

**AN ANALYSIS OF THE SPEECH ACTS PRODUCED BY TEACHER IN  
ENGLISH CLASSROOM INTERACTION**

**(Undergraduate Thesis)**

**By**

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## **ABSTRAK**

### **ANALISIS TINDAK TUTUR YANG DIGUNAKAN OLEH GURU DALAM INTERAKSI KELAS BAHASA INGGRIS**

**Oleh**

**Novita Sari**

Penelitian ini bertujuan untuk menganalisis jenis-jenis tindak tutur yang digunakan oleh seorang guru Bahasa Inggris serta menelaah hubungan antara pemilihan tindak tutur oleh guru dengan interaksi di dalam kelas. Penelitian ini dilaksanakan di SMAS Al Kautsar Bandar Lampung, dengan melibatkan satu orang guru Bahasa Inggris dan dua kelas siswa kelas sebelas. Data dikumpulkan melalui rekaman video dan transkrip aktivitas pembelajaran di kelas, kemudian dianalisis menggunakan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa tindak tutur direktif merupakan jenis yang paling sering digunakan (54,3%), diikuti oleh tindak tutur asertif (42,4%). Tindak tutur ekspresif dan komisif digunakan dengan frekuensi yang lebih rendah, masing-masing sebesar 1,9% dan 1,4%, sementara tindak tutur deklaratif tidak ditemukan dalam data. Analisis menunjukkan bahwa setiap jenis tindak tutur memiliki hubungan yang berbeda terhadap interaksi di kelas; direktif berperan dalam pengelolaan kelas dan partisipasi siswa, asertif mendukung kejelasan instruksi pembelajaran, ekspresif menciptakan suasana yang suportif, dan komisif membantu memberikan struktur serta mempersiapkan siswa terhadap tugas-tugas selanjutnya. Temuan ini menunjukkan bahwa pemilihan tindak tutur oleh guru memiliki hubungan yang signifikan terhadap dimensi akademik dan sosial dalam interaksi kelas pada konteks pembelajaran Bahasa Inggris sebagai bahasa asing (EFL).

***Kata Kunci:*** Tindak Tutur, Tuturan Guru, Hubungan, Interaksi Kelas.

## **ABSTRACT**

### **AN ANALYSIS OF THE SPEECH ACTS PRODUCED BY TEACHER IN ENGLISH CLASSROOM INTERACTION**

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**Novita Sari**

This study aims to analyze the types of speech acts performed by an English teacher and to examine the relationship between the teacher's choice of speech acts and classroom interaction. The research was conducted at SMAS Al Kautsar Bandar Lampung, involving one English teacher and two classes of eleventh-grade students. Data were collected through video recordings and transcriptions of classroom activities and analyzed using a descriptive qualitative approach. The results showed that directive speech acts were the most frequently used (54.3%), followed by assertive speech acts (42.4%). Expressive and commissive speech acts were used less frequently, at 1.9% and 1.4% respectively, while declarative speech acts were not found in the data. The analysis demonstrated that each speech act type related differently to classroom interaction; directives supported classroom management and participation, assertives contributed to instructional clarity, expressives helped create a supportive atmosphere, and commissives provided structure and prepared students for upcoming tasks. These findings suggest that the teacher's choice of speech acts showed a significant relationship with both the academic and social dimensions of classroom interaction in the EFL setting.

***Keywords:*** *Speech Act, Teacher Talk, Relationship, Classroom Interaction.*

**AN ANALYSIS OF THE SPEECH ACTS PRODUCED BY TEACHER IN  
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**By:**

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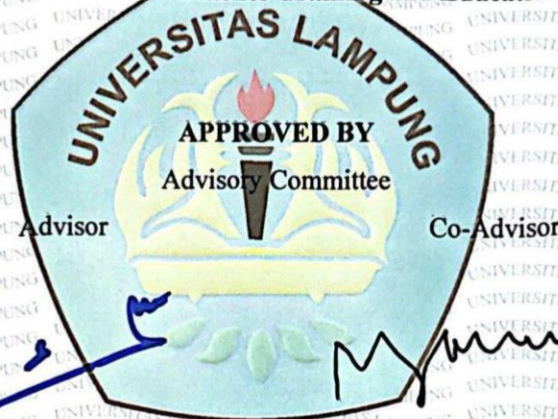
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## CURRICULUM VITAE

Novita Sari was born in Tanggamus on November 28th, 2003. She is the first child of Gaib and Mujiati.

She began her educational journey at Roudlatul Athfal Mathla'ul Anwar Landbaw Kindergarten, followed by her elementary education at Madrasah Ibtidaiyah Mathla'ul Anwar Landbaw. She continued her studies at Madrasah Tsanawiyah Mathla'ul Anwar Landbaw for junior high school and later completed her senior high school at SMAN 1 Sumberejo. After graduating from high school, she pursued her higher education in the English Education Study Program at the University of Lampung. During her time at university, she was involved in an organization and several national programs. She joined the Society of English Education Department Students (SEEDS) as a member of the Finance Division.

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## **MOTTO**

“Indeed, with hardship comes ease.”

(QS. Al-Inshirah 94:6)

“Perhaps you hate a thing and it is good for you; and perhaps you love a thing  
and it is bad for you. And Allah knows, while you know not.”

(QS. Al-Baqarah 2:216)

## **DEDICATION**

With gratitude to Allah SWT, this thesis is dedicated to her beloved parents for their unconditional love and endless prayers, her lecturers for their guidance and knowledge, her dearest best friends for their kindness and laughter, her special person for always being there in times of need, and to herself, for remaining strong and patient through every hardship.

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The researcher acknowledges that this thesis may still have shortcomings and welcomes any suggestions for improvement. She hopes this work can offer insight and inspiration to fellow students, educators, and future researchers.

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## **I. INTRODUCTION**

This chapter describes the reasons for conducting the research and its deals with several points introduction that concerns with the background, research question, objectives, uses, scope and definition of terms, as will be elaborated in the following sections.

### **1.1. Background**

Language is inseparable from human life, it is integrated into our existence. Even before spoken language existed, humans used various symbols, tools, and body gestures to express their ideas, which can also be considered forms of language. According to Tseng (2018) Language is a tool for transmitting ideas or emotion by using signs, sounds or gestures that are systematically arranged so it contain understandable meanings. Language is not limited to what is spoken by humans, it extends further including everything used for communication, both verbal and non-verbal. Non-verbal signs include the sound of a bell, car bell, morse, and limb movements (gestures) and so on. People need to mindful when using language, as others may interpret our intentions differently from what we actually mean. By using clear and polite language, we can ensure that our intended message is effectively conveyed.

