



## The Analysis of Speech Acts Used by EFL Teachers' in Classroom Interaction at SMAN 2 Mataram in Academic Year 2021/2022

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### **Abstract**

The purpose of this research was to identify the types of speech acts performed by EFL teachers in classroom interaction at SMAN 2 Mataram in Academic Year 2021/2022 on the basis of Searle's theory of speech acts and to identify the most dominant kind of speech act. This research was the descriptive-qualitative approach. More specifically this research was classified as a case study. The object of this study was the utterances uttered by the EFL teacher of SMAN 2 Mataram during the teaching and learning process. The data were in the form of words, phrases, and utterances employed by the teacher. The researcher played the role of the primary instrument in which she was involved in all of the processes of this research starting from the research design until the data report. The data were obtained through conducting observations accompanied by an audio-video recording. The data were, then, transcribed into the written form, selected to fit the objectives of the study, recorded into the data sheets, interpreted, and analyzed using the theory of speech acts proposed by Searle. The data were analyzed by using the interactive qualitative method proposed by Miles and Huberman (1994). The researcher used theoretical triangulation. The researcher compared the data of this research to the related theory. The researcher checked the data of speaker utterances based on the directive speech acts theory of Searle. The research findings show that there were four kinds of speech acts performed by the teacher, namely, directive, representative, expressive and commissive. The most frequently used speech acts were directives (70%), while the least frequent speech acts went to commissive (3%). It is because commissive performance only appears when the end of the class. Directives were mostly dominant used by EFL teacher in teaching-learning process. Asking appeared to be the most dominant speech act. The use of directives was understandable since, in restricted discourse like a classroom setting, the relation between the teacher and the students was asymmetrical in nature. The teacher's use of asking allowed the students to participate more actively in the lesson. By giving the question, the teacher can know whether the students understand or not about the lessons learned. Meanwhile, asking was employed to check the students' background knowledge.

**Keywords:** *Speech Acts; Directives; Representatives; Expressive and Commissives*

## **Introduction**

Language has an important role in communication. Kristeva (1989) states that language is important on how to communicate, show the feeling and provide information. With the existence of language, many people are able to express their ideas, exchange information, opinions, feeling, and so on. But in using language, people do not just make a set of grammatically correct sentences. It has been widely observed that sometimes people do not just say what they mean; the utterances they perform are different from the meanings that they seek. In the other words, there are always motivations, intentions, or purpose behind every utterance. This phenomenon's in language are generally called speech acts; actions through utterances.

Searle (1976) states that there are at least three kinds of speech acts, these three kinds of speech acts that row can be described as follows: Locutionary act, illocutionary act, and perlocutionary act. The locutionary act is the act of saying something, the act of locution conveys the form which consists of syntax and lexicon in an utterance. The illocutionary act or illocution is seen as the force carried by words and sentences. The perlocutionary act generally creates an effect on the hearer. It is also defined as a change that happens after the utterances were uttered.

In the teaching and learning process speech acts are crucial. This makes sense because the acts transmitting knowledge, organizing activities, controlling the classroom, and giving instructions are done through teacher talks that contain the speech acts. In order to minimize misunderstandings in the teaching process, it is also important to have sufficient knowledge of pragmatics, especially speech acts. This is also supported by the fact that in today's language teaching, students are not only demanded to possess grammatical competence but also pragmatic competence. The communication barrier will not happen if both teachers and students possess good pragmatic competence. Therefore, it can be said that the failure or success of teaching and learning is greatly determined by the appropriate use of speech acts.

Some researchers have conducted especially in the educational field. Nurani (2015) conducted similar research. The subject of this research was English teachers at SMAN 1 Purworejo. This research was conducted in order to identify the types of speech acts performed by the English teacher of grade X IBB (Ilmu Budaya dan Bahasa) in a series of English teaching and learning processes at SMAN 1 Purworejo on the basis of Searle's theory of illocutionary acts and its forces. The findings showed that they were representatives, directives, commissives, and expressive. The directives are the most frequent illocutionary acts, while the commissives are the fewest. Questioning appeared to be the most dominant illocutionary forces, whereas stating, disagreeing, predicting, stating annoyance, and granting became the least produced forces.

