

# Verbal and Nonverbal Languages in Online Thesis Examinations: An Illocutionary Act Study

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**ABSTRACT:** Research problem is how the use of verbal and nonverbal language in illocutionary speech acts, in communicating on online thesis examinations. Study aimed to describe the types of illocutionary acts, the use of verbal and nonverbal language in online thesis examinations. The method used was qualitative, case study. The collecting data used document review while data analysis utilized content analysis. The research findings showed that, 1) Type of constative illocutionary act namely ascriptive, informative, assertive, responsive, retractive, assertive, confirmative, and disputative; The directive illocutionary acts namely requestees, questions, requirements, prohibitive, permissive, and advisories; Commissive illocutionary acts namely promises; and the illocution acts of acknowledgment. 2) Subsequent findings; Verbal language in constative acts was found verbs to inform, assess, confirm, respond, convey, admit, question, observe, justify, presume with theory, speculate, reject or accept, report, object to, and clarify; directive acts was verbs to instruct, command, direct, require, suggest, encourage, warn, propose, advise, plead/ask, affirm, authorize, give opportunity, allow, ask and interrogate, and prohibit; commissive acts was verbs to 'make a promise and agree'; and the act of acknowledgment has the verbs to 'greeting', 'introduce oneself', 'thank', 'apologize', and the verb of 'hope'. Further findings, 3) The nonverbal language found were gestures; illustrator, regulator, emblem, or adaptor: facial expressions found based on linguistic terms are syntactic display, speaker semantic display, and listener semantic adaptor. The research findings have implications for reference and literature in linguistic theory, language skills (speaking and listening), and language learning with linguistic communication approach, both offline and online.

**Keywords:** facial expressions, linguistic, illocution, nonverbal language, thesis, online.

## I. INTRODUCTION

COVID-19 pandemic has changed many things to be done online, including of education. The current situation of education being carried out online, according to [1, 2, 3, 32, 34] is caused by the beginning of the COVID-19 pandemic. One of the impacts is that the Thesis Examination is carried out online. One of the impacts is that the Thesis Examination is carried out online. The implementation of this is certainly different from the offline thesis exam in general. This research can provide input for educators, especially lecturers to build good and effective communication in online thesis examination activities. Hence, it is able to foster good personal relationships between lecturers and students. In addition, this research can be historical in education where almost all academic activities are carried out online during the covid-19 pandemic which aims to eradicate the transmission of covid-19 virus.

One of communication form between lecturers and students that needs to be considered is the intention of the speaker's speech. Thus, the speaker's intended purpose can be conveyed and in line with the

interlocutor's speech acts. Illocutionary speech acts according to [4, 5] contain the meaning of 'the speaker's inner intention along with what it means so it produces a speech act as an utterance. The purpose is to convey the inner intention in its context. If the speaker's intentions can be conveyed properly and in line with the interlocutor's speech acts, then the communication that occurs between them will run smoothly. It is similar to [6] that the involvement of intent and empathy are important things that play a role in illocutionary identification.

Illocutionary acts need to be considered in communication between lecturers and students. Austin's statement emphasized by [7] that the speaker's meaning is the intent to achieve a response from the listener. This is so that the listener acts on the intentions and goals of the speaker. It is expected that through the understanding towards the illocutionary speech acts can reduce deviations in language politeness and misunderstandings in language that can occur in oral speech acts. Therefore, the main problem in this study is to explain the use of verbal and nonverbal language in illocutionary speech acts in the interaction of lecturers and students in the Online Thesis Examination.

The novelty of this research is that researchers have not found any research studies that are specifically related to the analysis of interaction between lecturers and students in the online thesis examination. This research is useful as a reference in obtaining policy strategies and proposals for universities and the government in supporting meaningful learning participation and academic activities for students, especially in the online communication process. This research can also be a historical tracking in the field of education, during the covid pandemic.

