

Looking at Illocutionary Speech Acts between Lecturer and Students in Simultaneous Use of Different Online Learning Platforms

Riski Amrina Sari¹, Sistia Dinita²

Sekolah Tinggi Bahasa Asing (STBA) Pontianak, Pontianak, Indonesia¹²

riskiamrinasari@gmail.com^{1*}, sistia1104.dinita@gmail.com²

Abstract

Lecturers, in the post-Covid-19 era, often used more than just one online platform to carry out the learning process. However, existing speech acts studies tend to focus on a dataset sourced from one online learning tool. There is a research gap on the illocutionary speech acts occurring in-class sessions where the lecturer and students used different learning tools at the same time for their lessons. Thus, this study aims to identify the most dominant illocutionary acts in a novel dataset comprised of lecturer-student interactions across (pre-activities) Zoom, (during and post-activities) Google Classroom, and WhatsApp throughout an entire semester (6 months) of first, third and fifth semesters EFL students of STBA Pontianak. This descriptive qualitative study tried to identify the five illocutionary speech acts according to Searle's (1979) theory in the interactions between the lecturer and students across the three online learning platforms. Data on the participants' utterances were collected via observation, recording, note-taking, and transcription. The data from 523 utterances were transcribed and carefully reduced to the required data based on the research question. Results showed four types of illocutionary speech acts occurred in different frequencies: assertive (114 utterances), directive (143 utterances), expressive (250 utterances), and commissive (16 utterances). The declarative type was not found, a pattern that was often present in previous studies, thus this study's findings are in contrast to the majority of literature's assertion that declarative is the type most dominant speech act used in the teaching-learning process. This research contributes a unique set of data and new considerations on the study of speech acts in online EFL classrooms.

Keywords : Illocutionary Acts; Lecturer-student Interaction; Online Learning; Google Classroom; WhatsApp; Zoom

Introduction

Publications and discussions about online learning peaked in the middle of March 2020 as the world became concerned with the formal, institutional context of its teaching-learning process but also in the informal, home context when the government prohibited people from crowding. The rules were implemented because Corona Virus disease (Covid-19) hit Indonesia and some countries. The Covid-19 pandemic has changed everything, including the educational system. Indonesia's government has shifted the learning activity from face-to-face learning to learning from home (Handayanto & Herlawati, 2020; Syauqi et al., 2020).

Online learning models (OLM) is used to describe learning system that uses the internet and Computer-Based Learning technology (CBL) (Kuntarto, 2017). Now in the twenty-first century, there are many changes where the online learning model is not only computer-based but also use a smartphone or cell phone that has many applications and features to make learning activity more effective. Zoom Meeting, Google Classroom, and WhatsApp are a few of the most popular applications to be used during online learning. Gikas and Grant (2013)

state that online learning will be work properly with the support of mobile devices such as smartphones, tablets, and laptops so that students can access information anywhere and anytime.

What differs is the absence of face-to-face meetings and the emergence of virtual applications such as Zoom, Google Classroom, and WhatsApp. Mark (2014) emphasize that educators may use some media to support the implementation of online learning and create interactions are similar to conventional classes with the help of Google Classroom, Edmodo, and other learning management system like WhatsApp for instant messaging (Daheri et al., 2020). The online learning-activity cannot be separated from communication between lecturers and students via Zoom or chat rooms such as WhatsApp and Google Classroom. Communication between lecturer and students during online learning of course perform speech acts and utterances. Speech acts between students and lecturers in conversations such as dialogues, questions, and orders. When performing speech acts, the lecturers and students who is partner in communication, unconsciously perform locutionary acts, illocutionary acts, and perlocutionary acts. Every student performs different Speech acts to the lecturer because each students has various background and differences in using language.