In the field of education, using appropriate language is the most important thing for teachers to successfully achieve their teaching and learning goals (Schleppegrel, 2004). Teaching is an interactive process that occurs between teacher and students to communicate systematically during certain activities. Thus, in teaching, interaction occurs as a result of the communication process. Teachers convey their ideas or knowledge to the students, who then process the

information and respond with questions, statements, thanks, And so on. This entire process is called interaction. Interaction refers to the activity of taking turns to express ideas and respond to them. In a classroom setting, this means that teachers and students build a good communication where each participant actively contributes to the conversation. This back-and-forth communication fosters a deeper understanding and creates an engaging learning environment. Effective classroom interaction helps students clarify their thoughts, ask questions, and build on each other's ideas.

During the classroom interaction process, both teachers and students actively produce utterances in the form of statements, requests, questions, orders, thanks, apologies, permissions, and so on. All these utterances may have propositional meaning and illocutionary meaning. In pragmatics, we refer to these as speech acts. Speech acts are expressions that perform an action when making an utterance. Yule (1996) states that speech acts are actions performed through utterances, its emphasizing how speakers and hearers use language. Searle (1979) developed a classification of speech acts that includes five categories: assertives, directives, commissives, expressives, and declaratives. These categories are essential for analyzing how teachers use language in the classroom to fulfill instructional and social functions.

Speech acts are essential in classroom communication because they shape the structure and tone of interaction. They help teachers manage the classroom, guide learning processes, maintain discipline, and foster meaningful student engagement. Through various types of speech acts teachers create a communicative environment that supports academic development. By understanding how these speech acts function, we can gain deeper insight into the dynamics of classroom discourse and how it contributes to teaching and learning process. In the context of English language classroom, it is important to understanding not only grammatical competence but also pragmatic competence. Teachers must be aware of how their language choices affect student comprehension and participation. Strong pragmatic skills on both sides enhance

the clarity of communication, reduce misinterpretation, and ensure that instructional goals are achieved effectively. Therefore, the success of the teaching and learning process depends greatly on the teacher's ability to use speech acts appropriately and purposefully.

Several studies dealing with speech acts in the classroom interaction have been done previously. Yulian & Mandrani (2023) conducted research on speech acts, specifically illocutionary acts, in an ESL classroom. The subjects of this research were a teacher and seventh-grade students of the International Class Program at SMP Muhammadiyah 1 Sidoarjo. The research focused on identifying the forms of speech acts produced by the teacher, revealing that the teacher produced 266 utterances categorized into four types: representatives, directives, commissives, and expressives. Another researcher conducted similar research on speech acts used by an English teacher at SMA Negeri 2 Banjar. Swandewi, et al. (2018) aimed to identify the kinds of speech acts used by the English teacher and their pedagogical functions. The findings showed that four types of speech acts were used during the teaching process, with directive speech acts being the most frequent. The pedagogical functions of these speech acts were divided into four categories: directives as a control function, commissives as an organizational function, and representatives and expressives as evaluative and motivational functions.

Swastiana et al. (2020) conducted research on speech acts used by a teacher and seventh-grade students at SMPN 2 Bangli, focusing on investigating the types and functions of speech acts during the teaching and learning process. The results showed that the teacher used five types of speech acts: representatives, directives, expressives, commissives, and declarations. Directives were the most frequently used (47.52%), while declarations were the least produced (0.71%). Research conducted by Mutmainah, et al.(2018) investigated the teacher's speech acts and their impact on student responses at SMAN 3 Serang. The findings showed that five types of speech acts appeared in the interactions between the teacher and students: directives, commissives, assertives, expressives, and declaratives.

Among these, directives were the most frequently used by the teacher. Another study on speech acts in teacher talk in EFL classrooms was conducted by Santosa & Kurniadi (2020). This research aimed to determine why certain speech act classifications were preferred and the implications of these choices. The findings showed that assertive speech acts were used most frequently by the teacher, as the teacher often gave test practices and discussed them later.

These studies show that speech acts produced by teachers and students play an important role as each utterance has a different meaning. However previous studies have mostly focused on identifying speech acts in classroom interactions without looking deeper into how they affect communication between teachers and students. While some research has identified speech acts in educational settings, the connection between their use and the overall classroom dynamics remains unclear. Therefore, this study aims to analyze the types of speech acts performed by teacher and examine their relationship with classroom interaction. This study intended to investigate the teacher's speech act produced in English classroom interaction at Senior High School Level. The researcher would observe and record English class activities to find out speech acts which imply action or meaning referring to the classroom context. Speech acts produced by the teacher would be the data to be analyzed by researcher.

## **1.2. Research Question**

Based on the background above, the researcher formulated the problems in question form as below:

1. What types of speech acts are performed by the teacher in classroom interaction?
2. How is the relationship between the choice of speech acts and the classroom interaction?

## **1.3. Research Objective**

Based on the research questions, the objectives of this research are:

1. To investigate the types of speech acts performed by the teacher during

classroom interaction.

2. To describe the relationship between the choice of speech acts and the classroom interaction.

#### **1.4. Uses**

The research might be useful for some people of further study both theoretically and practically, the uses of the research are:

1. Theoretically, the findings of this study contribute to the development of education, especially in language learning. This research can also be used as a reference for those who want to do research with the same theory regarding speech acts used in classroom interaction.
2. Practically, the results of this study are expected to provide positive contributions and information for researchers in implementing and expanding their knowledge, especially in the field of educational research, such as research on teaching and learning English.

#### **1.5. Scope**

This research focused on analyzing the types of speech acts used by teacher in English classroom interactions. It aimed to examine how these speech acts influence classroom communication and student engagement. This research involved one English teacher and two classes of eleventh-grade students at SMAS Al Kautsar Bandar Lampung, with data collected through classroom recordings over two meetings. A qualitative approach was used to examine the recorded classroom interactions, identifying patterns in speech act usage and their impact on classroom interaction. However, this research was limited to one school, which may not fully represent all English classroom interactions.

#### **1.6. Definition of Terms**

There are several terms that frequently appear in relation to this research. Below are the definitions of these terms:

1. Speech Acts

A speech act is how people use language to prompt actions. It's not just about saying something, but about using words to accomplish things in communication, such as asking, ordering, greeting, warning, inviting, and congratulating.