## II. LITERATURE REVIEW

Language learning, in addition to a potentially predictable developmental process [8] language learning is also the creation of meaning through student interpersonal negotiations. Linguistic competence is divided into two categories: organizational competency and pragmatic competency. Definition of Pragmatics according [9] is a field of science that explains aspects of linguistic structure with reference to the influence and symptoms of nonlinguistic aspects. [10] also explains that Pragmatics is a field of linguistics that studies the use of human language in their habits or social actions. Based on the statement above, it can be formulated that pragmatics does not only study linguistic structures, but also non-linguistic structures. Speech act is one of the studies in pragmatics. [11] defines speech acts based on the theory of speech acts which was first stated by Austin in 1962. He states that when someone says something, he also does something. This is what underlies [11] to define speech acts as actions performed through speech. Speech act is a functional unit in communication. Therefore, speech acts are utterances that contain actions and meanings in communication which consider aspects of the speech event. [5] divides illocutionary acts into five types; representative, descriptive, expressive, commissive, and directive. Meanwhile [4] divides illocutionary acts into five types, namely verdictive, commissive, assertive, behavioral, and expositive. In addition to these two theories, there is also a theory presented by [12, 13] which divides illocutionary acts into four categories; constative, directive, commissive, and acknowledgment.

Constative is a speech act that binds the speaker to the truth of what is said. This type of speech act is sometimes called an assertive speech act. Speech that gives a statement is a constative speech. [13] explains that constative speech acts are classified into 15 types, namely assertive, predictive, retrodictive, descriptive, ascriptive, informative, confirmative, conservative, retractive, assertive, dissented, disputative, responsive, suggestive, and suppositive.

Directive means a speech act that expresses the speaker's attitude towards the actions taken by the allocator. As stated, [12] directives are not only actions that will be carried out that addressed at the allocator. However, directives can also express the speaker's intention (desire, or hope) so that the speech or action expressed is used as a reason to act by the allocator. Commissive according to [12] is an illocutionary act that requires someone or refuses to oblige someone to do something that is specified in the content of the proposition, which can also specify the conditions that must be done or not to be done. There are two types of commissive, namely promises and offers. Promises is acts of obliging someone themselves, while offers are proposals to oblige someone. Still in [12], Acknowledgments express certain feelings to the interlocutor, either in the form of routine or pure feeling. This illocutionary act is a speech act in greeting, thanking, apologizing (condoling), saying something (congratulating). Verbal messages are types of language symbols that use one or more words. Language itself is a sentence unit consisting of words that need to be selected,

arranged, and assembled in order to give the appropriate meaning. Language as a verbal code system [14] can be defined as a set of symbols with rules for combining these symbols. It is used and understood by a community. Language can be defined functionally and formally [15]. Language is functionally defined as a shared tool for expressing ideas. Meanwhile formally, language is a sentence that can be presented based on grammatical rules.

Spoken language is a medium used in nonverbal communication. Nonverbal communication according to [16] consists of bodily gestures, facial expressions, spacing, touch, and smell, as well as whistle, smoke-signal, and drum "languages", and vocal effects. Nonverbal communication according to [8] consists of kinesics, eye contact, proxemics, and artifacts. It is similar to [17] who argue that language, posture, and clothing have a significant impact on students' action towards relationship with the faculty. In contrast, faculty makes an impression on their students through their appearance, which can largely contribute to positive or negative perceptions of communication [18]. [19] suggests that conceptually the cultural aspect of nonverbal action that is considered universal is the facial expression of several emotional states. The nonverbal behavior shows the influence, and expression of a person in communicating. [20] and [21] describe that dynamic nonverbal language forms include expressions, eye contact, and gestures. [20] provides a detailed description of the linguistic taxonomy of facial expressions, including syntactic displays, speaker semantic displays, and listener semantic adapters.

The accuracy of speech disclosure and its nonverbal elements can increase students' self-confidence and enthusiasm in learning. Verbal communication and its nonverbal elements are tools that cannot be avoided in the interaction between teachers and students [22]. [23] in his findings explains that verbal communication is communication that uses words, both spoken and written. According to him, nonverbal communication is more honest to express something, because it is spontaneous. Nonverbal communication is used to ensure that the true meaning of verbal messages can be understood or not understood. Research on nonverbal communication between students and teachers has also been conducted [24]. The instrument used is video recording to take pictures of verbal conversations, and the nonverbal elements that occur between the two. In addition, [25] discusses teacher and student communication in online learning. This study aims to describe whether online learning has an effect on communication between teachers and students.

