

# The Impacts of Speech Acts to The EFL Teacher And The Students' Activeness In The Teaching Learning Process

Nursakinah Amir<sup>a,1,\*</sup>

<sup>a</sup> Postgraduate Student of Makassar State University, Indonesia

<sup>1</sup> Email : [amirsakinah8@gmail.com](mailto:amirsakinah8@gmail.com)

\* Corresponding Author

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## ABSTRACT

*This research aims at identifying (1) the kinds of speech act which are performed by the teacher in Indonesian EFL classroom in terms of locutionary, illocutionary and perlocutionary, (2) The function of speech act produced by the teacher, (3) The impacts of speech act to the teacher's and students activeness in teaching and learning process. This research employed both qualitative and quantitative method. The data were in the form of utterances spoken by the EFL teacher when teaching in the classroom. The researcher planned, collected, analyzed and reported the research findings. The steps of collecting the data were taking video of the EFL teacher when he was teaching in the classroom, transcribing what the teacher said, selecting the data, classifying the data, transferring the data into table, analyzing and interpreting the data. The findings showed that the EFL teacher commonly uses illocutionary act in his teaching. He performs mostly directives as the illocutionary acts as he often asks the students to do some works or activities. Giving instruction or command helps him to run the EFL class.*

*Penelitian ini bertujuan untuk mengidentifikasi (1) jenis tindak tutur yang dilakukan oleh guru di kelas EFL bahasa Indonesia ditinjau dari lokusi, ilokusi, dan perlokusi, (2) Fungsi tindak tutur yang dihasilkan oleh guru, (3) Dampaknya tindak tutur terhadap keaktifan guru dan siswa dalam proses belajar mengajar. Penelitian ini menggunakan metode kualitatif dan kuantitatif. Datanya berupa ucapan yang diucapkan oleh guru EFL saat mengajar di kelas. Peneliti merencanakan, mengumpulkan, menganalisis dan melaporkan temuan penelitian. Langkah-langkah pengumpulan data adalah mengambil video guru EFL ketika dia mengajar di kelas, menyalin apa yang dikatakan guru, memilih data, mengklasifikasikan data, mentransfer data ke dalam tabel, menganalisis dan menafsirkan data. Temuan menunjukkan bahwa guru EFL umumnya menggunakan tindak ilokusi dalam pengajarannya. Ia lebih banyak melakukan arahan sebagai tindak ilokusi karena ia sering meminta siswa melakukan suatu pekerjaan atau aktivitas. Memberikan instruksi atau perintah membantunya menjalankan kelas EFL*

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## 1. Introduction

The most interesting human ability deals with language. Being culturally determined, language affects the perception of the people. Language, therefore, is the most important tool of communication in every society, since it considered a tool to convey thoughts, ideas, concepts, or feelings (Yule, 1996).

In order to comprehend the nature of a language, the human should aware of how it is used in communication. Therefore, language can be seen as a process rather than a product in the form of utterance. This phenomenon is studied in linguistic called pragmatics. The term was first introduced by the philosopher Morris who described pragmatics as the study of the relationship between signs and its interpreters.

Pragmatics deals with the fact that users use language in context and it is restricted to culture. The meaning and the intention or utterances uttered by users are determined by the existence of a context (Grundy, 2008). Without context, a hearer does not understand what the speaker intends to say.

A way to know and to use a language is through learning process. Learning process is giving the information and experience. The interaction between the teacher and the students plays important role to create the process. Unfortunately, the students have different capability to understand what the teacher teaches. Some students are easy to understand and some of them always find the difficulties how to understand the lessons. The gaps have to be identified and solved. Therefore, the teacher should prepare some appropriate methods and strategies to overcome the problems. Celce-Murcia (2000) pointed out that language use applied in the classroom affect students' process and progress of learning. In the matter of English as a Foreign Language (EFL) teaching in Indonesian context, in which the teachers are not the natives of English, running EFL teaching and learning is troubling in terms of delivering the lesson using English and getting students to understand the instruction mentioned using the language.

Mary Spratt (2005) states that the functions of learner's language are the purposes for which learners use language in the classroom. These purposes include taking part in tasks and activities, asking questions of the teacher, interacting with each other. Examples of the functions of learners' language are asking for clarification from the teacher or other learners, and checking information or understanding.