Focusing on the context of Indonesia's education, despite the drastically different learning modes, lecturers and students conduct a similar approach to communication in their online learning as in conventional-learning. In the teaching-learning process of most face-to-face classes in Indonesia, the most dominant type of illocutionary act that occurs is directive. It is supported by finding from Armistany and Zamzani (2019). This study focused on the functions of illocutionary speech acts used by teachers in classroom interactions at State Vocation High School (SMK Negeri) 1 Klaten. The data from teachers' oral speeches on Mathematics, Science, History, and Accounting subjects. In this research, the teacher interacted with the students by using five kinds of illocutionary speech acts; assertive, directive, commissive, expressive, and declarative. A directive is the most dominant used by the teacher, in which the teacher give more commands so the students think actively in finding answers and answering questions.

One of the research on speech acts by Budiasih et al. (2016) among foreign students in Indonesian language learning. Sari et al. (2021) identified the types of online learning found directive, expressive, commissive, and representative acts when students and English language lecturers at Lambung Mangkurat University in Banjarmasin interact with online learning by using zoom. Sukinah & Effendi (2021) investigated the communication between teachers and students in online learning through WhatsApp and Google Classroom, found only four types of illocutionary acts (assertive, directive, expressive, and commissive) and absolutely no evidence of declarative type. The study additionally argued its absence because the declarative is typically the power strategy of teacher's representation include conscious use of speech control, threatening, and being angry with insinuation. The pattern of finding the four types (except for declarative), was also found by Zulfa & Efendi (2021) in their study of illocutionary acts in online learning.

Most previous studies about speech acts between educators and students in online interaction only used one or two applications, different from this research. The novelty of this research is that it will investigate illocutionary speech acts during online learning across three platforms at the sametime, namely zoom, google classroom, and Whatsapp group. All of these platforms are used simultaneously during online learning, which makes this research

different than the others, so it needs to conduct this research to understand the illocutionary speech acts used at that time. The result of this research will contribute new knowledge to the researcher, especially about the type of speech acts that occur during online learning and increasing interest on speech act learning.

Speech Acts Theory

Speech acts theory is focused or concerned on language that used by the speaker to the other speech partner, and speech itself is field of science in pragmatic. D. Christianto (2020) states that pragmatics is a branch of science that discusses meaning based on the context or meaning of the speaker. By learning speech acts will help us to understand what the speaker's mean, and of course it diminish misunderstanding when communicating. Speech acts are performed in uttering expression, it means that when speaking a language its performing speech acts, such as making statements, giving commands, asking questions, making promises. Therefore, study of speech acts is study of how people do things with speech.

In teaching learning process speech act itself used by the educators because there are some reasons, one of them when using directive speech act to get the students active in communication such as posing a lot of question, requesting, commanding to force students active in productive skills. For instance, Basra & Thoyyibah (2017) who observed speech acts of teacher talk in EFL Classroom, found that some types; directives (70%), representative (21%), expressive (6%), commissive (3%). In this case teacher use directive mostly to improve students' productive skills., and the researcher recommend for english teacher to use more directive speech acts to help students to achieve communicative competence. Mardiningsih et al (2020) who traced lecturer's speech act on online learning, found lecturers' speech acts were in the form of signs, elicit act, informative act, accepting act, replying act, commenting act. Based on the speech acts' researches in teaching-learning process, the purpose of teachers, lecturers and educators use different speech act to improve students' achievement for the subject that thought and make them more actively.

Speech Acts in teaching-learning process

This study is concerned on illocutionary speech acts in online EFL classroom between lecturer and students, where is three platforms simultaneously used during teaching-learning process. Actually, there are some published speech act research related to online learning context using one or two platforms. Some studies focused on only using one or two platforms during online interaction between lecturer and students, more over focused on illocutionary speech act of movie. Sukinah & Effendi (2021) analysed illocutionary acts in online learning through whatsapp and Google Classroom. Concluding it that several types of illocutionary acts, such as assertive, directive, expressive and commissive used. Saputri & Nugraheni (2020) analysed speech acts during online interaction between and teacher in SDN 2 Setrojenar via whatsapp. the result conclude that locutionary, illocutionary and perlocutionary acts during online learning. Suputra & Astriana (2022) analysed directive speech acts between lecturer and students in online interaction via Zoom Meeting. There are six types found, request form, lecturer's command, question, a sort of prohibition, an invitation in the style of lecturer and a demand.