### III. MATERIALS AND METHODS

#### 1. RESEARCH DESIGN

The qualitative method with a case study approach was used in this study in order to find out how the use of verbal and nonverbal language is in illocutionary speech acts, in communicating on online thesis examinations and to describe the types of illocutionary acts, the use of verbal and nonverbal language in online thesis examinations. Researchers used audio-visual document studies. The audio-visual documents studied were verbal and nonverbal language in communicative illocutionary speech acts contained in the online Thesis Examination zoom recording, with a zoom duration of 85.15. The speakers in this zoom recording consist of 4 people, namely 1 as the zoom host, 3 examiners, and 1 student taking the exam. The number of speech changes in this zoom recording is 560 utterances. The researcher presents the initial data table of the research respondents, as follows.

**Table 1.** Research respondent data

No	Lecturer's Initials	Student's Initials
1	SPD	MAS
2	DEV	-
3	DNH	-
4	DS	-

## 2. DATA COLLECTION PROCEDURE

The description of verbal language in the communication of the two speakers uses a qualitative method, a case study approach. The qualitative method focuses on a problem, describes, and chronology of events in detail. One of the data collections can be through documents. With regard to documents, [26] argues that documents are physical objects, can be stored, and can include analysis such as photography, film, video, slides, or other unwritten sources. Study in [27] uses film as a form of document. The film in question by [27] is a video-tape that can record the actual situation. In line with what was stated by [27], at the data collection stage, the researcher listened to the zoom video recording as a whole to the end, while transcribing the conversation that had been heard. Then, the researchers focused more on listening to the audio recording of the zoom repeatedly to observe and examine every word and sentence that was spoken. This is done in order to identify and determine the illocutionary used.

## 3. DATA ANALYSIS PROCEDURE

Researchers used content analysis techniques in analyzing research data. Content analysis techniques are used so that researchers can analyze studies of research questions, thus making researchers have to dissect the study in more depth [28, 34]. After reviewing the document, the researcher immediately analyzed the data by making coding units, categorizing, and building theory. The content analysis techniques used are rhetorical analysis and conversation analysis. Rhetorical analysis or rhetorical analysis, according to [28] is an analytical technique used to identify how a message is delivered; language structure; argumentative style; and identify speech acts. Conversation analysis or conversation analysis, according to [28] is an analytical technique to identify a message/information from recorded verbal interactions which aims to analyze recorded conversation transcripts.

## 4. RESEARCH TRUSTWORTHINESS

Researchers conduct member checking, data triangulation, and peer debriefing, to meet the level of trustworthiness of research results. This activity is carried out to avoid various ambiguities, which can lead to deviations in research. Peer debriefing is done to colleagues and experts.

## IV. FINDINGS

### 1. VERBAL AND NONVERBAL COMMUNICATION IN ILLOCUTIONARY SPEECH ACTS

Not all utterances have illocutionary power. The study in [5] suggests that utterances that have the illocution power are the utterances that show a device. The device itself is the inclusion of performative verbs in the utterance. Study of [4] argues that the illocutionary power in an utterance can be identified by using performative verbs in the utterance. Performative verbs are verbs that are used to perform an action. At the beginning of this study, the researchers wanted to analyze the type of illocution. However, when it entered the data processing stage, the researcher concluded that to determine the illocutionary use in speech acts, it would be easier when the researcher first found and analyzed the utilization of verbs in sentences when speaking. As stated by [5] and [13] that beside performative verbs, other characteristics that can assist researchers in finding illocutions in studying speech acts that occur in the interaction of lecturers and students in online thesis exams is that the interaction occurs more than one speaker, the meanings are explicit, and the speech acts can be separated and distributed by different utterances and by different speakers.

Based on the research findings, it is necessary to have deep concentration and thoroughness to study speech acts, especially illocutionary speech acts. This is because it is not easy to understand the meaning of the spoken utterances because not all utterances contain illocutionary. Involvement of intent and empathy are important things that play a role in illocutionary identification [6] In addition, the researchers agree with [13] that the classification of speech acts from both Austin and Searle's theory is not very clear in determining the classification of speech acts. The theory of illocutionary speech acts presented by Austin is still general and no principles [5] There is no clear principle that Austin uses in classifying the types of illocutionary speech acts. Austin classified the types of speech acts into (expositive, execrative, commissive, and exhibitivite). Searle's theory distinguishes illocutionary speech acts into five parts, namely representative, directive, commissive, expressive, and declarative. This theory does not give place to speech acts that contain performative verbs to warn, advise, suggest, and offer.

