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RESEARCH ARTICLE

Speech Act Analysis of Teacher Talk in Efl Classroom

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Abstract: This research aimed to classify the structural forms of utterances in locutionary acts, illocutionary acts types, and the impacts of perlocutionary acts on the students in EFL (English as a Foreign Language) classrooms. This research used qualitative research to analyze the data. The subject of this research is a teacher who actively teaches in the English and Literature Department, at Universitas Islam Negeri Alauddin Makassar. Data were collected through observation checklists in the classroom and semi-structured interview with the teacher. The results showed that based on finding by Yule's theory, the researcher found three forms of locutionary acts used by the teacher in the teaching and learning process, such as declarative form, imperative form, and interrogative form. Second, based on Searle's theory, the researcher found the types of illocutionary acts produced by teachers during the teaching and learning process, namely representative (explaining, informing, announcing), directive (commanding, requesting, asking, suggesting), expressive (greetings, thanking, praising), and commissive (assuring, undertaking, promising). Third, based on the utterances performed by the teacher in the EFL classroom process, the researcher found perlocutionary acts such as the students asking questions, and doing something. The research concluded that language has a function in the speech act especially for facilitating communication skills of language learning and shaping the classroom dynamic.

Keywords: Teacher Talk, Speech Act, EFL Classroom

1. Introduction

Language is the important part in human's relation. Every species has their own way to communicate and human is the only one who has mastered in cognitive language communication. According to Simone (2023) both communication and language are term whose meanings most people comprehend intuitively. Communication as the exchange of message. It is a process, not a thing. It is an activity where two or more parties collaborate to willfully and consciously exchange meaningful messages. However, messages can be orders, requests, questions, where we want somebody to do something, or they can be "actions", such as promising, threatening, reassuring. Communicating with people can be done in several ways, one of them is by speech. Speech is an act that has intention to deliver message, ideas, or thoughts to someone. Besides delivering message and ideas, expression, intention, and purpose is also important in communication.

Interaction between teachers and students in teaching and learning activities in schools is an interesting language event to be studied pragmatically because the use of teacher speech acts in teaching and learning activities greatly affects the achievement of student learning



outcomes. The initiation of stimulation given by the teacher must get a grateful response from his students. The effect or response given by the student can be in the form of physical actions or speech, (Retnaningsih, 2022). Being aware with the importance of the teacher in the teaching and learning process, a good communication between both the students and the teacher in the classroom is needed. A good communication is built by a teacher who delivers material or even to simplify it, (Yoana, 2020).

Speech act theory developed by philosophers J. L. Austin in 1962 and later refined by John Searle in 1969 is significant in linguistic and communication studies for several reasons, it helps in understanding how speakers use language to convey meaning beyond the literal interpretation of words. It allows researchers and linguists to examine how the meaning of an utterance is shaped by the context in which it occurs. Understanding context is crucial for interpreting communication accurately. It is also crucial for the study of social interactions. Different speech act serves various social functions, such as making requests, giving orders, apologizing, complimenting, and more. Analyzing teacher talk through the lens of speech act theory is important for several reasons. Teachers can ensure that their instructions are clear, unambiguous, and effectively communicated to students.

In the learning process, students and teacher do interaction each other. Following Austin (1962), we can identify three things in speech act among teacher and students. Locutionary act refers to the speech, or what is uttered. Illocutionary expresses the speaker's message to the listeners. The meaning that the listener interprets the speaker's words according to his or her perception is known as the perlocutionary. Among the of speech act by Austin (1962), Grice (1968), and Searle (1969), this research focused on English structure forms by Yule (1996) to identify the structural forms in locutionary acts, and classify the illocutionary acts used in teacher talk by using Searle's theory (1969) who provided a framework for more precisely specifying the actions that can be accomplished with language. This framework also defines the relationships between those actions, one's words, and the mental states of the interlocutors. Furthermore, in education, this theory can be useful for teaching effective communication skills. By understanding the different illocutionary forces and speech act categories, individuals can become more proficient in expressing themselves and interpreting the intentions of others.