Moreover, besides speech acts in online teaching-learning process, majority studies also focused on speech act interaction in the classroom. Isnaini & Hurniatun (2019) analysed

speech acts in teaching-learning process in the classroom. This study found that there are three classification of speech act performed by the teacher during teaching-learning process, they are 4 data of locutionary, 30 data of illocutionary and 7 data of perlocutionary. So there are 41 data speech acts used by teacher in MAN 2 Mataram. Andewi & Waziana (2019) focused on teacher's speech acts in interaction during teaching learning process and found that directive mostly used, there are 112 utterances of directive speech acts. Moreover Hidayat et.al (2022) traced speech acts in junior high school in EFL classroom. There are three speech acts locutionary, illocuttionary and perlocutionary, and there are 113 instances of questoning and commanding. Meanwhile, CJ (2018) Analysed speech acts in EFL classroom at MAN 1 Sinjai and found there are lucutionary, illocutinary and perlocutionary used by the teacher and students in different function. Nisa & Abduh (2022) about directive speech acts between teacher and students during thematic learning in Elementary School Kuripan 01 Kesugihan District. The researcher found that question directive speech acts and directive speech acts strategy of speaking honestly without any further ado.

So far, the research on speech act in teaching-learning process, epecially online learning only use one or two platforms at the same time during online learning. For instance used one or two platforms, Suputra & Astriana (2022) observed about lecturer's directive speech acts during online pragmatics studies only use Zoom Meeting as a platform. Prihaji & Winarto (2022) traced Copmplaint speech act in online learning via google form. In this case students sent their complaints through questionnaires about teachers' performance. Sudarmawan et al (2022) analysed speech acts and politeness strategy used by English lecturer during online interaction in Dwijendra University via Zoom Meeting. There are four types of politeness used by lecturer, bald-on record, positive politeness, negative politeness and off-record. Besides, five types of speech acts used during online interaction; representative, directive, commissive, and directive, the lecturer mostly used directive speech acts during online learning.

Research Method

This study used descriptive qualitative research design to identify type of illocutionary act made by lecturer and students during online learning. The participants of this study are 86 (eighty-six) EFL students at Sekolah Tinggi Bahasa Asing (STBA) Pontianak, Indonesia who are in their first, third and fifth semesters and one lecturer who taught all of them. This lecturer (and the classes they taught) was chosen as the source of speech acts data because their learning-teaching process utilised three different online learning platforms simultaneously in every meeting for one semester (six months).

The uniqueness of this research lies in this type of holistic data that consisted of their day-to-day utterances that they made in Zoom Meeting, Google Classroom and WhatsApp Group without any manipulation on the researchers' part. The researcher collected the data by observing, note-taking, and recording (Sudaryanto, 2015) the lecturer-students' interactions during their Zoom pre-class activities, their during-activities interactions in both Google Classroom and WhatsApp Group, and their post-activities interactions in both Google Classroom and WhatsApp Group. Observation was done to carefully identify the utterances made by students and lecturer during their online interactions. With the consent from both lecturer and eighty-six students, the Zoom meetings that they did before their classroom activities were recorded and their postings in both Google Classroom and WhatsApp Groups

were screen-captured. Both screen-captures of chat and recordings (which were transcribed) were combed through so that the researcher can make note of the sentences that they uttered during their pre-, during-, and post-classroom activities across the three online learning platforms combined.