A more specific classification of illocutionary acts is the classification of illocutionary acts presented in theory [12]. Study of [29] stated that they found the illocution namely representatives, expressive, directives and commissive acts. This is similar to the characterization presented in this study regarding illocutionary acts, namely constatives, directives, commissive, and acknowledgments. This research was conducted to examine the use of verbal and nonverbal communication in illocutionary speech acts, especially the interaction between lecturers and students in online thesis exams. Researchers are interested in analyzing communication in online thesis exams because during the covid-19 pandemic almost all universities have conducted academic activities online. Findings by [1] suggest that the current education situation is conducted online, pandemic is caused by the beginning of the COVID-19 pandemic. The types of illocutionary acts found by researchers in the conversations between lecturers and students during the online thesis examination are explained in detail in the following paragraphs.

## 2. *THE CONSTATIVE ILLOCUTIONARY SPEECH ACTS*

Based on the analysis results that has been carried out in this research, the researchers describe that constative is the type of illocutionary speech act that shows belief expression that is accompanied by the speaker's speech intention, so that the interlocutor forms the desired meaning of the speaker. Involvement of intent and empathy are important things that play a role in illocutionary identification [6]. Study of [12] also suggested that constative is belief expression accompanied by intention expression hence the interlocutor holds similar beliefs. Study of [13] also has a similar opinion that constative is an expression of belief along with the expression of the interlocutor's intention.

The findings in this research explained that the type of constative illocutionary used by students to interact in the online thesis examination was ascriptive, informative, assertive, responsive, retractive, assertive, confirmative, and disputative. Meanwhile, for lecturers when speaking on online thesis exams, contained constative illocutionary types of informative, confirmative, responsive, assertive, ascriptive, concessive, acceptive, disputative, retractive, suppositive, suggestive, dissented, and retrodictive. The difference between the constative illocution used by lecturers and students in the online thesis examination was not found the utilization of concessive, dissented, retrodictive, suppositive, and suggestive constative. Meanwhile, in the lecturer's speech, the constative type mentioned above was found. This is because when speaking in the interaction of online thesis exam, lecturers used a variety of constative illocutions that contain performative verbal sentences to inform, assess and confirm, respond, convey something, acknowledge proposition of interlocutor's answers/statements, answer questions or statements of interlocutor, pay attention to something, confirm, explain his assumption with theory, speculate, and reject the answer/statement of the interlocutor.

Moreover, students more often use constative illocutionary by using verbal sentences to report the thesis, answer and respond, express objections, express/deliver, clarify, and refuse/accept lecturers' inputs or statements. Based on the research analysis results, the researchers described that constative was the type of illocutionary speech act that shows an expression of belief accompanied by the speaker's speech intention, so that the interlocutor forms the intended meaning of the speaker.

## 3. *THE DIRECTIVE ILLOCUTIONARY SPEECH ACTS*

The directive illocutionary type was more often used by lecturers to interact in online thesis examinations. This because when the lecturer spoke in the exam, what researchers often find in verb use was the lecturer spoke more contains the intention of instructing, ordering, directing, wanting, suggesting, encouraging, warning, proposing, advising, requesting, affirming, giving permission, giving opportunity, allow, ask and interrogate, and forbid. The researchers also found that students when speaking often used directive illocutionary in this interaction, but not as often as found in the lecturer's speech. Verbs that were often used by students that showed the power of the directive illocutionary were asking and requesting.

The types of directives illocution used by lecturers to interact in the online thesis examination were requestees, questions, requirements, probative, permissive, and advisories. Meanwhile, students when speaking on the online thesis exams, showed the power of directive illocution, especially the type of questions and requestees. The directive expressed the intention of the utterance that expresses the speaker's attitude towards the actions carried out by the interlocutor. In contrast to the constative, similar to what was stated by [13], the directive strives for the speaker's desire to express his attitude becomes the reason for the

interlocutor to do something in accordance with what the speaker intended. Constatives are only limited to the speaker's intention that the action taken is directed to the interlocutor. Meanwhile, directives are the speaker's desire so that the interlocutor acts in accordance with his wishes.