2. Classroom interaction

Classroom interaction involves the exchange of ideas between teachers and students to facilitate communication within a classroom setting. This interaction can be both verbal and non-verbal.

3. Student's response

Student's response is a reaction or reply given by the student in response to a prompt, question, or stimulus provided by someone else, such as a teacher or peer. This response can reflect the student's understanding, thoughts, emotions, or attitudes toward the subject or situation.

These definitions provide an understanding of key terms essential to this research, serving as the cornerstones upon which this study is built.

## **II. LITERATURE REVIEW**

This chapter precedes some of the theories discussed in the framework. It consists of concept of pragmatics, pragmatic competence in language teaching, speech acts theory, speech act classification, grammatical form in classroom utterances, sentence types in grammatical form, relationship between grammatical form and speech acts, classroom discourse in language teaching, and theoretical framework.

### **2.1. Concept of Pragmatics**

In everyday life, we are often faced with situations that require us to communicate with others. Communicating means using language to convey information or messages to others. The messages conveyed are often not well received due to differences in how the recipients interpret the meaning of a message. Along with the development of science, a branch of knowledge has emerged that studies the use of language according to its context of use, known as pragmatics.

Levinson (1983) states that pragmatics is the study of how people use language. It views language from a functional perspective, focusing on explaining aspects outside the structure of utterances. In defining pragmatics, Levinson stated that it was not easy at the time of writing, due to the lack of available textbooks. Therefore, he defined it by studying the scope of pragmatics. According to Yule (1996), pragmatics is the study of the meaning behind the speaker's utterance as interpreted by the listener or reader. It involves understanding what others mean and what the speaker themselves mean. In simple terms, pragmatics is the study of speaker meaning. Another definition comes from Huang (2014), who states that pragmatics studies meaning based on how people use language systematically. This field explores language beyond literal meanings, examining speaker intention in context and the aspects that influence how people interpret language. Huang further

elaborates that pragmatics involves various key concept including implicature presupposition, speech acts, deixis, and reference. The branch of pragmatics delves into linguistic expressions and the meanings interpreted by listeners or readers. It encompasses how context influences interpretation, the functional roles of various types of utterances, and the implicit meanings conveyed through language. Some linguists view the aspects of language studied in pragmatics to include: deixis, speech act theory, conversational implicature, conversational maxims, relevance, presupposition, and applied pragmatics.

In conclusion, pragmatics explores meaning beyond language, considering perspectives from both the listener and speaker. It is crucial to learn pragmatics as it enables clearer and more effective communication among individuals and across cultures. It heightens our awareness of social contexts and promotes mutual understanding. Pragmatics is valuable across various fields, including education. Educators should possess pragmatic competence because their work involves direct interaction with others. They must effectively communicate with students from diverse cultural backgrounds. Therefore, it is essential for educators to understand the intended meaning of messages conveyed by students to achieve optimal learning outcomes.

## **2.2. Pragmatic Competence in Language Teaching**

Pragmatic competence is the ability to use language effectively in various contexts. Chomsky (1965) initially defined pragmatic competence as knowledge of the conditions and style of proper language usage in diverse settings. It goes beyond grammatical accuracy to include the social rules and cultural nuances of language use. Pragmatic competence is crucial for both teachers and learners to navigate real-life interactions where meaning often depends on context, tone, and non-verbal cues. For instance, the same phrase can have different meanings depending on the situation, the speaker's intent, and the relationship between the interlocutors.

Pragmatic competence is applied in alignment with the teaching and learning process during various interactions with students. According to Nofiyenty (2023),

teacher-student communication often involves the implicit use of pragmatic. For instance, when a teacher provides information, it falls under assertive acts, which involve stating facts or conveying knowledge. Similarly, when a teacher assigns a specific task or gives instructions, it constitutes directive acts, as these prompt students to take action. Moreover, teachers express emotions, encouragement, or concerns through expressive acts, which help build rapport and foster a supportive learning environment.

While communicating, there are rules governing an utterance known as the Principle of Cooperation which includes a set of grice's maxims; quality, quantity, relevance, and manner to ensure clarity and effectiveness in the learning process. The maxim of quality emphasizes accuracy, requiring teachers to provide correct information, avoid false statements, and refrain from sharing information without solid evidence. The maxim of quantity ensures that the material presented is appropriate for students' needs neither lacking essential details nor overwhelming them with excessive information. The maxim of relevance highlights the importance of keeping discussions and lesson content directly related to the topic at hand. Lastly, the maxim of manner focuses on clarity and structure by encouraging teachers to avoid ambiguity, eliminate double meanings, be concise, and maintain a logical flow in their explanations. Beyond these maxims, pragmatic competence also includes implicature and politeness. Implicature occurs when teachers use indirect speech to communicate subtly, fostering respect and deeper understanding among students. Meanwhile, politeness in communication is reflected through greetings, expressions of gratitude, and the use of respectful language.

Thomas (1983) highlights pragmatic competence as an essential component of communicative competence, which is fundamental for effective teaching. Without pragmatic awareness, teachers may struggle to convey nuanced meanings, potentially leading to misunderstandings in classroom interactions. Effective instruction requires more than linguistic knowledge it demands the ability to navigate conversational subtleties, appropriately manage classroom discourse, and

create an inclusive learning environment. Teachers must expose students to authentic language use, model appropriate pragmatic strategies, and provide opportunities for interactive communication to enhance their students' overall linguistic and communicative skills.

In conclusion, pragmatic competence is more than just an element of language teaching, it is essential for clear communication and effective instruction. Teachers need to incorporate pragmatic awareness into their teaching methods to foster engagement, ensure clarity, and acknowledge cultural differences in the classroom. When educators develop strong pragmatic skills, they can bridge communication gaps, encourage active student participation, and create a learning environment where language is used naturally and effectively.

### **2.3. Speech Acts Theory**

In communication, people produce utterances to convey their messages. In produces utterances, people not only involving grammatical and words, it also carry an action via those utterances. In this case, utterances that perform an action are categorized as speech acts. Speech acts are one branch within the scope of pragmatics. Speech act theory explores how language functions beyond its literal meaning to achieve various purposes, such as making requests, giving commands, making promises, and expressing opinions. It highlights that when people speak, they not only convey information but also perform social actions that influence interactions and relationships.