Another closely related study is the research conducted by Susanto (2017). The researcher describes the realized of speech acts used by the teacher in the SMP Al Islam Surakarta, using Searle's theory about the kind of speech acts. Then, he applies the theory to analyze the dialog of teachers in the teaching and learning process in SMP Al Islam Surakarta. After doing research, he found that during the process of teaching and learning, the English teachers at SMP Al-Islam Surakarta In Academic Year 2015/2016 tend to perform speech acts in the forms of representatives, directives, commissives, and expressive. The most frequently used illocutionary acts were directives, while the least frequent illocutionary acts went to commissives.

Those previous research showed that the existence of speech acts cannot be avoided in the teacher-students interaction in the classroom. Every utterance which is said by the teacher in the classroom has some different functions. Therefore, the use of speech acts cannot be avoided in the teaching process, because the use of speech acts will make students more active in the classroom. This also makes the researcher interested to do the same research to find out the types of speech acts are performed by EFL teachers in classroom interaction and find out the most dominant kind of speech acts used by EFL teachers in classroom interaction. In this research, the research was conducted in SMAN 2

Mataram in the academic year 2021/2022. This school is located in Panjtilar Street, Number 25, Kekalik Jaya, Sekarbela, Mataram, West Nusa Tenggara.

This research was conducted in SMAN 2 Mataram because based on the researcher observation when researcher did the teaching practice and as an alumnus there, the researcher found that in the process of teaching and learning, students tend to get difficulty since the production of speech acts are varied in forms and functions. The understanding of the utterances also depends crucially on the actual contexts and the pragmatic knowledge, especially speech acts. For example, the utterance “The final exam will begin next week” can be interpreted in two ways. First, in terms of locutionary act, the utterance is simply regarded as informing in which the teacher gives the information to the students about the final exam. Second, in terms of the illocutionary act and its force, the utterance can be classified into a directive act with the force of warning. By producing the utterance, the teacher tries to warn the students to study for the final exam.

## ***Literature Review***

### **Pragmatic**

Paltridge (2006) states that pragmatics is the study of meaning in relation to the context in which a person is speaking or writing. This includes social, situational, and textual context. It also includes background knowledge context; that is, what people know about each other and about the world. Pragmatics assumes that when people communicate with each other, they normally follow some kind of co-operative principle; that is, they have a shared understanding of how they should co-operate in their communications.

As a sum, pragmatics is a branch of linguistics that focuses on the speaker's intentions while doing communication, and it's cannot literally understand because the context will influence the meaning. Pragmatic believe that communication is more than just what is said, it has a wide sense than the literal meaning from the words. People perform their actions when they doing communication to get their goal. This performance is called a speech act.

### **Speech Acts**

Austin (1962) states that speech acts are an act which refers to the action that is performed in making an utterance. Through speech acts, people can perform a single utterance with more than one act. People can perform requests, commands, apologies, promises, and soon. Yule (2006) defines speech acts as an action performed via language. According to Austin (1962), the action performed when an utterance is produced can be analyzed on three different levels namely locutionary acts, illocutionary acts, and perlocutionary acts.

#### **a. Locutionary Act**

Locutionary acts are the basic utterance that uttered by people in the right grammar and understandable vocabulary. According to Austin (1962), the act of locution conveys the form which consists of syntax and lexicon in an utterance. For example, the sentence “*it is cold in here*”. What is out from the speaker's mouth is a sentence “*it is cold in here*” and the sentence itself is called a locution.

### **b. Illocutionary Act**

Austin (1962) states that illocutionary act or illocution is seen as the force which is carried by words and sentences. As an example, someone tells someone else *“it is so cold in here”*, it is actually an act to someone to close the window.