#### 4. *THE COMMISSIVE ILLOCUTIONARY SPEECH ACTS*

Commissive, according to [12] are illocutionary speech acts that require someone or refuse to oblige someone to do something. The specifications in the content proposition are in the form of conditions that must be carried out or not to be carried out. This research found that out of 561 utterances, there was only 1 utterance used by the lecturer which showed the power of the commissive illocution, namely the 549 utterances. The utterance contained the illocution that the speaker wanted the examiners to agree to sign the thesis, if they revise the thesis according to the requests and suggestions of the examiners. The verb used by the speaker was the verb 'make a promise and agree'. Therefore, the verb showed the presence of commissive-promises illocutionary.

Acknowledgments express certain feelings to the interlocutor, either in the form of routines or pure things. Study of [17] who argue that language, posture, feeling, and clothing have a significant impact on students' action towards relationship with the faculty. In contrast, faculty makes an impression on their students through their appearance, which can largely contribute to positive or negative perceptions of communication. This study found that out of 561 utterances, there were only 7 utterances used by lecturers and students which showed the power of the acknowledgment illocution. The verbs used by students to show the existence of an acknowledgment-greet were 'greetings' and 'introducing oneself', 'giving closing greeting', 'thankful' and 'saying hello'. As for the lecturer's speech which showed the power of acknowledgment-greet; indicated by the verb 'greeting'. The lecturer's speech which displayed the power of acknowledgment-apologize, was indicated by 'apologizing'. The lecturer's speech that showed the power of acknowledgment-bid was indicated by the verb 'hope'.

Findings explain that verbal communication is communication that uses words, both spoken and written [22, 23]. Nonverbal communication is more honest to express something, because it is spontaneous. Nonverbal communication is used to ensure that the true meaning of verbal messages can be understood or not understood. The illustrator gestures used by lecturers and students in this research play a role in describing something that they want to say. Study of [20] suggests the same thing that this gesture provides assistance to the speaker in conveying the message, because the illustrator describes something that he wants to say but is not spoken directly verbally. Illustrator is also a gesture that is directly related to verbal speech and usually helps to illustrate something that is expressed verbally.

The researchers also agree with [21] that in terms of the linguistic aspect, the illustrator gesture is a movement that is an act of language or often known as action language, namely a movement that performs a language action through movement. The utilization of illustrator gesture can give a communicative impression so that it describes a proficient speaker in giving an explanation [30]. One of the movements that acted as the illustrator gesture carried out by DEV (lecturer) in this research was the occurrence of eye movements which looking down while smiling with a facial expression. It showed that the interlocutor did not like the answer of MAS (student) at Tt 75. The movement explained the facial expression of interlocutor accompanied by downward eye movements and downward smiling lips so that the interlocutor's facial expression was not pleasing to the eye (sour face). It was indicated that the interlocutor was not happy with the answer from MAS at Tt 75. According to [20] the movement as described by the researcher was the illustrator gesture, namely a movement that displayed language actions through the limbs.

The adaptor gesture used by lecturers and students in this research served to indicate the situation of the speaker or interlocutor [30]. As one of the adaptor gestures used by DEV (lecturer) in this research was the movement of the lips open and the eyes narrow. The nonverbal gestures made by the speaker at Tt 37 indicated that the speaker tried to clarify his previous speech which stated that he has spoken to DS, but DS refuses. The speaker spoke with smile. The smile was not sarcastic, but genuine. Hence, it made the interlocutor also smile. This movement reflected that the speaker and interlocutor's psychology was not under pressure and in a humorous situation. Study of [20] explains that the movement created by the adaptor gesture plays a role to meet the physical and psychological needs of the speaker and interlocutor. He also said that the thought process was accompanied or marked by the action of language. Actions provided an explanation that gestures can reflect circumstances or physicality.