Teaching and learning process can be done successfully when the teacher knows how to use the appropriate language. It is the fact that language is a part of teaching and learning process and it has big role to realize the transfer of knowledge. The good use of language will create the good interaction. Sometimes, the students are confused or hard to absorb the information because of the bad interaction between the teacher and the students. The situation is commonly found in the foreign language class. Therefore, the teacher should identify the good ways of interaction in order to avoid it.

The interaction of two people is not as simple as we assume. For instance, a man who comes late to a meeting and says "I was trapped in traffic jam", he does not mean only to inform that there was a traffic jam and he was trapped in it but he wants to clarify why he is late and hope that the listeners forgive him. Another case when a girl says "This house is too hot", the interlocutor will understand that the air conditioner should be turned on. Therefore, a good communication can be built by understanding the statement which is delivered by the speaker.

According to the cases given in the previous paragraph, it shows that speech act is very important in communication. A speech act in linguistic terms refers to an utterance that has a performative function (Austin, 1962), such as congratulating, greeting, inviting, ordering, or warning. When we perform speech acts, we ordinarily communicate with others, so understanding speech acts and how we use them is important for English language teachers, especially those who embrace communicative language teaching (CLT), an approach to language teaching that emphasizes the need to create opportunities for spoken interaction and meaningful communication in language learning classrooms (Christison 2018). So, both the teacher and the student can use directly or indirectly with different speech acts.

A speech act comprises three simultaneous sub-acts the locutionary, illocutionary, and perlocutionary acts (Janson and Woo, n.d.). At the time learning in the classroom is the process interaction with various speech acts. In interaction of teacher and students, students and teacher, or students and students would be different. When students ask question, it appears a speech act with the different perception.

According the expert, the classification of the speech act originated with Austin (1962) and was further refined by Searle (1975) and Searle and Vandervecken (1985). These early researchers helped us to find out the concept that not all speech acts are the same but can be conceptualized into three main categories:

- (1) Locutionary
- (2) Illocutionary
- (3) Perlocutionary

A locutionary speech act is the surface or actual meaning of an utterance, and the meaning corresponds to the syntactic (the surface structure) and semantic (propositional) aspects of a meaningful utterance. An illocutionary speech act is the intended meaning of an utterance as a socially valid verbal action. A perlocutionary speech act is focused on the actual effect of the speech act, such as the actions one might take if one is convinced, inspired, or persuaded (Christison 2018).

The speech act utterance in sentence is determinants the meaning of sentences, but the meaning of the sentence is not only determined by the sentence being spoken, for example ;

Teacher : “The whiteboard is so dirty”

Based on that speech, it means that a teacher giving information that the whiteboard is dirty. If the teacher is talking to a student who is in the class and the student understands his intention, so the teacher’s speech has a function as a statement that indicates the student has to clean up the whiteboard.

When the teacher says a whiteboard is dirty, his statement indicates the locutionary, that the whiteboard is dirty. The statement is called illocutionary, if the students who hear the utterance will do an action to clean up the whiteboard. And the effect that is produced by the speech to the listener (cleaning the blackboard) it is called perlocutionary.

Especially for English learners with a lower level capability or less experience about English, illocutionary speech acts can be more difficult to understand. Thus, to help English learners to understand the work of illocutionary speech acts, teachers should have a system for presenting speech acts and helping the students to understand their pragmatic uses.

According to Searle (1975) and his seminal work on classifying illocutionary speech acts for this guidance, there are five categories for illocutionary speech acts (Christison 2018) ;

1. Representatives
2. Directives
3. Commissive
4. Expressives
5. Declarations

The decision of using certain speech acts in the learning process in the classroom may result on certain impacts. Therefore, the teachers in the classroom have to decide which kind of speech acts classification to use to achieve their purpose of teaching and learning.

In EFL classes in Indonesia, applying speech acts is very important to enhance the students' English understanding. One paradigm which is always assumed by the students is that learning language is only about the pronunciation, word spelling, grammar or what we state as "linguistic competency". As the result, even though the students have good competency in the language but unfortunately most of them find some difficulties to create a good communication with someone else because they are not highlighted with the functions of the language.