Mabaquiao (2018) states that speech act theory is a theory in the philosophy of language that tries to carefully explain how language works. It's become very influential, extending beyond just philosophy. Nowadays, it's also a key theory studied in fields like linguistics and communication. One of the theories that has been developed is by the philosopher J.L. Austin, who first introduced the concept of speech acts in a series of lectures later published in his book titled "How to Do Things with Words" in 1962. Austin argued that when people speak, they are not

merely conveying information but also performing actions. According to Austin (1962), a speech act is defined by the principle that “to say something is to do something.” In other words, when we make an utterance, we are not merely conveying information but also performing an action. Austin (1962) classifies utterances into two categories; “constative utterances” and “performative utterances.” Constative utterances describe states of affairs and meaning of that utterances can be described as either true or false. These are typically referred to as “statements” or “propositions.” For example, saying “The sky is blue” is a constative utterance because it can be checked against reality to determine its truth value.

On the other hand, performative utterances are those that perform a certain action merely by being spoken. When someone uses a performative utterance, they are not just saying something but doing something through their speech. For instance, when someone says “I apologize,” they are performing the act of apologizing. Similarly, saying “I promise to meet you tomorrow” enacts the promise itself. Unlike constative utterances, performatives are not about describing a state of affairs but about enacting an action through the utterance itself. John Searle, a major proponent of the speech act theory built on the ideas of J.L. Austin and expanded on them in his own way (Searle, 1979). Searle preferred using the term “speech act” instead of Austin's “performative” and focused his studies on illocutionary acts.

Over time, speech act theory has been developed further, with many researchers exploring it in greater depth. Numerous definitions have been formulated. For instance, Yule (1996) defines speech acts as actions that accompany utterances. In his book “Pragmatics” (1996), Yule explains that when people produce utterances, they are not merely stating facts or asking questions; they are also performing actions such as requesting, promising, apologizing, or ordering. Similarly, Huang (2014) emphasizes that speech acts are a fundamental concept in the study of pragmatics, involving the performance of actions through utterances. Huang discusses speech acts as linguistic actions performed when a speaker makes an utterance, highlighting the intended functions of these utterances in

communication. This perspective underscores the importance of understanding not only what is said but also what is done through language. As the theory continues to be refined and expanded by scholars.

In this study, the researcher adopts John Searle's classification of speech acts as the primary theoretical framework. Searle's taxonomy is chosen because it provides a clear categorization of speech acts, that aligns directly with the focus of this research on how different types of speech acts relate to classroom interaction. This approach allows for systematic identification and analysis of the teacher's utterances based on their communicative functions, making it suitable for investigating the role of speech acts in an EFL classroom context.

In conclusion, speech act theory, originating from Austin and further developed by Searle and other scholars, explores the idea that language is not merely a tool for conveying information but also for performing actions. The theory highlights how utterances can serve various functions, such as making requests, giving commands, or making promises. In this study, Searle's framework serves as the foundation for analyzing the teacher's speech acts and understanding their relationship with classroom interaction..

#### **2.4. Speech Act Classification**

In his book "How to Do Things with Words", Austin (1962) identified five basic types of performative as follows; verdictive is like making a judgment, exercitive is like exercising influence or power, commissive is like making a commitment or declaring an intention, behabitive is like expressing an attitude, expositive, is like explaining reasons, arguments, or communications. On the other hand, Searle (1979) introduced his own classification of five basic types of speech acts: assertives, directives, commissives, expressives, and declarations. Searle chose not to follow Austin's original classification for a couple of reasons. First, Austin himself considered his classification as preliminary and exploratory, and he even expressed some dissatisfaction with it. Second, Austin was not consistent in identifying the key differences among the types of performatives he described. In

other words, Austin's list lacked a clear and organized set of principles to consistently distinguish one type of performative from another. This is the following basic types of speech acts by John Searle :

- 1) Assertives : According to Searle (1979), an assertive is an utterance based on the speaker's belief. The function of this type of utterance is to assert something that can be true or false. Assertives include statements, claims, or descriptions. For example, saying "The sky is blue," "I believe it will rain tomorrow," or "She is the best candidate for the job" are all assertives. These utterances aim to convey information that the speaker believes to be accurate, and they can be evaluated based on their truthfulness.
- 2) Directives : According to Searle (1979), directives are utterances that convey a direction or command that the speaker expects the listener to follow. The function of directives is to get the listener to act in a way that matches the directive. Examples of directives include orders, commands, and requests. For instance, when someone says, "Please close the door," "Finish your homework," or "Can you pass the salt?" they are using directives to prompt the listener to take specific actions.
- 3) Commissive : According to Searle (1979), a commissive is an utterance based on the speaker's intention to commit to a future course of action. The function of commissives is to make a commitment to do something in the future. Examples of commissives include promises, vows, pledges, contracts, and guarantees. For instance, when someone says, "I promise to help you with your project," "I vow to always be honest," or "I guarantee the quality of this product," they are making a commitment to a specific action or behavior in the future.
- 4) Expressives are utterances that convey a variety of the speaker's expressions. The function of expressives is to express the speaker's feelings or attitudes. Examples of expressives include apologies, thanks, congratulations, welcomes, and condolences. For instance, when someone says, "I'm sorry for being late," they are expressing regret. Similarly, saying

“Thank you for your help” expresses gratitude, “Congratulations on your promotion!” conveys happiness and pride, “Welcome to our home” expresses a friendly reception, and “I’m sorry for your loss” conveys sympathy.

- 5) **Declaratives** : Declaratives aim to bring about a change in the world by both stating and thereby effecting a change. The conditions of satisfaction for declaratives vary, as they can be deemed successful (happy) or unsuccessful (unhappy) depending on whether the intended change occurs. The sincerity condition also varies: some declaratives involve both the speaker's belief in the truth of what they are declaring and their desire for the declaration to have an effect. For example, statements like “I now pronounce you husband and wife” or “The meeting is adjourned” not only describe a state of affairs but also create a new reality by the act of uttering them, thereby changing the status or condition of the referred object or situation.

In conclusion, both Austin and Searle provided influential frameworks for understanding speech acts, though they differed in their classifications. Austin's original five types; verdictive, exercitive, commissive, behabitive, and expositive, offered a preliminary exploration into how language performs actions, though it lacked clear distinctions between categories. Searle, building on Austin's work, proposed a more organized classification consisting of assertives, directives, commissives, expressives, and declaratives. Searle's model refined the understanding of speech acts by clearly defining the functions and intentions behind each type, emphasizing how language not only conveys information but also shapes actions and social realities.