The emblem gesture is a gesture that symbolizes something. The emblem movement found in this research was nonverbal movement in the form of finger movements. Study of [20] explains that emblem gestures are gestures with meanings that symbolize something or are symbolic. He also argued that emblem gestures are usually symbolized by the open hand or finger movement. According to [31], emblem gestures usually occur because they have become the culture and habits of a society. One of the emblem gestures found in this research was nonverbal movement in the form of index finger movement. This movement was carried out by the interlocutor while listening to Tt 54 delivered by DNH. At Tt 54, the speaker asked the students about the sample that MAS presented in his presentation. DEV moved his index finger to cover the middle area between the nose and lips. The movement symbolized that the interlocutor was listening and looks tired or bored. This movement could also mean that the interlocutor was sleepy when listening and paying attention to the occurring communication.

The facial expressions of speakers and interlocutor also made it easier for researchers to examine illocutionary data. Because the expressions used by speakers and interlocutor were more about emphasizing feelings/emotions. In general, facial expressions were accompanied by lip gestures and head movements, often accompanied by a smile. The facial expressions found by the researchers also showed decoding and encoding competencies. Study of [30] describes nonverbal communication competencies based on the communication become decoding and encoding competencies. The eye contact used by lecturers and students can determine the purpose of communication. As stated, [21], the findings in this study were that eye contact generally looks directly at the interlocutor/speaker. In online thesis exams the speaker or interlocutor looked more directly at the laptop screen to make eye contact with others. The eye contact was accompanied by other kinesics movements, namely facial expressions and gestures of both the limbs (shoulders, hands, and fingers), as well as the head.

Nonverbal movements of the head that were often used by speakers in the interactions that occur in communication between lecturers and students in the online thesis examination were tilting and turning the head, head gestures with the raising head, and gestures with head down movements. The nonverbal movements of the body parts found in this study were the hands, arms, palms, shoulders, and fingers. The gesture was visible only around the head to the shoulders. It was often seen that the hands, fingers, and palms rest on the face.

Nonverbal language forms of facial expressions and eye contact were nonverbal language forms that showed the speakers and interlocutor's emotions in online thesis exams. Facial expressions were more directed to the emotions and feelings of speaker and interlocutor. Identification on the zoom recording showed that eye contact was indicated by movement of the eyebrows and eye movements. Eye contact could be shown by rolling the eyes up, towards the interlocutor, and shown the surprise situation experienced by the speaker/interlocutor. Gestures that provided an explanation of the lecturers and students' facial expressions in this study were studied based on the linguistic aspects, namely syntactic displays, speaker semantic displays, and expressions of listener semantic adaptors [20].

The types of facial expressions found in this study are syntactic displays, in which the speaker performed nonverbal movements that depict the speaker's facial expressions accompanied by verbal speech. Speakers semantic display explained that the speaker's facial expressions showed excessive verbal information content, thus it showed the speaker's reactions, such as students who were tense and serious in delivering their presentations or lecturers who were disappointed and angry with the attitude of their students. The listener semantic adaptor expression explained that the interlocutor's facial expressions displayed expressions that are usually shown in listening. The analysis that the researchers put forward in this research can be useful in the study of discourse and is well and structured described. However, even though the researchers had optimized the explanation of the research analysis, the researchers were aware that there are research limitations in data analysis.

## V. DISCUSSION

Speech act is one of the studies in discourse research, which focuses on the field of pragmatics, and is also related to the field of semantics. Pragmatics according to [9] is a field of science about aspects of linguistic structure with reference to non-linguistic aspects. Study of [10] also explains that Pragmatics is field of linguistics that studies the use of human language in their habits or social actions. Based on the statement above, it can be formulated that pragmatics is not only studying linguistic structures, but also non-linguistic

structures. Hence, it can be concluded that pragmatics is a field of linguistics that examines the discourse of linguistic and non-linguistic structures, which aims to determine the phenomenon of language utilization which used by humans in communication corresponding with the context.