Reflecting to the condition explained previously, the researcher observed and analyze to what extent the teacher and the students in an Indonesian EFL classroom use the speech acts in their interaction and how far it affects the teaching and learning process. This observation was conducted in SMA Islam Athirah Bone and an EFL class was chosen. SMA Islam Athirah was chosen because the school is consistent to apply full English in the teaching class. Besides, the EFL teacher is competent in his field. This study, theoretically, contributes to fill the gap of speech act research on the matter of speech acts, locutionary, illocutionary and perlocutionary that may affect the EFL classroom teaching process. Most studies are located in some major universities and schools in Java. Therefore, the researcher did this research to know the speech acts in the teaching and learning activities from the regional university perspective. And also the researcher is interest in pragmatic study because in speech acts explanations every speech containing the meaning. In this study the researcher wants to explore illocutionary acts performed by the teachers and students in classroom

## 2. Method

The researcher used descriptive qualitative methods. Descriptive method is used to describe, explain, and analyze the phenomenon which occurred behind the data. Creswell (1994), states that "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. Based on the expert's statement, the researcher used a descriptive qualitative method because the data to be investigated are the utterances of English teacher and students in the classroom and the goal of the research is to describe the factual data and it is supported by the theories of pragmatics which are proposed by several experts. This design is produced to show the narrative data to describe about students' speech act in learning English based on the EFL teachers' and the students' interaction at the tenth class of SMA Athirah Bone.

This descriptive research works on the variable-students' speech act based on the interaction teachers' and students' speech act in the classroom.

1. The speech acts which are performed by the teacher in Indonesian EFL classroom
2. The functions of the speech act produced by the teacher
3. The impacts of speech act to the teacher's and the students' activeness in teaching and learning process.

The participants of this research consist of an EFL teacher and students in Senior high School in Watampone. They are the EFL teacher and students of SMA Athirah Bone. He is MR.Sapriadi and the class of X MIPA, the class consist of 24 students. This class is chosen because they are active in the EFL classroom which can help the researcher to do the observation. Moreover, they have made the commitment to be the participants of this research. The researcher employed some instruments in conducting this research. The researcher used video recording and observation in collecting data.

1. Observation Checklist

To find out the fulcrum data, the conversation made by the teacher and the students was analyzed by using observation checklist. The phrases and the sentences which are produced by the teacher and the students were classified into locutionary, illocutionary and perlocutionary.

2. Interview

The teacher was interviewed to recheck and make sure that the teacher's speech act suitable with the teacher intention with the student's reaction

### 3. Result and Discussion

Majidi (2015) stated that the aims of his research is to obtain an objective description of the form of speech act and the function spoken speech acts eighth grade students in learning Indonesian in SMP 6 Barabai. To achieve his objectives, the approach that he used in this study is a qualitative approach. The data of his research in form of verbal data are the speech of students and teachers interaction in the classroom. In this study, the researcher acts as a data collection instrument. Data collection techniques used in this study is the observation, recording, and recording field. This research resulted in findings on the nature of the follow- assertive, expressive and directive, and the function of speech acts eighth grade students in learning Indonesian in SMP 6 Barabai. Form of speech acts that are found is a follow-assertive, including speech acts asserted, indicates, predicts, maintains, inform, express, and make suggestions; follow- expressive and follow the directive, covering the speech act to form requests, questions, requirements, prohibitions, please and advice. Follow-assertive and directive function found are a function for the exchange of factual information, disclose proprietary information, express this emotion, expresses a moral attitude, to convince or influence, and socializing. At the end of his research he conclude that assertive actions are found in form of asserting, showing, predicting, maintaining opinions, notifying, declaring, and making suggestions. The dominant expressive action was found in expression of pleasure and displeasure. The directive is found is acting in the form of requests, questions, requirements, prohibitions, martial arts and advice. The function of assertive and directive actions found is to exchange factual information, express intellectual information, express emotional attitudes, express moral attitudes, convince or influence, and socialize.