### **c. Perlocutionary Act**

The perlocutionary act generally creates an effect on the hearer. It is also defined as a change that happens after the utterances were uttered. The effect which is occurred after the utterances are said is called as perlocutionary Act. This is the example of illustrating the situation when someone says *“it is cold in here”* then someone else takes a move in order to close the window directly after the utterance. Actually, the affecting behavior does not necessarily mean getting the hearer to do physical movement, it also deals with the change of thought or habit of the hearer. Speaker performs perlocutionary acts by expecting to affect other people’s behavior (the hearer).

## **Classification of Speech Acts**

There are many classifications of speech acts by scholars revealed but actually, classification by Austin was the originated. Austin’s speech acts classifications include verifidicatives, exercitives, commissive, behabities, expositive. However, the famous American philosopher John R. Searle extended this idea, making his taxonomy a reference or framework for speech act classification. Many researchers engaged in speech acts classification research are using this taxonomy.

Searle (1976) established his own classification of speech acts which includes representatives, directives, commissives, expressive, and declarations. A brief explanation of those types of speech acts is presented below.

#### **a. Representatives**

Representatives are kinds of speech acts that represent the speaker’s belief and carry the true or false value. The forces that fall into this category include stating, describing, reporting, confirming, and so on.

#### **b. Directives**

Directives are kinds of speech acts that are performed by the speaker to get the hearer to do something. The illocutionary forces of directives include requesting, ordering, suggesting, commanding, questioning, etc.

#### **c. Expressives**

Expressives are kinds of speech acts that state what the speaker feels. Apologizing, thanking, congratulating, condoling, greeting is such example of expressive illocutionary forces.

#### **d. Commissives**

Commissives are kinds of speech acts that speakers use to commit themselves to future actions. Commissives can be used to perform promises, threats, refusals, pledges, and so on.

#### e. Declaratives

Declaratives are kinds of speech acts that can change the world via utterances. Baptizing, marrying, and naming are such forces that exemplify declaration acts.

### **Method**

According to Creswell (2011), research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. In this research, I choose qualitative research to present the result of the research. Qualitative research is one of the research procedures that produce the descriptive data, such as; utterance or written texts and people behavior that are observed (Bogdan and Biklen, 1992). The qualitative method is considered relevant to this research since it involved data collection by recording the teachers' utterances in the classroom activities.

This research is designed as descriptive research. The aim of descriptive research is to collect facts to obtain an accurate description of existing status and to effort the trace interrelationship between facts that will provide a deeper insight into the phenomena.

Moreover, the design of research provides a systematic, factual, and accurate description of a situation. Besides the descriptive method, the researcher also applies the qualitative method. This method is based on the data which are words and not about the number (Zoltan, 2007). It is called a qualitative one since the collected data are in the form of sentences. The research is conducted by qualitative approach because the result of the data analyzed is in descriptive phenomena such as words, sentences, and utterances.

The research is conducted in SMAN 2 Mataram. This school is located in Panjtilar Street, Number 25, Kekalik Jaya, Sekarbela, Mataram, West Nusa Tenggara. The English teacher of SMAN 2 Mataram will become the main subject of this research. The students of SMAN 2 Mataram in the academic year 2021/2022 will also become the subjects of this research since in maintaining the communication during the teaching and learning process, the teacher will interact with the students.

### **Finding and Discussion**

#### **Type of Speech Acts Used by English Teachers on Teaching Learning Process**

From the data analysis, showed that there are 435 utterances and there are also four types of speech act which are produced by English teachers in the teaching and learning process, those are directive, representative, expressive and commissive.

The first type of speech act produced by teachers is directive. The illocutionary forces of directives include questioning, requesting, commanding, interrupting, inviting, prohibiting, motivating, suggesting, reminding. Usually, the purpose of teachers using directives is to ask students something, to command and request the students to do something.

The second type of speech act that produced in the teaching process is representative. Among the 435 utterances, there are 51 utterances that have the characteristics of representative speech acts. This includes stating, informing, assuming, hypothesizing, insisting, complaining, clarifying, assuming, informing, and announcing.

