the meetings like expression *Maybe...* and *I think...* while the second unstructor only performed subjectivizer in meeting 1 and 3 through expressing “*Maybe...*”. Thus, it can be identified that the variation

of suggestion acts performed also affects the number of mitigation devices produced by both instructors.

Then, first instructor also acknowledged that after giving the suggestion, generally students would respond by nodding their head without hesitation and sputtering. Then, second instructor also informed that somehow she would set up a suggestion which viewed loudness in order to anticipate boredom while learning. This showed that instructors have power to control or ask the students to take an action toward what they were suggesting them to do. It is also discovered that mostly the suggestion given is on the benefits of the participants that set up to improve their English capability.

D. DISCUSSION

With regard to the previous findings, first finding deals with total utterances of suggestion acts performed by instructors. It was discovered that the number of utterances in meeting 1 to 6 of both instructors is not the same. This possibly caused by the effect of topic or material taught in the classroom which may vary the number of suggestions given by both first and second instructor. It is discovered from the observation that when the material/topic majorly discussed about learning speech act like learning expression of accepting and declining invitation or learning the expression of likes and dislikes then the task is asking the students to practice role play and perform their speaking skill, it possibly increases the number of suggestion act expressed. However, if the topic majorly discussed about the students' opinion of particular issues and minimum portion of learning speaking expression like when instructors only review the previous material learned at the previous meeting, the number of suggestion acts performed is also low. This is similar to what explained by Searle in Flor and Huan (2005:10) that suggestions might be performed when the speaker wants to get the hearer to commit him or herself to some future course of action. Thus, more suggestion acts perform by instructors generally happened if the instructors expect the participants (hearer) to do some future course of action where in this case is probably to revise their mistake or to improve practice when performing such kind expression about the topic/material that was performed by the participants at the meeting.

Next finding deals with the number of utterances perform in all meetings for either first or second instructor. It is found that the highest utterance perform were pursued by the first instructor. This might be happened as after analyzing the transcript, it can be seen that the more suggestion acts performed by instructors means the more expectation of the speaker to get the hearer do some future actions that may benefit the hearer (Searle in Flor and Huan 2005:10). Generally, the first and second instructor expressed the suggestion acts in a purpose to improve the students' proficiency of learning English. Therefore, when one instructor performs more suggestion acts to the participants, it means that they are asking the participants to do more practice in the classroom which is named as "student-centered learning process". Mostly, the instructor asked the students to practice more than hearing the lecturing more. This concludes the previous finding about why the first instructors perform more suggestion acts than the second instructor that from the data transcript, it is seen that the first instructor asked the students to do more practice than the second instructor. Thus, it affects the number of suggestion acts performed by the first instructor compared to the second instructor.

Beside the previous discussion, a finding in the number of variation of suggestion acts performed and the strategies discovered also create an interesting discussion. From the finding, it is seen that for first instructor, the sequence number of total suggestion acts variation is similar to the order of number in suggestion strategies performed. While, a different finding is identified from the second instructor where the sequence number of suggestion acts variation is not similar with the order of number in suggestion strategies

performed. This might be caused by the context that played an important role in the constructing of the suggestion acts.

It is also found that various context in each meeting may probably contribute to the similarities of variation in suggestion acts and suggestion strategies. Unfortunately, when there is only less context discovered in one particular meeting, it may affect the number of variation in suggestion acts and strategies discovered like less suggestion acts strategy but more in variation. Therefore, to the case of first instructor, his performance cover many context in one meeting that trigger this instructor to variant the strategies and the suggestion acts because the suggestion is used to encourage participants to do more practice. However, when the context is limited only on the condition where the participants should focus to listen to the explanation given by instructor. It may raise a difference in the sequence of total of suggestion variations produced and the order of suggestion strategies performed like what discovered in the performance of second instructor.