Al-Ghamdi& Al-Bargi (2017) states that the purpose of their study is to investigate, following a qualitative research design, the ways in which English as a Foreign Language (EFL) teachers modify their speech in an endeavor to create interactive learning environments facilitated by the implementation of strategies providing inherently comprehensible input for students. The study also seeks to examine students' reactions to

the use of such different speech modification strategies. The data gathered was taken from three different EFL classrooms with a total of sixty-two university students (forty male and twenty-two female) and three non-native speakers (NNS) of English language teachers. The data analysis reveals that EFL teachers regularly modify their talk through the use of different linguistic and interactional strategies in the Saudi EFL context, including the use of simplified grammar and vocabulary, shorter sentences, repetition, and emphatic stress and reduced speech rate. Other modification strategies include the use of clarification requests, confirmation checks, transition markers and hand gestures in order to facilitate student understanding and learning. The data analysis also suggests that teachers' modification strategies have a positive impact on language learners in accelerating their comprehension and developing their classroom interaction. The result of this study is driven by the desire to explore elements of speech modifications employed by EFL teachers in the Saudi context in order to enhance the overall learning of English as a Foreign Language. The collected data shows that the participant EFL teachers employ various linguistic and interactional strategies in modifying their speech, such as paraphrasing words and sentences, utilizing slow speech with pausing and clear articulation, repetition, emphatic stress, confirmation and comprehension checks and by using simplified vocabulary. The most common forms of teacher speech modification in the observed Saudi EFL classrooms were using simplified grammar and teachers' repetition of learners' responses. However, observing and examining the students' reactions towards the use of various modification strategies, the analysis reveals that students generally comprehend and perform better when teachers modify their talk using a simpler form and vocabulary, pause between words, repeat or stress some words and sentences. The data of this study also exhibits the use of some paralinguistic features which are most evident through the use of hand gestures and facial expressions by the teachers when explaining or giving instructions, which seems to facilitate students' comprehension and classroom interaction. The results are based on the speech modification strategies of those three teachers only and speech modification strategies and goals could very well vary with different teachers and teaching styles, different learner profiles and proficiency, and different pedagogical goals. Moreover, although all students were from Level 104 (CEFR B/B1+), there were some variations between the classes in terms of their cognitive and linguistic abilities, which may have influenced their classroom interaction and reaction toward different modification strategies.

The previous study which was done by some researchers show that speech acts have a big effect to the students' English learning. Most of the studies focus on how the teacher and the students interact one another in the classroom. In this thesis, the researcher is going to focus on the interaction built between the teacher and the students by analyzing their locutionary, illocutionary and perlocutionary in English as Foreign Language (EFL) classroom. The interaction between the teacher and the students will be analyzed by using Interactive Analysis Model Miles & Huberman.

## **1. Pragmatics**

### **a. Definition of pragmatics**

In communication, the most important point is the context of what the speaker says. It is because the language is not only the arrangement of words that does not have any deep meaning. In many cases, the communication is failed because the hearer misunderstands what the speaker tries to convey. Therefore, the context of language cannot be avoided in communication.

Leech (1983) pointed that the pragmatics is a study of meaning and the way to relate that speech with any provided situations, along with an aspect to make a speech in a situation

and further it paves a path to determine the core principle that whether it deals with semantic or the pragmatic phenomenon. The more important aspects of pragmatics have indicated that it is the study of meaning that is related toward speech making situation. Within pragmatics, the five vital aspects that are mainly focused as follows:

- 1) Addressees or addressers (Hearer or speaker)
- 2) An utterance in context, Leech agreed to say the involvement of relevant utterance in social and physical setting, however, he did emphasizes more on the background knowledge that is related to the context.
- 3) Leech defines the goals of an utterance as well as the meaning of intention towards uttering it.
- 4) The utterance is a form of activity or an act, within pragmatics, the verbal utterance can also be performed like acts to parch needs of a particular situation.
- 5) The utterance that is in a form of enclosed verbal acts does tends to identify for sentence or token tagging that their real sense are not the sentences, but similarly can be the piece of language that classifies as short and long single sentence.

Yule (1996) states that pragmatics is the study which belief is what is communicated is more than what is said. It has consequently more to do with the analysis of what the people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Obviously, by comprehending what Yule states previously, giving attention to the context of language, the speaker and the hearer can build a good communication. The context of an utterance has to be factored into communication activities as theorists recognized that speaker intent, sentence meaning and hearer interpretation are not always the same. The sentences of the utterance that mean more than or are even sometimes apparently differently from what the speaker actually say, as in innuendos or sarcastic and ironical comment. Yet listeners understand the additional or altered meaning and communication is achieved. Communication does take place in such situations because meaning is not created solely by linguistic codes, but also by the commonality of the context of the interlocutors (Kaburise, 2011). In line with this, Richard and Schmidt (2002) states that pragmatics is the study of the use of language in communication related to sentences and the context and situation in which they are used.