Next is expressive with a total of utterances are 23 utterances. These include thanking, apologizing, congratulating, welcoming, and hoping. After receiving things from the students or

whenever the students try to remind teachers of something, the teachers always mention words like "thank you". When the teachers made some mistakes, such as forgetting the student's name or making some jokes that she thought might hurt the student, she said "I'm sorry".

The last commissive speech acts with a percentage of about 3% with the total utterance of commissive is 15 utterances. And the existence of commissive can be recognized when the teachers promising to the students for the next meeting they will be discussed about the narrative text.

### **The Most Dominant Kind of Speech Acts Used by EFL Teachers**

Four speech acts occurred during the teaching process. The directive speech act had the biggest percentage among the other kinds of speech acts that were performed by the teachers. It showed by the frequency of directive speech act which had 341 totals of utterances with the percentage about 70% out of the data.

Then, the next is followed by a representative with an utterance volume is about 51 utterances, the percentage of which is 20% of the data. It makes representative speech act stands in the second place of kind of speech act which was mostly used by the teachers.

The next one is the expressive speech act. The total utterance produced by teachers is about 23 kinds of utterances. The percentage of expressive speech acts accounted for about 23% of the data. Therefore, teachers need to express their feelings in the teaching process to show certain functions of the utterances.

The last one is commissive. Commissive which was recognized by only one illocutionary point that was promising and presented only about 15 utterances and the percentage was about 3% out of the data.

### **Discussion**

In this research, there was analysis which analyzed by the researcher was about the teachers' interaction in the classroom. In order to strengthen the analysis, the researcher used Searle's theory or the speech act force. Searle (1976) stated that there are at least three kinds of speech acts, these three kinds of speech acts that row can be described as follows: Locutionary act, illocutionary act, and perlocutionary act. Locutionary act is the act of saying something, the act of locution conveys the form which consists of syntax and lexicon in an utterance. Illocutionary act or illocution is seen as the force carried by words and sentences. Perlocutionary act generally creates an effect on the hearer. It is also defined as a change that happens after the utterances were uttered.

In this research, the researcher focused on the basis of illocutionary acts based on Searle's theory (1976). According to Searle (1976), the speech act has five classifications those are directives, representative commissive, expressive, and declaration.

In this research, the researcher found that there were four types of illocutionary used by EFL teachers in the classroom teaching and learning process in SMAN 2 Mataram. Those are directive, representative, commissive and expressive. In this part, the researcher explained and gave a description of the data found and each of them consists of several illocutionary points.

### **Example of Directives Speech Acts:**

Directive is kinds of speech acts that are performed by the speaker to get the hearer to do something. Based on the data was found by the researcher, directives speech act appeared with the percentage was 70% and the frequency of the directives which occurred was about 364 utterances. The illocutionary forces of directives include questioning, requesting, commanding, interrupting, inviting,

prohibiting, motivating, suggesting, reminding. Below there were several examples of utterance that found by the researcher that produced by EFL teachers:

#### Conversation 1:

T1 : Okay before we start our class, I will check the attendance list. **Who is absent today?**

S : No one, Mom.

From the conversation above, the teacher asked students about absence by saying “Who is absent today?” then students replayed “no one”. The bold utterances above are a type of directive speech act, it is having a function of the question because the utterance that is conveyed by the teacher aims to get information.

#### Conversation 2:

T2 : Adit, **can you erase the whiteboard?**

S : Yes, Sir.

From the conversation above, the teacher wanted to ask one student to erase the whiteboard. Even the form of utterance was interrogative but that was not one of questioning because the meaning was showing a request of someone.

#### Example of Representative Speech Acts:

Representative is the kinds of speech acts that represent the speaker’s belief and carry the true or false value. Representative speech act appeared with a percentage was 20% and the frequency of the directives which occurred was about 51 utterances. The forces that fall into this category include informing, stating, describing, reporting, confirming.