As stated above, the researcher investigated the speech acts that teachers express, and students focus on teacher talk in the context of teaching and learning. As teachers, they should manage the process in the classroom, for example explaining topics, asking students, praising students, giving feedback, and many more. As well as in the Department of English and Literature, Alauddin State Islamic University of Makassar. This research is needed to be conducted because by knowing speech act, teachers can tailor their language to achieve specific outcomes, such as eliciting responses, giving instructions, or providing feedback. They can use speech acts strategically to establish and maintain a positive learning environment.

In case with the speech act in teacher talk, there are several researches that proposed speech act analysis in related to the teacher talk in the classroom. Some researchers investigated speech act types in her thesis, Santosa and Kurniadi (2020), , they discovered the speech act types that an EFL teacher mostly employed when instructing using Searle's theory (1969). According to the research, teachers mostly used assertive speech acts because they provided test practice and discussed it with the students. Husna, et al (2022) in their thesis, they were able to identify the different speech acts that EFL teachers employ in classroom interactions as well as the effects that these acts have on pragmatic competence and linguistics, as well as how students perceive these interactions. Further research from Rusdi, et al (2022), by using Searle's theory (1969), they were able to determine the different speech acts that EFL teachers use. According to the research, teachers used commissive speech acts the least and directives the most when giving instructions.

Therefore, the researcher investigates the teacher interaction starts from the beginning until the end of the class. The researcher was interested to analyze this study because speech act is the study about communication. The utterance is produced by the teacher in the class concerning is not merely to say something ordinary. It means that when he/she says something has a purpose behind it to the students. Besides, classroom interaction is a form of communication between the teacher and students, and language is always be used in various contexts with different meanings depends on the speaker's point of view, both implied and express.

Due to the background above, the researcher divides the purpose of this research into three points, they are: to classify the structural forms of utterances in locutionary act used in teacher talk, to find out the types of illocutionary act used in teacher talk, and to identify the impact of perlocutionary act on the students in EFL classroom.

2. Literature Review

2.1. *Speech Acts*

Huang (2006) stated that speech represents an activity within the context of social norms and institutions, according to the fundamental principle of speech act theory. Saying is part of doing, or words are, is a slogan. Yule (1996) stated that speech acts are actions carried out by the use of utterances. In English, these actions are frequently referred to by more specific terms like apology, complaint, invitation, promise, or request. People use utterances to conduct actions as well as utter grammatical structures and phrases while trying to communicate themselves. Therefore, it can be said that speech act is when the words acts or an action performed in saying something.

2.2. *Types of Speech Act*

According to Austin (1962), there are three types of speech acts:

- 1) Locutionary act is the actual of uttering.
- 2) Illocutionary act is the social function of what is said.
- 3) Perlocutionary act is the resulting of what is said.

2.3. *Types of Illocutionary Acts*

Searle (1969) divided five types of illocutionary acts, they are:

- 1) Representative is to convince the speaker in different ways that what they are saying is true.
- 2) Directives is to cause the hearer to take a particular action.
- 3) Commissive is to commit a speaker to some future action.
- 4) Expressive is the speaker expresses the attitudes and emotions towards the proposition.
- 5) Declarations is speech act that change the reality in accord with the proposition of the declaration.

2.4. *Classroom Interaction*

Brown (2000) stated that interaction is the cooperative sharing of thoughts, feelings, or ideas by two or more individuals that affects both sides. Tiwari (2021) defined classroom interaction is when students interact each other or with the teacher in a group setting. Interaction is really important in the classroom between students and teacher, because it can help learning and teaching process. Therefore, the term of classroom interaction refers to the interaction between the teacher and learners, and amongst the learners in the classroom.