## 2. Speech Act

### a. Definition of speech act

Speech acts are defined as those acts of making statement or question, giving order or commands, complimenting, apologizing and so on. Yule (1996) stated that by doing the speech acts, people do not merely say something using language out of the blue. The speakers have intention and force behind the utterances and those utterances may affect the behavior of the hearer.

### b. The types of speech act

Austin's Classification of Speech Acts (1962) based on his theory state that speakers do not only use the language to say something, but also to do the things so the utterances could be acceptable as speech acts. These early researchers helped us understand that not all speech acts are the same but can be conceptualized into three main categories (Christison 2018):

#### a) Locutionary speech acts;

A locutionary speech act is the surface or actual meaning of an utterance, and the meaning corresponds to the syntactic (the surface structure) and semantic (propositional) aspects of a meaningful utterance.

Another term of locutionary acts are basic utterances uttered by the people and it has right grammar rule and understandable vocabulary. The speaker and the hearer share the same language; therefore, the misunderstanding in the communication can be avoided.

b) Illocutionary speech acts

An illocutionary speech act is the intended meaning of an utterance as a socially valid verbal action. Yule (1996) stated that the term “illocutionary acts” is often closely associated with the term speech act. When communicating, the people have force in saying an utterance, it means that they are doing an illocutionary act. For instance, “put it out” may have a different kind of force behind that. The utter may mention it because he or she tries to stop a lady smoking in a smoke free area, or he or she sees a window curtain is on fire.

c) Perlocutionary speech acts

A perlocutionary speech act is focused on the actual effect of the speech act, such as the actions one might take if one is convinced, inspired, or persuaded. People perform perlocutionary acts by expecting to affect other people’s behavior. Affecting behavior does not necessarily mean getting the hearer to do physical movements; it also deals with the change of thought or habit of the hearer. Yule (1996) pointed out that perlocutionary acts bring the-so-called perlocutionary effect.

Illocutionary act has five classification as Yule (1996) proposes. Those classifications are as follows:

a. Declarations

Yule (1996) stated that declarations are the kinds of speech acts that change the world via words. Here by the utterance the speakers produce. Yule (1996) suggests the example of declaration as follows:

Priest: I now pronounce you husband and wife

b. Representatives

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not.

c. Expressives

When the speaker say something about what they feel, such as “Great!”, “Pardon me”, “it’s interesting!”, they actually are performing expressive speech acts. According to Yule (1996), they may express pleasure, pain, likes, dislikes, joy or sorrow.

d. Directives

Directives are those kinds of speech acts that speakers use to get someone else to do something. This is the speech acts classification which can be used to perform a command, request, suggestion and so on.

e. Commisives

Commisives are those kinds of speech acts that are used to commit what the speakers have planned to do in the future. Yule (1996) proposes some kinds of expressions of commisives like promises, threats, refusals and pledges.

While it is accepted that speech acts fall into three categories, the way in which the speech acts are used in context is more complicated than it appears at first glance. For example, I could say to you, “Don’t turn on the lights.” The speech act can be locutionary with a literal surface meaning of a negative command, telling you not to do something. However, let’s say that I had experienced electrical difficulties with the lights in my office earlier and that the faulty wiring gave me a small electrical shock when I touched the light switch. The electrician said that I should keep the lights off until he notified me that the problem had been corrected; consequently, when I say, “Don’t turn on the lights” to the student who enters the office behind me and reaches for the light switch to be helpful, the speech act “Don’t turn on the lights” is also an illocutionary act, giving my student a warning

not to turn on the lights. If my student heeds my warning, and I persuade her not to turn on the lights, I have thereby created a perlocutionary act. These situations illustrate that speech acts are complex and contextually bound and that it is possible for one utterance to be used in different ways (Christison 2018).

### 3. The function of speech act

Learning process is an activity interaction between teacher and student to achieve learning goals. Learning objectives will be achieved if the teacher has the skills to create the atmosphere of learning which encourages the students to actively participate in the learning process. This activity needs a good communication between a students and the teacher, so the indicator of achieving learning goals can be seen from the positive response that given by students. Therefore teachers need to develop their speech act as an effective communication patterns in their teaching and learning process.