## **2.5. Grammatical Form in Classroom Utterances**

When addressing utterances, we are inherently dealing with grammar, as every spoken expression is composed of grammatical elements that structure and convey meaning. In an educational context, especially in language classrooms, utterances produced by teachers and students are not random; they are shaped by systematic

grammatical patterns that serve communicative and pedagogical functions. Grammatical forms in classroom utterances can vary depending on the teacher's instructional approach or the communicative needs of the moment. Teachers use specific grammatical forms to fulfill particular functions like explaining material, eliciting responses, or giving instructions. The way grammar manifests in spoken interaction directly influences how meaning is constructed, interpreted, and responded to during teaching and learning processes.

According to Larsen-Freeman & Celce-Murcia (2016), grammar is “a meaning-making resource” that encompasses three key dimensions: form, meaning, and use. These dimensions work together to allow speakers to generate contextually appropriate expressions. Form refers to the observable structure of the utterance (such as word order and inflections), meaning addresses what the form expresses (such as time, number, or modality), and use involves when and why that form is used in a given context. In classroom settings, understanding these dimensions becomes essential, as teachers select specific grammatical forms to instruct, question, direct, or provide feedback, and students use grammar to respond, inquire, or express understanding.

Grammatical form, specifically, focuses on the structural features of language, including morphological elements (e.g., suffixes like plural *-s* or past tense *-ed*) and syntactic structures (e.g., subject-verb-object order). In classroom utterances, these forms are evident in both simple commands “Open your books”, instructional explanations “The past tense is used for completed actions”, and clarify questioning “Do you understand?”. The form contributes to the clarity and function of an utterance and enabling it to effectively achieve its communicative goals.

Huddleston & Pullum (2005) reinforce this structural perspective by defining grammatical form as the linguistic realization of grammatical categories through syntactic configurations. They argue that grammar involves not only classifying words into parts of speech, but also understanding how these elements combine into clauses and sentences that fulfill communicative functions. In the classroom, this

means that utterances are shaped by patterns of tense, aspect, mood, and voice, which affect how learners perceive the intent behind the speech. For example, a teacher's choice between “Can you answer number five?” and “Answer number five” reflects not just different forms but also varying levels of politeness and directive strength.

Understanding grammatical form contributes in shaping the structure and communicative function of classroom utterances. It is not merely a matter of linguistic correctness, but a strategic resource that supports pedagogical goals and interactive meaning-making. In language classrooms, both teachers and students rely on a range of grammatical forms to navigate instructional discourse, manage classroom activities, and foster mutual understanding. Recognizing how these forms operate within the classroom interaction improve valuable insight into the functional role of grammar in real-time communication and highlights its importance in language teaching and learning.

## **2.6. Sentence Types in Grammatical Form**

Grammatical form includes various structural elements such as tense, aspect, mood, voice, and sentence types. As Quirk et al. (1985) explain, sentence types can be categorized by their structure (e.g., simple compound, complex) and function (e.g., Statement, interrogative, imperative). Structural classification refers to how clauses are combined within a sentence, while functional classification reflects the speaker's communicative purpose.

### **1. Statement sentences**

Statement sentences represent the most common sentence form, typically used to express facts, opinions, or general information. They typically follow the standard a subject-verb-object (SVO) structure, where the subject comes first, followed by the verb and, if present, the object that receives the action. Statement sentences generally end with a period, marking the conclusion of a complete thought or proposition (Aarts & McMahon, 2006). Although Statement are most commonly used for making assertions, they

can also be used for other purposes, such as giving instructions or asking questions, especially when contextual or intonational cues are involved.

Statement sentences are used in everyday communication to state facts, describe actions, and share opinions in a clear and direct manner for example; 1) The sky (S) darkened (V), This simple Statement sentence presents a factual statement about a change in the environment. 2) No one (S) really enjoyed (V) that movie (O). In this example, the speaker expresses an opinion or evaluation about an experience. 3) On Wednesdays, we (S) usually visit (V) the Browns (O). This sentence conveys a habitual action or routine. The time phrase “On Wednesdays” provides contextual information, while the main clause follows the S-V-O structure. It functions declaratively by stating a regular activity.

## 2. Interrogative Sentences

Interrogative sentences are primarily used to pose questions and request information from the listener or reader. Unlike Statement sentences, which state facts or convey ideas, interrogatives are designed to prompt responses, clarify meaning, and initiate conversation (Quirk et al., 1985). From a grammatical perspective, interrogative sentences have specific structures that set them apart, such as placing the auxiliary verb before the subject or starting the sentence with a question word.

Interrogative sentences can be classified into several subtypes based on their structure and purpose; 1) Yes–no questions, also referred to as closed questions. Yes-no questions begin with an auxiliary or modal verb placed before the subject, requiring subject–operator. These questions typically expect a simple affirmative or negative answer, though responses can vary in practice. For example “Are you coming to the party?”, “Did you finish your homework?”, “Is it raining outside?”. 2) Wh-questions also called open-ended questions. Begin with interrogative words such as who, what, where, when, why, or how. These questions aim to elicit specific

information and generally also involve subject–operator inversion, unless the interrogative word itself functions as the subject. For example “What is your favorite color?”, “Where did you go on vacation?”, “Why are you late?”. 3) Tag questions are appended to Statement or imperative sentences and are used to confirm information or seek agreement. For example “It’s cold today, isn’t it?”, “You’re coming with us, aren’t you?”, “She’s a talented singer, isn’t she?”.

In classroom interactions, teachers use questions not only to obtain information but also to check comprehension, stimulate engagement, and assess learning. Students, in turn, ask questions to clarify doubts or express confusion.

### 3. Imperative sentences

Imperative sentences are used to give commands, make requests, offer instructions, or extend invitations. They are typically formed using the base form of the verb and often omit the subject, which is understood to be you (e.g., “Close the door” or “Please sit down”) (Quirk et al., 1985). Characterized by a direct and authoritative tone, imperatives aim to influence the behavior of the listener by prompting a specific action, rather than conveying information that can be evaluated as true or false. While they often appear direct, imperative sentences can also express politeness or indirectness, particularly when softened by modifiers like please or by intonation (Huddleston & Pullum, 2002). These sentences are essential in communication, enabling speakers to delegate tasks, offer guidance, and clearly express desires or expectations.