2.5. Teacher Talk

Sakka, et al (2022) stated that talk is one of the major ways for the teacher to convey information to the students, and it is also one of the primary means of controlling the students' behaviour. Since the teacher does too much talking, it will be useful for the teacher to study their talk. Teacher talk (TT) refers to a talk that a teacher speaks to a learner in a second or foreign language learning class. Solita, et al (2021) explained that teacher talk is giving direction, explaining learning activities, confirming student's understanding to identify the parts of teacher talk that arises during learning activities. It can be said that teacher talk is a language used by instructors to get their students involved in the learning process. It can also be used to inspire students, avoid material misinterpretations, and foster an interactive learning environment.

2.6. Conversation Management

Communication activities are an essential requirement for humans to interact. It means that through communication activities, humans can mutually express their feelings and curiosity by interacting each other, (Herdiana, 2021). Mukhlis (2017) explained conversation management is the utterances or transactional expressions that are used to manage the classroom interaction between teacher and students in the class from the very beginning to the very end of the class session. Therefore, conversation management refers to the ability to effectively guide, facilitate, and regulate conversations in various contexts to achieve specific goals or outcomes.

3. Research Method and Materials

This research applied qualitative approach since it analyzed teacher talk based on Searle's theory (1969) of speech acts, analyzing utterances made by students and teachers in EFL classroom. According to Hennink (2020), qualitative research is an approach that allows you to examine people's experiences in detail by using a specific set of research methods such as in-depth interviews, focus group discussions, observation, content analysis, visual methods, and life histories or biographies. In this research, there were two instruments that were used by the researcher. They were observation, and interview. The researcher used observation checklist is to focus on the teacher's utterances, and semi-structure interview is to get more information and more explore some specific questions that related to this study, and it also finds out about some things in more depth and so will get richer information. The subject of this research is a teacher who actively teaches in English and Literature Department, Universitas Islam Negeri Alauddin Makassar and conducted by the students in the academic year 2023/2024.

4. Results and Discussion

The findings of research based on the research questions, they are (1) classifying the structural forms of utterances in locutionary acts used in teacher talk, (2) finding out the types of illocutionary acts used in teacher talk, and (3) identifying the impact of perlocutionary acts on the students in EFL classroom. The findings of those research questions are described in the following lines.

4.1. The Forms of Locutionary Acts

There are three forms of locutionary act according to the sentence types in English. They are declarative is telling the statement, imperative is asking for instruction, and interrogative is asking questions.

Table 1. Data of Locutionary Acts Forms

No.	Forms of Locutionary Act	Extract	Total
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1.	Declarative form	1,2,3	3
2.	Imperative form	4,5,6,7	4
3	Interrogative Form	8,9,10,11,12,13,14	7

a. Declarative Form

Based on findings, there are some data included declarative form that expressed by lecturer in teaching and learning process. The lecturer used declarative/statement because she wanted to explain about the materials to the students during teaching and learning process.

b. Imperative Form

The lecturer used imperative form for commanding, ordering, or doing instructions directly. There are some reasons she uses this from in the class. First, doing activities to the students, for example making a circle. Second, she uses this form for maintaining order or discipline, for instance, she tells the student to be quiet in the class. Next, it encourages students' participation, for example, she wants them to share what they want to thanks for. Fourth, it helps to organize the group activities. It can be seen in findings; the teacher mostly uses this form to make group activities. Last, she uses this to direct students' attention for the specific information or details.

c. Interrogative Form

It is used for making sure that the students understand, confirming something, or she gave questions to know their understanding. Assumed from the findings, the teacher uses interrogative to confirm the understanding of the students about the materials, besides the teacher likes opening the questions to them. Involving ask questions is a powerful tool for teachers in the teaching and learning process, because it can engage communication between teacher and students, and encourage active participation in the classroom.