Searle (1969:22) asserts that directives is frequent speech acts in classroom interaction that are used as a command, order, advice, request, warning, etc. The speaker states question to the hearer, demanding information from the hearer. Furthermore, Ervin Trip's concept (1976) on directives function was used. The types and functions of directives proposed are need statement, bald imperative, embedded imperative, permission directives, questions directives, and hint directives (Merdana 2013).

With a good speech act, the teacher can design to make student participation to express his opinion, develop his imagination and creativity. So that there is a mutual reciprocal process between teachers and students, they can mutually understand information, messages, ideas, thoughts and even their feelings. Communication in good teaching and learning is communication that occurs in two directions (two ways communication). Communication that works well provides benefits for both students and the teacher itself.

### 3.2. Findings And Discussion

This research was conducted to find out the dominant speech acts which are performed by the teacher in the English as Foreign Language (EFL) Classroom, to identify the functions of the speech acts which are produced by the teacher and to know the impacts of speech act to the students' activeness in teaching and learning process. After making an observation in an EFL Classroom in SMA Islam Athirah Bone, which the teaching learning process was recorded in a video, analyzing the speech acts produced the teacher by classifying the components of speech acts into three main acts which illocutionary has five forces, , the data were processed as follows:

#### 1. Locutionary

According to the data, it is found that 7% locutionary used by the teacher. In this case, the researcher observed the sentences which were mentioned by the teacher and concluded that they had a surface meaning. For example, when the teacher said "Good morning", these words represented a warm welcome which was easily known by the students. In other words, the students do not have any difficulties to understand it. Another example is "Raise up your hands". By this sentence, it is known that the teacher wanted the students to raise their hands literally.

#### 2. Illocutionary

##### a. Declarative

In illocutionary act, it is found that the teacher only used four speech act classifications to do teaching and learning in EFL Classroom. The teacher did not produce any sentences which were able to be identified as declarative speech act classification.

### b. Representative

In representative act, the teacher used 4% in the teaching learning process. The number is small due to the teacher spent the time mostly by giving the assignment through application which was accessed on the internet.

No	Utterance	Representative speech act functions
1	So the <i>tuntas</i> score is 200 you can see you remedy or not	Concluding
2	If you sign out automatically your data will be saved in the classroom data	Concluding

### c. Expressive

The percentage of expressive act which was produced by the teacher is 7%. The data are as follows:

No	Utterance	Expressive speech act functions
1	Thank you for reciting surah al fatihah	Thanking
2	Thank you for the reciting the translation	Thanking
3	Very good	Appreciation

### d. Directives

Mostly, the teacher used directive speech act in his teaching. The percentage is 64%. The data are as follows:

No	Utterance	Expressive speech act functions
1	We pray to God by reciting surah al – fatihah	Inviting
2	Now please open your Holy Qur'an	Commanding
3	Ok please recite Surah al kahfi 64 until 66	Commanding
4	The first is Asimon Fitri	Commanding
5	Mutmainnah Jaya, just continue	Commanding
6	Ok, enough!	Ordering
7	Ok, please read the translation	Commanding
8	We just guess a title of a story	Ordering
9	But, to guess a story, you just see your friends mime to you	Ordering
10	Ok, you get it?	Asking
11	Ok, ready?	Asking

12	Ok next your group leader	Commanding
13	Next, you...	Commanding
14	One two three go	Commanding
15	Next your group please	Commanding
16	Could you please turn on the LCD	Commanding
17	You can continue your competition	Requesting
18	Now, you are going to see this one the record of your individual project	Inviting
19	And so now you can see your score	Requesting
20	Now please you are going to use your laptop	Ordering
21	If you don't have, you can go to borrow a laptop	Ordering
22	If you don't have internet access, you can go outside the class	Ordering
23	Ok you can see the list of the material	Requesting
24	So please do it now	Commanding
25	There are two materials there you need to read and watch	Ordering
26	Depend on you, just watch the material	Commanding
27	So please do it on the dorm	Commanding
28	Do you find it, Asimon?	Asking
29	Do you understand what you need to do?	Asking

#### e. Commissive

The percentage of commissive act in this research is 9%. The data are as follows:

No	Utterance
1	Before we are going to continue our lesson, I am going to divide this class into two groups
2	I'm going to invite your friends coming here
3	So if you want to ask something I will answer your question
4	I will choose the best PPT will present in front of your friend

### 3. Perlocutionary

In this EFL classroom, the teacher was seldom to use perlocutionary act in his utterance. The percentage is only 9%. The data are as follows

No	Utterance
1	How many students are sick today?
2	Do you still remember what my instruction?
3	Okay!
4	How many points you get?