The data analysis referred to Miles and Huberman (1994) who were pioneers of the three qualitative analysis steps: data reduction, data display and data conclusion. In the beginning, the researcher eliminated any irrelevant the data. The utterances that have been noted and transcribed were reduced based on 5 (five) categorizations of illocutionary speech acts by Searle (1979): directive, assertive, commissive, expressive and declarative speech acts. The researcher presented or displayed the data in form of turn-taking conversation dialogues to illustrate the difference between categories of speech types. For the data of written utterances on WhatsApp and Google Classroom, the researcher kept the lecturer's and students' writing style intact and did not make any changes, such as correcting their spelling or punctuation, to make sure that the data remains true. Each categorised quote are coded according to which platform they were sourced from (Codes for Zoom = ZM, Google Classroom = GC, WhatsApp = WA), who uttered them (Codes for illocutionary type made by the lecturer only = [L], by students only [S], made by both the lecturer and student(s) = [L&S]), and the type of illocutionary speech act. Lastly, the researcher drew a conclusion based on the findings and discussion on the types of illocutionary speech acts performed by lecturer and students during the learning process that used multiple online learning tools simultaneously for every English learning class session for the entire university semester. At this point, the researcher determined which speech act is the most frequently used in online interaction.

Results and Discussion

This research was conducted during pandemic Covid -19, where all of teaching and learning process was performed online. The activity of teaching-learning doing by using three learning platforms Zoom Meeting, Google Classroom, and WhatsApp. This research was arranged to find out the type of illocutionary act produced by lecturer and students during online learning. In this research, the researcher found five hundred and twenty-three (523) utterances that belong to illocutionary act, and these utterances were analysed by using Searle's theory about illocutionary act. The researcher found four classification of Searle illocutionary acts used in online learning through Zoom, Google Classroom, WhatsApp. Those are assertive, directive, expressive, commissive. Based on the table show findings and total number of each classification.

Table 1. Frequency of Illocutionary Speech Acts Across Zoom, Google Classroom, and WhatsApp Group Uttered in One Semester

No	Illocutionary Speech Acts	Frequency of Utterances
1	Assertive	114
2	Directive	143

3	Expressive	250
4	Commissive	16
Total		523

As in table 1. shows that the findings of illocutionary act in online learning using zoom, google classroom, whatsapp. First, finding about assertive utterance, there are one hundred and fourteen (114) utterances. Second, finding about directive utterance, the number of directive one hundred and forty-three (143). Third, expressive utterance, there are two hundred and fifty (250) found in online learning. And the last commissive utterance, the researcher found sixteen (16) utterances.

Based on the observation, the researchers found four types of illocutionary speech acts performed by lecturer and students during online learning they are, expressive, directive, assertive and commissive. In this research expressive is the most dominant occur while online learning interaction. This finding is really different with the previous studies that found directive is the most dominant. When conducting online learning the lecturer using three platform, for the opening or pre- activities the lecturer used *Zoom Meeting*. The lecturer and students used various type of illocutionary speech acts such as expressive, directive, assertive. The lecturer performed expressive in greeting while the students already join in zoom and of course when the lecturer give information or explain briefly about the topic and then the students give respon in saying thank you. Moreove, when lecturer give appreciation to the students who give respon for the question from the lecturer.

In while activities and post-activities the lecturer used *Google Classroom* and *Whatsapp Group*. In while and post- activities lecturer explain about the topic that shred on Google Classroom and then discussion with the students. In this part the lecturer used expressive, directive, assertive and commissive. The lecturer and students performed assertive when they give information, give opinion related to the topic. In directive, the lecturer give order to the student to do something, moreover when the lecturer give advice to the students to remember about the material that already explained. The students also performed directive when they still confused about the expalanation and they ask for more explanation. In commissive, the lecturer performed promised to give more score for the students who can answer or active in discussion. In this part, expressive is the more than the other type, because the students always give expression such as thank you mam in every time the lecturer give explanation, give information, give instruction moreover when the lecturer close the class all the students respon "thank you mam for today, thank you mam".

Based on the result showed that in online learning interaction, the lecturer and students performed four type of illocutionary speech atcs, the most dominant is expressive. The result of this research already prove by the data display below.