The next discussion started from the similarities which were discovered from the most frequently suggestion strategies expressed by the two instructors where “conventionalized form” becomes the strategy that mostly performed by both instructors. This may be caused by reason that the interaction between instructors and students has almost reached the high-context situation where implicit strategies are often used than explicit ones. It hasn’t been in high context situation because the existence of indirect suggestion was still rarely discovered from the finding and analysis. This is similar to what it is explained by Flor and Juan (2010: 260) where conventionalized forms includes any utterances that is less direct and not too indirects but more to allow the hearers to understand the speaker’s intentions behind the suggestion. It reflects how the suggestion produce in between direct and indirect so it’s still includes suggestive force but set to encourage the hearer to train themselves to use utterances that close to high context situation.

Then, it also can be discussed that mostly the suggestion acts produced by both instructors are in the level of negative politeness. The aspect of negative politeness can be seen from the finding of suggestion types and modification strategies which emphasize avoidance of imposition on the hearer and preventing the negative face of the listener although the power of speaker is higher than the listener. The elements can be seen from four aspects like less direct, use hedges or questions, rather pessimistic when performing the acts. This discussion is also supported by what it is explained by Searle in Ogiermann (2009:9) where generally speaker who used conventionalized forms in constructing suggestion center the intention to share meaning that can produce understanding in the hearer. Precisely, the aspect of negative politeness in the interaction is seen from the way instructors express the suggestion where instructors do not obligate the students to react for the suggestion given. This might be caused by the discovery of the finding where the majority of suggestion strategy expressed by the instructors are “conventionalized forms” which seen less direct. Another reason why instructors express the negative politeness aspect is identified from the involvement of hedge, appealer, and politeness marker in the production.

Moreover, it can be inferred that the less frequently suggestion strategy performed by instructors are indirect types. It was supported by the findings that none of instructors performed the indirect mitigation strategies like “hints” and less number of “imperative” strategies was expressed. The possible cause is because the English capability of students is on the low to intermediate level which means that most of the students still in the level of learning language not comprehending language. This condition is generally happened because the problem in pragmatic transfer that arisen when learners studying the language. This is in line with what explained by Kasper in Babaie & Mohren, 2015:138 about pragmatic transfer which means that to achieve understanding suggestion offered by instructors, the low proficient learners may employ more familiar and easy forms of

comprehending suggestion, which they have experienced in their native language. As a result, it raises the consideration of instructors that students may be slowly to react and understand the suggestion given.

The fact to support the case of problem in pragmatic transfer is that from the findings the strategy “you should” is viewed almost equally expressed by both first and second instructors. This means that both first and second instructor have similar perception in delivering suggestion to students on the reason that this suggestion is easily to understand and the word “should” is closely familiar to students. However, it can also be summarized that the distribution of suggestion strategies performed by instructors are really unequal. The total number of each strategy is so difference.

Next, from the findings that the discrepancy of “conventionalized form” with “Direct types” is around “51.52%” while with “Indirect Types” is “62.64%”. This means that instructors control the face of directness to students. This might also be caused by the influence of community culture where native speaker is more direct than non-native speaker in performing English. This is supported by what Nelson, Carson, Al Batal, and El Bakary in Allami and Naeimi (2010:387) which acknowledged that native speaker tends to use more direct and explicit strategies in their communication but non-native speaker tends to use more implicit communication style. Thus, the value of Indonesia culture which viewed as mostly indirect may be one of the causes of this high discrepancy.

In terms of suggestion strategy, results of this study seem to reinforce the notion stated by Brown and Levinson in Martinez (2005:224) that people cooperate in maintaining face in interactions. Suggestions might be considered as face threatening. Thus, both first and second instructors employed different types of mitigating patterns when making a suggestion. As reported in the previous studies, for example, “probability/possibility expression” by first instructor and “interrogative form” by second one were the most frequently used mitigating device. This strategy is an indirect suggestion strategy used by non-native English speaker compared to more direct strategies used by native speakers of English.

Furthermore, the frequency of mitigation devices used in making a suggestion, however, shows that the respondents tend to redress the face threat of the interlocutor and keep the speaker’s own face by avoiding stating a direct strategy. This is similar to what Flor and Juan (2010:28) acknowledge about the function of mitigation devices which are used to decrease or increase the force of their suggestions. The results show that although both instructors tend to use direct strategies by using performative verb, imperative and negative imperative which is a part of face-threatening act, but they tried to redress the face-threatening act of suggestion by using modification devices which is able to justify the reason of using direct strategies (i.e. imperative and negative impetrative).