#### Conversation 3:

T1 : Okay students, because time is up, **any question so far?**

S : No, Mom... (Students answer together)

From the utterances above, the teacher wanted to inform students that the time of the study was almost up. So, the teacher asked students who wanted to ask before they finished the class. This utterance is also known as informing illocutionary points.

#### Conversation 4

T2 : as already written, **narrative text is an imaginative story to entertain people. For the structure itself, there are four structures in narrative text, namely: orientation, complication, resolution and code or the lesson from the story.**

From the utterances above, it can be classified as explaining illocutionary acts. The teacher explained the material in process teaching learning process. The teacher explained material about the narrative text. The teacher explained all of the content of the narrative text.

#### Example of Expressive Speech Acts:

Expressive is the kinds of speech acts that state what the speaker feels. Expressive speech act appeared with the percentage was 8% and the frequency of the directives which occurred was about 23

utterances. Apologizing, thanking, congratulating, condoling, greeting are such examples of expressive illocutionary forces.

#### **Conversation 5:**

T1: **Good morning students**, how are you today?

S: Fine.

The utterance above is an example of greeting illocutionary acts. This utterance usually we can find at the beginning of the lesson. The teacher said this greeting is to create a positive atmosphere between the teacher and the student before continuing to the next step of learning.

#### **Conversation 6:**

T2 : Thank you Adit for help erase the whiteboard.

S : you're welcome, Sir.

The utterance above is an example of thanking illocutionary acts. The teacher said thanks to the student because he helps the teacher to erase the whiteboard. The teacher doesn't hesitate to say thank you to students so that students can imitate the good habits of the teacher.

#### **Example of Commissive Speech Acts:**

Commissive is the kinds of speech acts that speakers use to commit themselves to future actions. Commissives can be used to perform promises, threats, refusals, pledges, and so on. Commissive speech act appeared with the percentage was 3% and the frequency of the directives which occurred was about 15 utterances.

#### **Conversation 7:**

T1 : **Next week we will discuss about procedure text**. So, your task for next week is finds out an example of procedural text and present in front of the class.

S : yes, Mom.

From the conversation above, the teacher promises students that next week they will be discuss about new material is that procedure text. This is the example of promising illocutionary acts.

#### **The Most Frequent Speech Acts Used by EFL Teachers**

The first frequent speech acts by EFL teachers is directives. It represented until 70% and total utterances appeared until 364 utterances.

The most directives illocutionary speech act that occurred in the teaching and learning process is commanding. In most case, the teachers used this kind of illocutionary act in order to give the command to the students and usually used to control the teaching and learning process. By giving command the teachers tried to make the learning process ran properly and become more effective. The second most common speech act used by teachers is asking questioning. This helps teachers to make students more active in the teaching and learning process. By asking questions, more interactions will be more interactive process that happened between teachers and students.



The third-place followed by requesting. This kind of speech act usually teachers used to request or ask students something. The next one is interrupting. Interrupting usually teachers used in order to make the activity in the teaching and learning process more conducive.

And the last kind of directives illocutionary acts that occur in the teaching and learning process is reminding. The teachers used this kind to make students remind something. For example, the teacher reminded students about previous material that they would continue to discuss that day.

## **Conclusion**

Based on the findings and discussion, the researcher found that there were four types of illocutionary used by EFL teachers in classroom teaching and learning process in SMAN 2 Mataram. Those are directive, representative, commissive and expressive.

The total of the utterances uttered by the teacher in one meeting of teaching and learning is 435 utterances. Four classifications have different portions, with directive speech acts as the dominant one, taking over 70% of the utterances. The second dominant classification is representative speech act for 20%. The next one is expressive with only 8% and commissive have small portion only 3%.

From those kinds of speech acts, the most frequent speech acts used by EFL teachers in the classroom teaching and learning process in SMAN 2 Mataram is directive. The existence of the directive speech act is recognized by the absence of questioning, requesting, commanding, interrupting, prohibiting, motivating, suggesting, and reminding.

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