4.2. *Types Illocutionary Acts*

Based on the observation, the researcher found four illocutionary act types in utterances which produced by the teacher and students in EFL classroom, they are:

Table 2. Types of Illocutionary Acts

No.	Types of Illocutionary Act	Functions	Extract	Total
1.	Representative	Explaining (1)	15	4
		Informing (2)	16,17	
		Announcing (1)	18	
		Commanding (5)	19-23	
2.	Directive	Requesting (5)	24-28	18
		Asking (4)	29-32	
		Suggesting (4)	33-35	
		Greeting (3)	36-38	
3.	Expressive	Thanking (3)	39-41	11
		Praising (5)	42-46	
		Assuring (1)	47	
4.	Commissive	Undertaking (1)	48	3
		Promising (1)	49	

- 1) Representative, representative is to persuade the speaker to varying degrees that something is true. On the dimension if assessable, which includes true and false, all representative class may be evaluated. It can be showed in the representative functions, namely explaining, informing, and announcing.

- Explaining, the lecturer performed representative of explaining because the teacher explained about the detail information to make something is easy to understand by the students.
- Informing, the teacher produced informing of representative because she wanted to let the students know about things that they do not know.
- Announcing, the lecturer used to announce because she told them to the students about final test in the teaching and learning process.

To support the data above, here is the interview by the teacher about representative speech acts, the lecturer body language to make the students understand about the information or the ideas in the learning process. It can be said that using gestures is effective speech act because it can influence the context in which communication occurs, and the purpose of the utterance can be delivered well to the students. Moreover, gestures can work with verbal communication to create a more understanding and the message can be conveyed.

- 2) Directive, it is the speakers' illocutionary act is that they are attempt of varying degrees, and therefore, more specifically, determinates of the determinable which includes attempting to persuade the listener to do something. Based on data analysis, there are some data of directives that produced by the teacher in the teaching and learning process, they are commanding, requesting, asking, and suggesting.
 - Commanding, the teacher performed commanding because she wanted the listeners to do something based on her utterance. In other words, she commands the students to do something more direct, and she has a position to control over the situation in the teaching and learning process. The teacher uses requesting utterance to show a good manner or polite for doing something by the students.
 - Requesting, she performed requesting when she asked something or to do something politely. In addition, requesting is generally more polite, considerate, and allow for the possibility of the students choosing whether or not to comply.
 - Asking, the researcher found out directive of asking because of several reasons. First, she wants to make sure the students understand about her explanation. Second, she needs information about something.
 - Suggesting, she performed suggesting because she wanted the listeners to do something from what she uttered. she uses this function to give advice or recommendation that the students take a particular action. Furthermore, it aims to influence the students' thoughts or decision indirectly.

Based on the interview of directive speech act by teacher, it can be concluded that the lecturer used these functions to ask for help to the students because she has challenging of teaching media. The students respond in a good way because she is nice and using gestures, so they do not feel threaten to do something. In this context, gesture is also can help to clarify instruction and make them more understandable. In addition, the students feel comfortable to be requested something because gestures can invite students' participation, and collaborative learning environment in the classroom.

- 3) Expressive, Expressive aims to convey the psychological state specified in the sincerity condition about a situation specified in the propositional content. It can be seen in expressive function, namely greeting, thanking, and praising.
 - Greetings, it is something friendly or polite that people say or do when they meet or welcome someone. The teacher used greetings to welcome students in the beginning of the class. Additionally, it can be seen from the findings that she uses verbal communication and social skills to greet students in the classroom.

- Thanking, the lecturer performed thanking to give express gratitude to someone, especially by saying thank you. In general, it is to express to someone that we are pleased or grateful for something that they have done. , the teacher uses expressive of thanking in the teaching and learning process has positive impacts for the students, such as provide positive reinforcement, and engage students to continue the class discussion actively. In conclusion, thanking can create a positive environment in the class, increase students' confidence, and enhance the connection between the teacher and students.
- Praising, the teacher uttered praising to the students because she wants to appreciate and shows compliment to the students. the teacher uses expressive of praising in the teaching and learning process to motivate the students to stay engaged in the learning process. It can be seen in teacher's performance that she praised the students many times to encourages them more practice English, so that they can be more enthusiastic to be actively in the learning process.