Moreover, the aspect of subjectivizer becomes the highest modification strategies used by both instructors. Particularly, the reason is because the use of modification strategies like “I think” was used as a strategy to avoid jumping and directness of performing a suggestion and as a result to threat the speakers’ face. This is also similar with what Flor and Juan (2010:28) defined the aspect of subjectivizer where subjectivizer is explicitly expressed by speakers to show their subjective opinion to the state of affairs in refer to proposition. Thus, It can also mean that subjectivizer is used to display the importance of face in a classroom interaction of high education level. This fact is reflected in the analyses of the interview responses. The instructors admit that their attempt is to offer subjectivizer based on the severity of act in dealing students’ English ability or attitude without causing offense or making the students feel down. Hence, it can be summarized that subjectivizer was offered on the basis of some redressing strategies.

Thus, as already mentioned above, an overall scrutiny of the analysis on why instructors perform the suggestion acts are centered on three factors, namely social distance, power, and imposition. The discussion can be seen as follow

First discussion about reason of instructors performing the suggestion acts is seen from the aspect of social distance. In line with Ishihara (2011:11), social distance deals with how close or familiar the listener and speaker shared solidarity in the group. Therefore, this means the aspect of social distance between instructor and students is rather familiar where the speaker and hearer know each other but there is affiliation between them where they only shared solidarity because of particular goal or interest; creating an interaction in classroom context. As a result, it affects the production of suggestion produced in which the intensity of direct suggestion is not frequently expressed by the instructor to students and the type of suggestion acts produced were equal for all students.

Next discussion on analysis of reason why instructor performs the suggestion acts is seen from the “power” aspect in communication. From the the theory, power deals with the relative difference between listener and speaker which seen from rank, and professional status (Martinez, 2005:223). This aspect was seen from the status of participants in this study, both speaker and listener. It was observed that both instructors informed that another reason of why they expressed various kinds of suggestion were to persuade students to undertake the suggestions. The evidences which can be noticed from the finding that students’ response during interaction are they were nodding their head, revised the mistake and did the suggestion without hesitation and sputtering, like when instructors suggested the students to practice speaking English at home by using recording, the students accepted the work and showed the instructors their results.

Besides analyzing the social distance and power aspects of interaction between first and second instructor with students, an analysis of imposition on reason of why instructor perform the suggestion acts is also important. This links with Martinez (2005:226) which explained that an analysis of imposition in suggestion is beneficial to identify how strong and weak the speaker impose the listener when having interaction in particular situation. Based on the interview, it was identified that instructor didn’t enforce too much the students to do the suggestion given simultaneously. In other words, the severity of act given to students was not too obliged. It surely includes process to understand not simply imposing the students as a listener to interact after suggestion given. As a result, on the interview, the instructors informed that they seemed control the level of reinforcement in arranging suggestion acts like using hedge and rather indirect.

Besides discovering an interesting finding throughout this research, the present study has few limitations. Firstly, the study focuses solely on the analysis of suggestion acts produced by instructors in conversation class. Second limitation was also discovered from time limitation while collecting the data. As this course only has 14 meetings, therefore, it is needed fast move to collect the data because the second course will be opened 6 months later after this term. As a result, the period to collect the data is short. Lastly, this study should have involved more participants/instructors and classes to get reliable data.

E. CONCLUSION AND SUGGESTION

There are several conclusions can be obtained in this following research not only for researcher but also any practitioner and researcher in this field. First, there are several suggestion acts performed by instructors which identified after analyzing the context. Generally, number of suggestion acts, variation of suggestion acts and types of strategies produced by both of instructors are different in every meeting.