Assertive Illocutionary Type

Assertive or representative is an utterance that conveys the truth of the proposition that is expressed by the speaker, such as stating, informing, suggesting, boasting, complaining, claiming, expressing opinions, and reporting. Sanaa and Qamar cited from Budiasih, Andayani & M. Rohmadi (2016) state that assertive illocution is "an assertive act say as phrase or

utterance that explain the actual state to address a specific idea and proposition. Assertive refers to statement, classification, explanation, classification and clarification. Furthermore Searle (1979) said that there are some words example of assertives like “boast, complain, conclude, and deduce”. The researcher found one hundred and fourteen (114) utterances belong to assertive in online learning. Here are some realizations of assertive utterances in communication during learning as follows.

Lecturer : Ok aliya what about this journal ?

Students : it’s about semantics prototypes ma’am, semantics prototypes of indonesia staple food. The journal purpose is to find out the semantics prototype formula of the staple food concept based on Indonesia people’s perspective. For example, indonesia people still firmly believe tht rice is an irreplaceable staple food.

Lecturer : ok this research use qualitative or quantitaive research ?

Student : they don’t mention it but i think it’s qualitative ma’am.

Excerpt 1 GC[S]Assertive

Excerpt 1 found assertive utterance by the student. She states her opinion and informing to the lecturer even to the other students. Actually this excerpt performed by lecturer and student through google classroom in semantics class, she states information for the question from the lecturer and she gave informtion about her aticle that she got. From this utterance she purposes to explain and give short information what about the article. Even they learn through application they actively participate in every discussion and presentation. The utterance performed by student belongs to assertive.

Lecturer : Ok now about “information word” try this

Student : In my opinion, in the text no more than 50% of the words in the text book the average is the words information. For example the word shoes and book, they are there to give connection and add interest, but not essential to meaning. If you concentrate on information words, can read faster and with better understanding.

Lecturer : ok actually this strategy is about when you read and write on your note about information that you think as cute to answer the question or for information that you need, and this is usually about the word that can help you solve your problem for the text.

Excerpt 2 GC[L]Assertive

Excerpt 2 found assertive utterances from lecturer and student when they asked about their opinion. This situation got through google classroom in text understanding class. The utterances found when students who submit opinions or answers with or without strong evidence to support the reliability of the answers. In online learning, students are expected to be able to actively participate in discussions regardless of what is answered or delivered or

responded to is the right or wrong answer or response. Lecturer assessments are carried out based on the activeness of students in conveying their opinions and arguing critically. With students expressing their opinions, students try to convince lecturers and classmates that what they believe is true. This can trigger the action of other students to submit their responses. Of course, the more responses the students make, the more points they get. More assertive speech acts were expressed by students when they expressed opinions about questions asked by the lecturer.

Lecturer : There are 21 students on attendance list but the answer only 17 students where is the other ?

Student : 19 students already answer the questions Ma'am

Lecture : ok 19 ya, so there are 2 students more, I still wait.

Excerpt 3 GC[L] Assertive

Excerpt 3, the lecturer confirmed the number of students who had answered the question. This conversation conducted through google classroom. This function is called confirmation which aims to confirm the existence of an object or subject. In this condition, the lecturer conveys confirmation so that students know the number of other students who have answered the question so that they are motivated to answer as well. Lecturer uttered the speech act while waiting for students to avoid silence in the discussion. When confirming, the lecturer tried to indicate to students that she still monitoring student activities in online learning. In this situation belongs to assertive with confirmation function.

Lecturer : Ok class check this text there are 2 paragraph too, this text from the book and the word is suitable for you.

Student : ok mam

Excerpt 4 WA[L]Assertive

The excerpt 4 got from whatsapp group, because the leturer using some platform when taching, zoom, google classroom and whatsapp group. This conversation doing in text undertanding class. The utterance give information to students about the text and word that useful for them, so they need to learn more of the text. Lecturer point out the paragraph to maka them easy to find out. In this case the lecturer give information.

Lecturer : Hi class today you have group presentation like i said before and for the other group prepare your qustion for this group.

Student : yes mam

Lecturer : i hope you already prepare your power point, and for the other prepare the question for the group that present.

Student : ok mam.