According to [13] the discourse theory described by Sinclair and Coulthard states that one thing that must be met in describing discourse is that the categorization of discourse descriptions must be clear and the categories of descriptions must be able to be correctly correspond to the categories in data. Based on the explanation of Sinclair and Coulthard's discourse theory, the researchers suggested that the speech act research in this study had not met the above criteria. This was because, a) the researcher focused on the classification of illocutionary speech acts based on the type of propositional content clearly and in detail, then examined the use of verb language that can show the strength of illocutionary acts, and analyzed the use of non-verb language, so that it can help further research as to identify gaps in communication; because there are many taxonomies of illocutionary acts, but less clear in the classification of illocutionary types; therefore, there is a need for an underlying principle to classify illocutionary acts; the principle used by the researchers is to interpret the propositional content of an utterance; However, the researchers are aware that other aspects or classification categories related to speech acts and its media (language) can also be stated. Such as problems in language function of speech acts or the classification of speech acts according to their grammatical and function in a particular language. b) related to the function of speech, the researchers did not discuss its relationship with the appropriate linguistic form; such as the syntactic structure of the utterance or its semantics; the researchers focused this research on the interpretation of utterances meaning conveyed by speakers, so that it can help further research to identify gaps that can occur in communication.

The power of illocution can be seen in an utterance. Studies of [4, 5] describe that there is a close relationship between speech acts and non-linguistic situations. When making an utterance, then someone will make an action. Therefore, the relation between the use of verbal language and non-linguistic (nonverbal) aspects is a serious problem to integrate the speech act theory into linguistics. Based on this discussion, the researchers are aware of the limitations in the researchers' analysis regarding the use of nonverbal language used by speakers and interlocutor in this research. Researchers focus on paying attention to nonverbal movements that are frequent and obvious, so they can be studied by researchers. The researchers were also only focused on the forms and roles of nonverbal gestures used by speakers and interlocutor.

In this study, researchers did not discuss the deep connection between verbal movements and its nonverbal equivalents in studying nonverbal language, so that these movements gave meaning towards the verbal speech form. The researchers' limited ability to understand nonverbal movements requires time and a more in-depth special study to explore the nonverbal language used in communication. Therefore, to overcome these limitations, the researchers conducted peer debriefing. This activity was carried out to avoid various ambiguities that can lead to irregularities in research. In this research, peer debriefing was carried out to communication experts.

The researchers are aware that the results study is not representative enough because the documents used by the researcher are small and limited. However, the findings of this study can be used as input for the process of implementing thesis examinations, especially those conducted online. Hence, communication that occurs in online activities can run smoothly and well. This research can also provide input for lecturers to use utterances whose 'meaning' can be easily understood by students, therefore it will not to cause gaps in communication. In addition, the research findings can be used as a reference in understanding speech act theory, and language learning (especially in the fields of pragmatics, semantics, listening skills, and speaking skills).

## VI. CONCLUSION

The illocutionary acts found were constative, directive, commissive, and acknowledgement. Student constative type; ascriptive, informative, assertive, responsive, retractive, assertive, confirmative, and disputative. Lecturer's constative type was informative, confirmative, responsive, assertive, ascriptive, concessive, acceptive, disputative, retractive, suppositive, suggestive, disinvite, and retrodictive. Lecturer directive illocution type; requestees, questions, requirements, prohibitive, permissive, advisories. Student directive type: questions and requestees. It was found only 1 speech containing commissive illocution, namely: speakers wish that the examiners agreed to sign the thesis, if students revise their thesis. Type of



Acknowledgment Acts was found in students are acknowledgment-greet with verb 'greetings' and 'introducing themselves', 'giving closing greetings', 'thankful' and 'greetings'. Meanwhile lecturer has acknowledgement-greet; shown by the verb 'greeting'. Acknowledgment-apologize, verb 'apologize'. The gestures found are as illustrator, regulator, emblem, or adaptor. The gesture appears only around the head to the shoulders. Eye contacts found staring at the screen (staring at the interlocutor), looking away. While facial expressions were syntactic displays, speaker semantic display, and listener semantic adaptor. The findings in this study have implications for language learning. For example, Linguistics, Discourse Analysis, Pragmatics, Listening Skills, and Speaking Skills, hence there are no misunderstandings in communicating both offline and online. Researchers are aware that the results of this study are not representative enough, because the documents used by researchers are small and limited. A broader and in-depth study is needed so that the results are even more significant. Therefore, the additional research documents are also needed to be reviewed.

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