Imperative sentences are easily identifiable by their function and form, for instance, the sentence “Turn off the lights” is a direct command instructing the listener to perform a specific action. Similarly, “Please pass the salt” is also an imperative, but the inclusion of please softens the tone and transforms it into a polite request. Another example, “Don’t forget to submit

your assignment”, shows how imperatives can also include negative forms, using don’t to prevent an action. In all these cases, the subject “you” is implied rather than explicitly stated, which is a defining feature of imperative sentences (Quirk et al., 1985). These forms are functionally distinct from Statement or interrogatives because they aim not to describe or ask about the world, but to influence the behavior of the listener. Moreover, the use of imperatives in different contexts such as classrooms, workplaces, or casual conversations may vary in directness and politeness, often depending on the relationship between the speaker and the listener (Huddleston & Pullum, 2002).

## **2.7. Relationship Between Grammatical Form and Speech Acts**

Grammatical form refers to the structural composition of language, including elements like sentence types, verb tense, aspect, and syntactic arrangement. In contrast, speech acts focus on the functional use of language in how utterances are used to perform actions such as asserting, requesting, questioning, or commanding. While some sentence structures like interrogatives or imperatives are commonly aligned with particular speech acts, this alignment doesn’t always hold true in practice. The actual function of an utterance depends more on the context in which it is used. Factors such as the situation, the relationship between the speaker and the listener, and the speaker’s intention all shape how the utterance is interpreted. For example, a teacher might say, “You can open your books now.” While this utterance is Statement in form, it functions as a directive or instruction, not merely a neutral statement of fact. Similarly, a question like “Could you close the window?” appears interrogative but serves as a polite request, not a genuine inquiry. This fluid relationship illustrates that while grammatical form provides the framework of an utterance, the resulting speech act is realized through the speaker’s purpose and the surrounding social context.

Searle (1979) emphasizes that speech acts are categorized based on their illocutionary force like the communicative intention behind the utterance rather than the surface structure alone. This distinction is particularly important in

instructional settings, where teachers often use interrogative forms not to elicit information, but to assess student comprehension, encourage participation, or guide learning. In such cases, the grammatical form is used strategically to perform a speech act that may differ from what the form typically suggests. Grundy (2000) reinforces this view by noting that “the same grammatical form can be used to perform quite different speech acts.” Pragmatic awareness is essential for interpreting these variations, as it helps clarify the speaker’s intended message in different interactional contexts. Similarly, Mey (2001) states that speech acts should be understood as “utterances in context,” meaning their function and interpretation only fully emerge when analyzed within real-life communication and social interaction.

In classroom settings, the relationship between grammatical forms and speech acts helps both teachers and students use language more effectively, allowing them to communicate clearly, politely, and appropriately depending on the situation. Teachers can soften directives using interrogatives to maintain politeness (e.g., “Can we start now?”), or turn a statement into a suggestion depending on intonation and context (e.g., “It might be helpful to review this part again”). Similarly, students might use indirect language to ask for clarification or to politely question an idea without sounding confrontational. These examples demonstrate how speakers can manipulate form to suit a range of communicative goals.

Understanding the relationship between grammatical form and speech acts provides significant pedagogical benefits for both language teachers and learners. One key advantage is the enhancement of communicative competence, as students become more capable of selecting linguistic forms that align with their communicative intentions, leading to more effective and appropriate language use in various social contexts (Canale & Swain, 1980). This also fosters greater pragmatic awareness, enabling learners to interpret tone, social roles, and implicit meanings, especially during indirect or polite exchanges. For teachers, this understanding allows for the development of more intentional teaching strategies. For instance, varying the grammatical structure of questions or instructions to manage classroom dynamics,

reduce student anxiety, and promote a more interactive learning environment (Walsh, 2006). In ESL/EFL contexts, explicit instruction on how form relates to function can help learners avoid pragmatic errors, such as being unintentionally rude or misinterpreting indirect cues.

The relationship between grammatical form and speech acts underscores that communication is not merely about structural correctness but about aligning language use with intent and context. In educational settings, particularly language classrooms, this relationship becomes a powerful pedagogical tool. Understanding that the same type of sentence can be used for different purposes depending on the situation encourages a teaching and learning approach that focuses not just on using correct grammar, but also on communicating clearly and appropriately in different contexts.

## **2.8. Classroom Discourse in Language Teaching**

Classroom discourse refers to the language and interaction that unfold in instructional settings, particularly in exchanges between teachers and students during the learning process. This discourse encompasses not only spoken dialogue but also includes broader communicative practices shaped by the structure and purpose of formal education. Tsui (2008) characterizes classroom discourse as comprising both verbal and non-verbal forms of communication such as speech, gestures, intonation, and silence. All of that together creates a supportive environment where knowledge is shared, negotiated, and developed. These interactions form the core of classroom communication, reflecting the goals, roles, and expectations embedded in educational contexts.

Unlike casual conversation, classroom discourse is distinctly shaped by its institutional purpose. Walsh (2006) observes that it is inherently goal-directed and asymmetrical, with the teacher typically managing the interaction by determining topics, allocating turns, and guiding the flow of communication. The predictability and structure of classroom exchanges are not accidental but serve to support pedagogical objectives. As Cazden (2001) notes, classroom talk is shaped by

institutional norms that influence how content is conveyed, how students are engaged, and how participation is regulated across the learning experience.

Central to classroom discourse is the role of teacher talk. Teachers use language as a principal tool not only for delivering content but also for managing classroom routines and fostering interaction. Behnam & Pouriran (2009) highlight that the way a teacher communicates can shape the overall tone of the learning environment, affecting how students participate, respond, and interpret instructional cues. Through talk, teachers direct attention, scaffold understanding, elicit responses, clarify confusion, and maintain order. These acts of communication are deeply connected to how classrooms function, influencing both the instructional flow and the quality of interaction.

In this context, teacher language choices do more than transmit information; they shape the process of learning. The tone, structure, and intent behind a teacher's utterances can influence how smoothly a lesson progresses, how engaged students become, and how responsive they are to the instructional process (Walsh, 2006). Cazden (2001) emphasizes the central role of language in structuring educational activity, stating that teacher talk often fulfills multiple functions such as explaining new concepts, managing classroom behavior, prompting student reflection, and encouraging participation. Through these varied functions, language not only supports instruction but also serves as a vital medium through which teaching is enacted and classroom relationships are actively shaped.