## 1. The functions of speech acts produced by the teacher

To teach the students who learn foreign language, the speech acts produced by the teacher is very important. The speech acts help the teacher to prepare and to deliver the lesson correctly and understandably. In the speech acts which have been shown by the EFL teacher in SMA Islam Athirah, he applies some functions like request, commands, offers, appreciation, thanking, asking and many more. Automatically, it will help the students of EFL class to comprehend the lesson and to participate in the classroom actively. Speech acts are driven by the contexts in which they are to be used, and changing the context can change the meaning of an utterance. To be able to understand a speech act relative to its illocutionary force and respond appropriately are important skills for English learners to develop if they are to be successful communicators. In addition, it is important for teachers to develop skills related to understanding speech acts and being sensitive to the fact that some common and frequent speech acts can be problematic for English learners, and learners can benefit from instruction regarding speech acts (Maryann Christison, 2018)

Illocutionary speech acts can be difficult to understand by the students especially for English learners with lower-level proficiency or for learners who have little experience with English outside of a language classroom. Searle (1975) classified illocutionary into five categories speech acts: (1) Representative, (2) Directives, (3) Commissive, (4) Expressives, and (5) Declarations.

The speech acts and English as a Foreign Language (EFL) teaching is a language teaching which focuses on language functions, rather than grammatical structures. Though it has been discussed whether it developed learners' communicative competence by attending to the functional purposes of language and by providing contextual settings for the realization of those purposes (Brown,2007).

Based on the data which have been given in the previous section, it shows that the most dominant speech act which is uttered by the EFL teacher is directives act, a part of Illocutionary act with the percentage 64%. In this case, the teacher gave more command, order, request, invitation and asking question in order to run the class. Mostly, the teacher used directives because of some reasons. By giving the order or command, it is easy for the students to follow it. Unfortunately, when it is implemented for a long term, the progress of the students will be very slow.

The second highest percentages according to the result previously are commissive and perlocutionary. Each of them is 9%. For the commissive act, the EFL teacher always plans to do something for the students. For example, he wants the students who get the best PPT (Powerpoint) to present it in the classroom. Usually, commissive act in teaching process is used by the teacher to plan a future lesson or activities. It is told earlier in the classroom, therefore, the students have been ready for it.

Perlocutionary act is also uttered by the EFL teacher in the teaching and learning process. Interestingly enough, the EFL teacher used it to affect the students behavior. For example, when a student in the class who has been pointed to recite Surah al-Kahfi, she recites more than what the teacher has commanded. The teacher responded by saying "Do you still remember what my instruction?. The main meaning of this utterance is that she should listen carefully to the instruction. Another case, when the students were noisy, the

teacher shouted “Okay!” which means to get the students attention and stop them making noise.

Commonly, using perlocutionary act in EFL class is difficult because the students have to catch the deep meaning of the utterances. However, this situation can be solved by giving more practice and more vocabulary items to the students.

Locutionary act and expressive act have got 4% of the utterance. Locutionary is the simplest way to utter in foreign language. The speaker and the hearer do not think hard to understand each other because locutionary means the surface or an actual meaning of the utterance. The EFL teacher only used this act some moments, for example, while giving simple instruction like raising hand and coming forward. Locutionary is suitable for the beginner because they do not need to identify the deep or the implicit meaning of the utterances.

Expressive act is a way to show the emotion of the speaker. In the classroom, it is very important to be done, therefore, the teaching and learning process will be more interesting. It is also a way to increase the students’ motivation to learn. In the EFL classroom, giving appreciation is a best way to raise the students’ self confidence.

Representative act is used commonly in a classroom, moreover, in an EFL class. Commonly, it is found that representative is always more dominant than some other acts. Uniquely, it does not happen in EFL class in SMA Islam Athirah Bone. It is because the integration of technology is applied in this school. While doing the research, the researcher found that the students learned through the website which can connect to all students and teacher. The assignment, videos, files, and many more are uploaded on the website.