Excerpt 5 ZM[L]Assertive

The excerpt 5 got from zoom meeting in semantics class because they have presentation schedule. In this part the lecturer give information to the students about the rules. Before starting, lecturer restate information that already said last meeting, so they remember the rules after group present material. In this case, information from lecturer to make them learning actively even online learning. This utterance show stating function in assertive.

Lecturer : ok we've already explored some topics about critical effective reading, passive and active reading and reading strategy, for all the explanation do you need more explanation?

Student : Excuse me mam, actually i'm still confused about passive and active reading. Can you explain more about those two mam?

Lecturer : Ok passive reading means that the reader just read but there is no purpose for the assignment (if the reader do assignment) and there is no speed in reading just see same speed. But active reading is the contrast from the passive reading.

Excerpt 6 GC[L&S]Assertive

The excerpt 6 got from academic reading class through google classroom. These utterances from lecturer and student who need more explanation for the material that already explained. When lecturer ask them, one of them confirm that she still confused and need more information. This expression show confirmation function from the student and the lecturer give information about the question

Directive Illocutionary Type

Directive is type of speech act perform by the speaker and the purpose to make speech partener or the listener to do something. According to Cruse cited from Setani and Utami (2018) state that directive itself has purpose in which the hearer to do something. Direcive speech act in form of ordering,commanding, requesting, advising, asking, and recommending. In this research found the illocutionary act which is classified into directive there were one hundred and forty-three (143) utterances performed by lecturer and students through zoom, google classroom or whatsapp group during online learning as follows.

Lecturer : ok class look at part 3 (after you read) point A there are 5 questions, try to answer the questions and your answer just send on coloum comment.

Student : ok mam

Excerpt 7 GC[L]Directive

The above utterance about command from the lecturer when asking the students to submit their mid test on google classwork room. The expressing from the lecturer belongs to commanding function. This function is the most common often conveyed by teacher or

lecturer to the students. This expression called as commanding function in directive illocutionary act.

- Lecturer : Okay class, below is your mid- term test and you just answer the question and share your answer on GC in classwork room.
- Student : yes mam
- Student : is there any limitation time mam?

Excerpt 8 GC[L]Directive

In this case, the students face mid-term tes and give instruction to submit oh google classwork room. In this part the lecturer say commanding utterance to the students. It similar with excerpt 7, where is this function is the common utterance conveyed by the lecturer or educators to the students. This expression belong to commanding function in directive illocutinary act.

- Lecturer : Ok class i hope you can save the answer so when you have midtest you can answer
- Student : ok, thank you mam
- Student : alright mam.

Excerpt 9 GC[L]Directive

In this excerpt show the lecturer's utterance belongs to advising because there is word "hope", as a lecturer or teacher always giving advice to their students to be a good students. Even online learning lecturer still give advice even through google classroom but the lecturer always do as well as conventional learning. This expression is called as advising function in directive illocutionary act.

- Lecturer : Ok class there are 3 points already explored remember please every point because when you have mid or final test will be asked
- Student : ok mam, thank you
- Student : alright mam, thank you

Excerpt 10 GC[L]Directive

Excerpt 10 the lecturer say advice's utterance to students related to the material for examination. The lecturer remain that the material already explore and advice to remember for the material because it will be the test. This excerpt from google classroom in semiotics class. This utterance is called as advising function in directive illocutionary act.

- Student : Can you explain more about those two mam?
- Lecturer : yes of course.

Excerpt 11 GC[S]Directive

Excerpt 11 show that the student ask for to lecturer to explain more about the material. This utterance conceive request function it is performed by one of student after discuss on google classroom, but one of them still confuse about the explanation, so she request to the lecturer to explain once more to make it clear. The expression shows requesting function when discussing on google classroom.

Commissive Illocutionary Type

In this part the researcher found 16 (sixteen) utterances. The utterance need commit from the speaker to do something in the certain future. Searle (1979) stated that commissives are illocutionary act which are the utterance expressed to commit the speaker for future action. Moreover Mey (2001) said that commissive is complying a transformation in the world by design an agreement. The data got during online learning in which data performed by lecturer and students as participant. The data as follow.