A clear understanding of classroom discourse is important in any investigation of language use in pedagogical settings. Tsui (2008) emphasizes that classroom discourse provides the broader interactional context in which teacher-student exchanges take place. It reflects not only the content of what is said but also the implicit intentions, power relations, and institutional roles that frame those exchanges. Behnam and Pouriran (2009) point out that features such as hierarchical roles, structured interactions, and educational purposes shape how language is used in classrooms. Therefore, examining classroom discourse allows for a more

complex interpretation of teacher utterances, considering not only their linguistic form but also their pedagogical intent and situational relevance.

In summary, classroom discourse is a defining feature of the language teaching process. It encompasses the purposeful, structured interaction that occurs within classrooms, shaped by institutional expectations and instructional aims. As the medium through which teaching unfolds, it provides the context in which speech acts are realized and interpreted. Understanding its nature is essential for analyzing how teachers use language to carry out educational functions both instructional and interpersonal.

## **2.9. Theoretical Framework**

This study is grounded in the Speech Act Theory, initially proposed by Austin and further developed by Searle. This theory views language as a form of action, where utterances do not only convey information but also perform specific functions. In other words, speaking is considered a form of “doing” each utterance carries the potential to act upon the world or influence the interlocutor in a particular way.

Searle categorizes speech acts into five types: assertives, which express beliefs or convey information; directives, which are intended to get the hearer to do something; commissives, which commit the speaker to a future action, expressives, which express the speaker’s psychological state, and declaratives, which bring about a change through the act of uttering them. These categories provide a framework for analyzing the intentions behind spoken language and how it functions in interaction.

In the context of classroom interaction, these speech acts play a fundamental role in mediating the teaching and learning process. Teachers use various speech acts to give instructions, encourage participation, provide feedback, express attitudes, and manage classroom dynamics. Analyzing these utterances through the lens of Speech Act Theory offers insight into the communicative strategies teachers use and how these strategies support the flow of instruction.

By applying Speech Act Theory to classroom discourse, this research seeks to identify the types of speech acts most commonly produced by the teacher and understand how these contribute to the structure and dynamics of classroom communication.

### **III. METHODS**

This chapter discusses about research design, data sources, procedure of data collection, data analysis and validity and reliability of the data.

#### **3.1. Research Design**

This study employed qualitative research to explore the speech acts used by the teacher during classroom interaction. According to Merriam (2009), qualitative research is an effort to understand how people interpret their experiences, how they construct their worlds, and what meaning they give to those experiences. In this context, the classroom was seen as a natural setting where language was used meaningfully in real time.

The purpose of this research was to identify the types of speech acts performed by the teacher and examine how these acts related to the flow of classroom interaction. To achieve this, the researcher applied qualitative content analysis, which focused on interpreting spoken data to uncover patterns, categories, and meanings. Patton (2002:453) describes content analysis as typically involving the examination of text-based materials such as interview transcripts, diaries, or documents, rather than notes taken from observations. This method was suitable for analyzing teacher talk to gain insight into how language supports pedagogical goals and interaction.

The researcher conducted the study by recording the teacher's spoken interaction in class. After the data were recorded, they were transcribed into written form. Once transcribed, the data were analyzed using Searle's (1979) speech act theory, which includes five categories: assertives, directives, commissives, expressives, and declaratives.

### **3.2. Data Sources**

The researcher was interested in analyzing the speech acts produced by the teacher during classroom interaction. To achieve this objective, the researcher used transcripts of the teacher's utterances, which were obtained from video recordings of English teaching and learning activities at SMA Al Kautsar Bandar Lampung. These transcripts served as the primary data source for the study. The school was chosen as the research setting due to its strong English language program and supportive learning environment that promotes communicative classroom interaction, which aligns with the aim of this research on classroom speech acts.

One English teacher and two eleventh-grade classes, XI.2 and XI.3, each consisting of approximately 35 students, were selected as the participants of this study. The chosen teacher has been teaching at SMA Al Kautsar for several years and is responsible for teaching all eleventh-grade classes. The data were collected through video recording during regular English lessons conducted in February 2025. The recordings captured authentic teacher-student interactions, focusing specifically on the teacher's use of speech acts within classroom contexts.

### **3.3. Data Collection Technique**

This research employed qualitative audiovisual and digital materials as the instrument of data collection, as described by Creswell. According to Creswell (2018), qualitative audiovisual and digital data may include photographs, art objects, videotapes, website pages, emails, text messages, social media content, or various forms of sound. In this study, the researcher utilized video recordings to document the English teaching and learning process within the classroom setting.

The video recordings were specifically aimed at capturing the teacher's spoken interactions with students. These spoken interactions were central to the study, as the primary objective was to identify and analyze the types of speech acts performed by the teacher throughout the lesson. All of the teacher's utterances were transcribed into written form. These transcripts served as the main data source for

examining both the forms and functions of speech acts, as well as their role in shaping classroom interaction. Employing video recordings not only ensured the accuracy of the verbal data but also provided contextual information, such as tone, gestures, and classroom dynamics. This comprehensive approach enhanced the depth and reliability of the analysis.

### **3.4. Procedure of Data Collection**

The data for this study were collected through video recording over the course of two English lessons. The researcher observed the teaching and learning process without engaging in the classroom activities. The procedures were carried out in several steps as outlined below:

#### **a. Observation**

In this research, the researcher employed non-participant observation supported by video recording to capture classroom interaction. This type of observation enables a better understanding of how the teacher organizes interaction in a natural classroom setting without interference (Wilkinson & Birmingham, 2003). The researcher attended the English lessons as a silent observer, without engaging in any classroom activities, in order to maintain the authenticity of the interaction between the teacher and students. Prior to each session, the researcher positioned a video camera at the back of the classroom, facing the teacher, to ensure that the entire class especially the teacher's actions and speech could be clearly captured. The placement also allowed the recording to include students' voices when necessary. During the lesson, the researcher sat at the back or in the corner of the classroom, ensuring minimal disruption to the learning process while still having a clear view of the teacher's verbal and non-verbal interactions.

While the primary data came from the video recordings, the researcher also made brief field notes during the observation. These notes included details about the classroom environment, the seating arrangement, and any noticeable events or conditions that might influence the communication process. Although the notes were unstructured, they helped provide additional context during the analysis

phase. This observational approach ensured that both the verbal and situational aspects of classroom interaction were well documented.

b. Video Recording

To support the observation, the researcher recorded the English teaching and learning process using a video camera. The recordings focused primarily on capturing the teacher's spoken interaction during the two classroom meetings. This audiovisual data enabled the researcher to rewatch and examine the teacher's utterances, which served as the basis for identifying and analyzing speech acts.

c. Transcribing

Transcribing is the process of converting spoken language from audio or video recordings into written form. After collecting the video recordings of English teaching and learning activities, this step enables the researcher to systematically examine verbal interactions by identifying who is speaking, the context of the utterances, their communicative purposes, and their outcomes. Transcribing also helps preserve important aspects of spoken communication, such as pauses, overlaps, emphasis, and intonation, which can offer valuable insights into the dynamics of classroom interaction.