Declarative act is not found in the EFL classroom in SMA Islam Athirah Bone. It is understandably known that the declarative speech act, in which Yule (1996) explained, it changes the world of the hearer through the utterances uttered by the speaker. The speaker is intended to have a special institutional role to influence or to give impact to the world of the hearer.

## **2. The impacts of speech acts to the EFL teacher and the students’ activeness in the teaching learning process**

The English as a Foreign Language learners may encounter difficulties when engaging in conversation with the native speakers of English because of their lack of mastery of the conversational norms involved in the production of speech acts. When the non-native speakers violate speech act realization patterns typically used by the native speakers of a target language, they often suffer the perennial risk of inadvertently violating conversational and politeness norms thereby forfeiting their claims to being treated by their interaction as social equals (Kasper,1990).

According to the EFL teacher which has been interviewed after being observed, there are many impacts of speech acts to the teacher and the students’ activeness in the class in the context of teaching and learning English. By using the appropriate speech acts, the teacher and the students are able to create the good condition of teaching and learning process. The students are more active when the teacher knows how to control the situation of the class and give the correct instruction or motivation.

“Ok, there are some impacts that I find when I using explain about in speech act the student can directly ask me, and I can make some connected to the student to... to... in learning process so the student they always ask me if they do not understand, so the student do not shy to ask me, they do not shy to ask me the problem when they do not understand about the language.”

### **3. The EFL Teacher and the problematic classroom situation**

After doing the field observation, the researcher had done an interview with the EFL teacher of SMA Islam Athirah Bone. The main problem of teaching EFL classroom is the students always find the difficulties to comprehend the lessons which are taught in Foreign Language, in this case, English Language.

“ Ok the difficulties that I found in my classroom, especially... teaching the foreign language. As you know that the student that has a different language between the foreign language so the differentiate this is about the explain about the material the students this is the difficulties. Explain the material by using the foreign language to student that their different language so sometimes the student do not understand what the teacher or what I say to them.

Teaching English to Indonesian students is a big motivation for the EFL teacher of SMA Islam Athirah. He said that it was a challenge because of the difference language used in the students' daily life and the language that they learn.

“Ok, the motivation. Talking about the motivation to be an EFL classroom teacher is about the English performing language especially ee, teach the students is about...emmm.. the challenging for me to teach the foreign language for the student because it's different between their language habit, their daily language for every day.”

### **4. Speech acts and teaching in the EFL classroom from the researcher's view**

As an English teacher, we have to know how to teach the language by choosing the appropriate approach. Unfortunately, there are many English teachers who teach English by applying the right approach but they do not know how to use the right speech acts. The majority of English teachers teach English by ignoring this part. The good communication between the teacher and the students are able to be built when the teacher uses the appropriate speech acts. Many teachers use Directives Speech Acts in their class, therefore, the students only follow the instruction and they do not have the opportunity to build their creativity. The teacher should learn how to improve their speech acts while teaching in the classroom. As the matter of fact, the students have different style of learning and different way to understand the lesson. Thus, when the teacher delivers the material, he or she should vary their speech acts to get the students' attention.

## **4. Conclusion**

The speech acts which are performed by the teacher in Indonesian EFL classroom in SMA Islam Athirah are Directives act (64%), Commissives and Perlocutionary act (9%), Locutionary and Expressives act (3%), Representative act (2%) and Declarative act (0%). It means that the EFL teacher obviously always give the instruction to the students to do the activities. The function of speech acts which are produced by the EFL teacher is to help the students understand the lessons and to ensure that they do not encounter the difficulties while

being in the learning process. Learning objectives will be achieved if the teacher has the skills to create the atmosphere of learning which encourages the students to actively participate in the learning process. This activity needs a good communication between a students and the teacher, so the indicator of achieving learning goals can be seen from the positive response that given by students. Therefore teachers need to develop their speech act as an effective communication patterns in their teaching and learning process. The impacts of speech acts to the students are that they are active in learning process. The students also are able to communicate intensively with the teacher when they have encountered some difficulties in English lesson. The students also learn the implicit meaning of English utterances which can enrich their knowledge of this language.

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