Lecturer : So next for your examination mid or final.. if there is test (Soal) about find out main idea.. I still give score even different word or sentence but still has the same meaning with the correct answer.

Student : ok mam

Excerpt 12 GC[L]Commissive

In that sentence, the lecturer said that he would give a grade if the student gave an answer that had the same idea as the correct answer, not paying too much attention to the word for word similarity because the goal was to find the main idea. This expression shows promising function belongs to commissive illocutionary act on google classroom, because the lecturer promises something to the listener to perform an action in the future, in this context, when giving an assessment.

Lecturer : After the group present their material and for the audience or the other students give question for the group i'll give score for you so now prepare your question

Student : alright mam

Student : how about if give opinion mam?

Lecturer : yes i will give score too

Excerpt 13 ZM[L]Commissive

In this excerpt 13 the utterance perform by the lecturer when the class has presentation schedule, the conversation conducted through zoom lecturer promises give score for students who give question to the group. This expression is promising function of commissive

illocutionary act because the lecturer promises to the students who learning actively it showed by “i’ll give score”.

Lecturer : Ok class not only question but i will give score for you if you give opinion or help the group answer the questions

Student : ok mam

Student : alright mam

Excerpt 14 ZM[L]Commissive

The next excerpt, lecturer perform utterance when giving instruction through zoom application, lecturer try to make the students active and promises to give grade not only for asking but also when giving opinion. This utterance shows promising function of commissive illocutionary act.

Lecturer : When you learn actively in discussion for every topic and every meeting it means that you help yourself because i always give score for students who learn actively

Student : got it mam

Student : yes mam got it

Excerpt 15 GC[L]Commissive

In this excerpt 15 the lecturer express promising function to the students to persuade students to learn actively to support their grade in the last of semester. This utterance show as promising function in commissive illocutionary act because there is word or phrase that show as promising “i always give score”, so the lecturer’s utterance belongs to promising function.

Expressive Illocutionary Type

The researcher found two hundred and fifty (250) expressive act after doing more investigation the data through application for online learning such as zoom, google classroom and whatsapp group. Expressive is an utterance how the speakers feeling (Cutting, 2002). It means that the speakers show the feeling through words. The expression of expressive such as thanking, praising, pardoning, apologizing, etc.

Lecturer : ok class see you next week

Student : Okay, thank you, Ma’am

Student : yes mam thank you.

Excerpt 16 GC,WA[S]Expressive

This expression is one of the most frequently said by students to their lecturers. Thanking is widely used after lecturers posting assignments, making announcements, or say something in google classroom or whatsapp group, so the most common response given is thank you. The expressions of gratitude used are still not varied, even though there are many other phrases in English to express gratitude. This culture of thanking the lecturer after delivering something is a common thing to find, both in online and face-to-face classes, which reflects politeness and mutual respect.

Lecturer : Ok all of your answers are right..because different expert different points

Student : yes mam thank you

Excerpt 17 GC[L]Expressive

The utterance form excerpt 17 was expressed by lecturer to students on google classroom for who already answer the question and different opinion, in this case lecturer still appreciate for answers of all students even the not all the answers are correct. The lecturer's expression shows praising function in expressive illocutionary act, it shows by word "all your answers are right"

Lecturer : I proud of you can explore your answer even little explanation from me. And over all i think your answers are good you are able to make paragraph

Student : ok mam thank you

Student ; alright mam thank you.

Excerpt 18 GC[L&S]Expressive

The excerpt 18, the utterance performed by lecturer to students when the students give the good answers for the assingment on Google Classroom. This expression belongs to praising function in expresive illocutionary acts because there is word "i proud of you' and "your answer are good", these show praising expression for the effort from someone.

Student : Excuse me mam..i ask permission to make a post to answer the questions in part A. Sorry if there are mistakes, thank you mam.

Lecturer : yes please,it's ok nurul.