Based on interview of expressive speech act from the teacher, it can be said that the teacher used these functions in the classroom especially praising and thanking. She used to praise to make the students become confidents to speak English, because they feel insecure and shy so that she used this to encourage them in speaking. For thanking, she used this as one of the agreements in the class to teach them for giving appreciation each other. In short, praising and thanking in the classroom can create a positive environment.

- 4) Commissive, Commissive is the utterance bind the speaker to a specific course of conduct in the future. Based on data analysis, there are some utterances of commissive as types of illocutionary acts that expressed by teacher in the EFL classroom process, such as undertaking, assuring, and promising. The teacher performed these utterances because she wants herself to commit some future actions.

Based on the interview, the commissive of speech act has the function to do particular actions in the future. It can be seen that she used this for preparing the tools or the material in the next meeting so that the learning process can run well. Moreover, this act can be used to convey a commitment to the deadlines or projects in the classroom.

4.3. Perlocutionary Acts

Table 3. Data of Perlocutionary Acts effects

No.	Perlocutionary Acts Effects	Extracts	Total
1.	Giving Instructions	50,51,52	3
2.	Asking Questions	53	1

There are some points that the teacher explained about the students' response based on her utterances. First, students face difficulties responding, they feel comfortable with written answer than verbal ones. Some students have a problem to understand the questions, lack of confidence, and afraid of making mistakes. Second, the teacher offers various strategies to solve these problems, such as repeating questions in different ways and giving examples to make sure students understand the materials. She also has a strong expectation that they must understand in the end of the class, and not pretend to understand. She also says that the students have different abilities in each class which some of them are more difficult to understand than others. Third, she also likes to open questions and appreciate them which can create a safe environment so they can feel comfortable in talking. She emphasizes that understanding and asking are very important in the teaching and learning process.

For further discussion, this finding is similar idea with the research by Aulia, et. al about teacher talk in EFL classroom (2020) by using Searle's theory. This research focused on the illocutionary act types. This research found some types of illocutionary acts, such as

representatives, expressive, directive, and commissive. Representative speech act is mostly used because the teacher gave the students test practice discussed it with the students. Meanwhile, this research investigates speech acts of teacher talk which are divided into three, namely locutionary acts, illocutionary acts, and perlocutionary acts by Austin's theory (1962). This research used Searle's theory (1969) regarding types of illocutionary acts, and Yule's theory (1996) regarding locutionary forms, and perlocutionary acts by Austin's theory (1962). The research results show that teacher dominantly used directive speech acts to direct students to do something, and ask what has been explained in the teaching and learning process.

5. Conclusion

First, the researcher found three forms of locutionary act used by teacher in teaching and learning process, such as declarative form, imperative form, and interrogative form. Declarative form used by the teacher to provide additional information, and give an example to the students by using gestures so the students can understand easily. Then, imperative form used by teacher to do activities, maintain an order or discipline, encourage students' participation, organize the group activities, and direct students' attention for the detail information. While interrogative form, it used by the teacher to confirm the understanding of the students about the materials, besides the teacher likes opening question and answer.

Second, the researcher found four types of illocutionary acts produced by teacher during the teaching and learning process, namely representative, directive, expressive, and commissive. In representative, she found representative with the function of explaining, informing, and announcing. In directive, it found directive of commanding, requesting, asking, and suggesting. Next, in expressive, she found some utterances with greeting, thanking, and praising. In commissive, she found the utterances with the function of undertaking, assuring, and promising.

Third, based on the utterances performed by teacher in EFL classroom process, the researcher found perlocutionary acts such as when asking questions, and doing something, in other words, these acts affected the students.

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