Second, it is also concluded that both instructors tend to use more suggestion strategies in “conventionalized forms” expression while performing the suggestions. Third, the result of the study also shows that the involvement of lexical downgrader majority affects the instructors to offer the suggestions accompanied by some redressing strategies and “subjectivizer” is the most frequently modification strategies used by both instructors

Fourth, it can be concluded that the reason of performing the suggestion acts do not interfere by age, gender, and level of intimacy. The reason why instructors performed the suggestion acts are generally to remind the students attitude in classroom and to develop students’ English speaking capability.

The suggestions given on this research are proposed to the following parties as follows. First is for English instructors. Instructors should try to put more variances in expressing the suggestion not just focusing on one particular expression. Therefore, students may adopt some new suggestion strategies in the high-context language proficiency especially focusing on indirect strategies. Second, various teachers’ training should be functionalized to overcome the issues of classroom discourse which increasing learners’ pragmatic awareness in the classroom.

Next is for other researchers. It is suggested that a research in pragmatics that deals with analyzing the suggestion acts produced by male and female instructors or speakers. Moreover, more comprehensive study of the use of suggestion should be expand on the research about analyzing pragmatic competence of EFL speaker or learner in the suggestion act like analyzing the variety of linguistic formulations on Indonesian EFL learners’ production of suggestion acts. One similar research can be conducted based on the gender variable, which compares the production male and female EFL speakers or learners in giving suggestion.

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APPENDIX I. TAXONOMY OF SUGGESTION LINGUISTIC REALIZATION STRATEGIES (FLOR AND HUAN, 2010: 259)

Type	Strategy	Examples
Direct	Performative Verb	I suggest that you ... I advise you to... I recommend that you ...
	Noun of Suggestions	My suggestion would be...
	Imperative	Try using ...
	Negative Imperative	Don't try to...
Conventionalized Forms	Specific Formulae (Interrogative Form)	Why don't you...? How about ...? What about...? Have you thought about ...?
	Possibility/Probability	You can ... You could ... You may ... You might ...
	Should	You should ...
	Need	You need to ...
	Conditional	If I were you, I would ...
Indirect	Impersonal	One thing (that you can do) would be ... Here's one possibility ... There are a number of options that you ... It would be helpful if you ... It might be better to ... A good idea would be ... It would be nice if ...
	Hints	I've heard that ...

APPENDIX II. EXTERNAL MODIFICATION STRATEGIES (HEAD ACT) AND INTERNAL MODIFICATION STRATEGIES (FLOR AND JUAN, 2010:28)

External Modification Strategies			
Name	Function	Examples	
Grounder	Provides reasons, explanations, and justifications for the suggestions	Erm, unfortunately, I really don't understand this topic here...	
Preparator	Short utterance that intends to prepare the hearer for the suggestions	May I give you a suggestion?	
Imposition Minimizer	Reduces the imposition placed on the hearer by the suggestion offered	I will return them immediately, the next day...	
Disarmer	Remove any potential objection the hearer might raise	I am not trying to be smart, but I just need you to ...	
Internal Modification Strategies			
Type	Name	Function	Examples
Syntactic	Conditional	Employed by	I would like to ask, if you could

Downgraders	Clause	speakers to distance themselves from the suggestion	maybe to do this firsthand?
	Interrogative	Used to downtone the impact of the suggestion by appealing to the hearer's consent	Could you point me the clear solutions for this problem?
	Negation	Employed by speakers to downtone the force of the suggestion by indicating their lowered expectations of the suggestion being given	You couldn't repeat what you have explained please?
Lexical/Phrasal Downgraders	Appealer	Used by the speakers to appeal the hearer's benevolent understanding	<i>You know</i> , you shouldn't drink too much alcohol...
	Hedge	Used to indicate tentativeness, possibility and lack of precision	Is it possible if we can arrange a meeting during the holidays <i>somehow</i> ?
	Politeness marker	Employed by the speakers to bid for their hearers' cooperation	Could you give more explanation, <i>please</i> ?
	Subjectivizer	Explicitly expressed by the speaker to show his or her subjective opinion to the state of affairs	<i>I believe</i> morality is important than appearance...

		referred to in the proposition	
	Understater	Adverbial modifiers used to underrepresent the state of affairs referred to in the proposition	That might be <i>a bit</i> better for us than the junk food...