In this research, the conversations between the teacher and students during English classroom interactions were transcribed by the researcher as part of the qualitative content analysis. All the video data from two classroom meetings were transcribed into textual form. To ensure accuracy and preserve the conversational features, the researcher used the Jefferson Transcription System, a method developed by Gail Jefferson. This system is commonly used in conversation analysis to provide a detailed and systematic way of capturing not just what is said, but also how it is said. It includes symbols to denote pauses, overlapping speech, rising or falling intonation, laughter, and more. Although it is more time-consuming than conventional transcription, it offers a deeper understanding of interactional features. The Jefferson transcription can be found in Appendix 3.

### 3.5. Data Analysis

The data in this study were analyzed using a qualitative content analysis approach. This method was chosen to allow for a systematic, in-depth examination of the teacher's utterances during classroom interaction, focusing on how speech acts are used to facilitate communication and learning. The analysis was based on Searle's (1979) classification of speech acts, which includes assertives, directives, commissives, expressives, and declaratives. The steps of data analysis are described as follows:

1. Preparation of the Data

The classroom interactions that had been recorded during the data collection phase were first transcribed into written form using the Jefferson Transcription System. The transcription preserved not only the words spoken by the teacher but also various features of spoken discourse, such as pauses, intonation, emphasis, and overlapping speech. These features provided additional context in understanding the functions of each utterance more accurately.

2. Classification of Utterances

Once the data were transcribed, the researcher conducted a close reading of the transcripts to identify individual utterances produced by the teacher. Each utterance was then analyzed to determine its communicative purpose and categorized based on Searle's speech act taxonomy. The classification was guided by both the content of the utterance and its function within the interaction. For example, utterances that provided information or described facts were classified as assertives, while those that aimed to get students to do something were placed under directives. This process was carried out carefully to ensure that each utterance was interpreted within its classroom context.

3. Analysis of Patterns

After categorization, the researcher examined the overall patterns of speech act usage across the two classroom meetings. This involved identifying which types of speech acts were used most frequently, which occurred less often, and in what situations specific types were more likely to appear.

While this study did not rely on statistical analysis, attention was given to the relative frequency of each speech act type as an indication of the teacher's communicative focus. The patterns of occurrence were also linked to different stages of the lesson (e.g., opening, explanation, questioning, feedback), which helped in understanding the pedagogical function of each type of speech act.

#### 4. Interpretation and Conclusion

The researcher interpreted the data by connecting the use of each speech act category to its role in classroom interaction. This interpretation was based not only on the number of occurrences but also on the contextual significance of the speech acts in supporting teaching strategies and maintaining classroom communication. The researcher then formulated conclusions about the dominant types of speech acts and discussed how they reflect the teacher's instructional style and interactional goals. These conclusions were also used to address the research questions and highlight the implications for English language teaching.

### 3.6. Validity and Reliability of the Data

To ensure the validity and reliability of this study, the researcher employed time triangulation, a method that strengthens the consistency and trustworthiness of qualitative analysis by revisiting the data at different points in time. This approach can minimize the potential influence of biases that might arise from a single moment of analysis. The process began with an initial round of data analysis, in which the researcher examined the transcriptions, video recordings, and field notes collected from classroom interactions. During this phase, the data were categorized based on the theoretical framework of speech act theory, with specific attention to the various types of speech acts produced by the teacher.

After completing the first analysis, the researcher took time to step back from the data before revisiting it at a later point. This second round of analysis involved re-examining the same data, allowing for the identification of patterns that may not have been evident initially. By analyzing the data again after some time had passed,

the researcher could also assess the consistency of the initial coding decisions, refining and adjusting the categorization of speech acts where necessary. This process helped ensure that the findings were not influenced by transient interpretations or subjective judgments that could have arisen during the first round of coding.

## **V. CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusions drawn from the research findings and analysis discussed earlier. It also offers suggestions based on the results of the study, aimed at helping improve future teaching practices or guiding further research.

### **5.1. Conclusion**

This study aimed to identify the types of speech acts performed by the teacher in English classroom interaction and to examine the relationship between the choice of these speech acts and the nature of classroom interaction in the second grade of SMAS Al Kautsar Bandar Lampung. The findings revealed that, out of 368 teacher utterances, four of the five types of speech acts proposed by Searle (1979) which are directives, assertives, expressives, and commissives were present. Among the speech acts used, directive acts were found to be the most dominant.

This study revealed that the teacher's use of speech acts was purposeful and strategically aligned with both pedagogical goals and the social-emotional needs of students. Directive speech acts were essential in structuring classroom activities and ensuring student engagement, while assertive speech acts helped build understanding and reinforced the teacher's authority as a source of knowledge. Although less frequent, expressive and commissive speech acts served meaningful functions—creating emotional connection and projecting continuity, respectively. The success of classroom interaction depends greatly on the teacher's pragmatic awareness and communicative choices. By viewing speech acts not merely as isolated linguistic elements but as core components of instructional practice, teachers can create more meaningful and effective learning experiences for their students.

## 5.2. Suggestions

Based on the results of this study, several suggestions are offered for teachers, students, and future researchers

### a. Suggestion for the English Teacher

Teachers, especially in EFL contexts, are encouraged to consciously plan their speech acts in alignment with both their instructional goals and their students' language proficiency levels. Clear and well-structured directives help maintain order and guide activities, while assertives support content delivery and student understanding. Teachers should also recognize the importance of expressive and commissive acts in building rapport and setting expectations. By varying their speech acts purposefully, teachers can foster a more engaging, student-centered, and emotionally supportive learning environment.

### b. Suggestion for the further research

This study was limited to one teacher and two classroom settings, which may have influenced the scope of the findings. Therefore, future researchers are encouraged to expand the study by involving more participants and exploring multiple perspectives. Future research could also examine student speech acts to gain a more holistic view of classroom interaction. Including student perspectives may help reveal how they interpret and respond to different types of teacher speech acts

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