Excerpt 19 GC[S] Expressive

The utterance in the excerpt 19, it was performed by one of the student who active in the class to lecturer when they have assignment on google classroom and the student ask to permit about where they have to post the answers and the student say sorry because she feels it disturb their lecturer. This expression called as pardoning function in expressive illocutionary act because there is word "sorry" as characteristic of expressive especially in apologizing function.

Student : I am sorry mam.. i am not be able to join zoom.. i think i will be 10;10 but in fact it was earlier. Thank you and my apologize mam.

Lecturer : just keep trying

Excerpt 20 WA[S] Expressive

In this excerpt 20, this expression performed by students to lecturer in which he cannot join in zoom class. This expression shows that the student ask for pardon to the lecturer it showed by word “i am soory mam” and “my apologize mam”. The lecture just saying keep trying because in online learning the internet connection to be one big problem. This point called as pardoning function in expressive illocutionary act.

The result indicates that expressive speech act is the most dominant used between lecturer and students during online learning. The data of this research is from three platforms that are used simultaneously in EFL classroom. This research contributes unique insight that in the teaching-learning process especially online learning, the directive speech act is not always occurring and is the dominant speech acts used by lecturer and students to make them learn actively. Thus, this research found that expression became the most dominant the other.

Contrary to the hypothesis that in the teaching-learning process whether online or offline interaction directive will be dominant use by the instructor because they have the power and authority to control the students, is supported by (Asrianti,2019; Tarmini,2016) said that power is anywhere, including in-class. As explained in a study conducted by (Sukinah & Effendi, 2021) teachers as leaders restrain the condition in the class during online classes to ensure the students are active, dreadful, and polite to the teacher. Its contrast with the research in which the lecturer is a leader in the class during online learning just apply condition where the students feel comfort in studying. The lecturer expresses praising, giving information, instruction friendly, and more tolerance to students if there is a mistake during online interaction, it makes them active in learning and conveys the expressive type of illocutionary speech act dominantly. As in excerpt 17 “lecturer said: Oke all of your answers are right because different experts different points” and the students express “thank you mam” it shows that the lecturer and student use expressive.

The majority of previous studies have mostly focused on or used only one or two platforms during online learning and directive dominantly used (Zulfa & Efendi,2021; Sari et al, 2021; Sukinah & Effendi,2021), previous research has focused on one or two platforms and the result show directive dominantly used. In contrast, the result of this research demonstrates that during online learning which is using various platforms, the researcher found expressive is a type of illocutionary speech acts dominantly used by lecturers and students. Therefore, this research contributes to research on illocutionary speech act in online EFL classroom interaction between lecturer and students, where is the data of this research more comprehensive, flexible and reflected the reality where using multiple applications during teaching-learning process.

Moreover, the reliability of these data impacted by interactions made during online interaction not only focused on one or two tools of study but the researcher focused on three tools at once; Zoom Meeting, Google Classroom, and WhatsApp group. Interaction between

lecturer and students for pre-class through Zoom Meeting twenty-thirty minutes, is conducted to check the students in every meeting and to explain the material, post-activities they interact by using Google Classroom and Whatsapp group to discuss material more. Moreover, Further research is needed to investigate illocutionary speech acts in online learning by expanding the technique of collecting data by interview technique and expanding the function of illocutionary speech acts to obtain more comprehensive findings.

Conclusion

The aim of this research to investigate illocutionary speech acts used by lecturer and students during online learning during Covid-19 pandemic. Teaching-learning activity also using various platforms. However, this research found that during online learning using three platforms at same time namely zoom, google classroom and whatsapp group, the most dominant illocutionary speech acts of lecturer and students are assertive (114 utterances), directive (143 utterances), expressive (250 utterances) and commissive (16 utterances). The dominant used is expressive. This research show that in teaching learning process especially online learning, directive is not only the utterances that always occur. This research shows that expressive can be the most performed by lecturer and students, and also this research give new finding about illocutionary speech acts used during online learning. Eventually, the result of this research show that directive is not always dominant kind of illocutionary speech acts used during learning process. Declarative type was not found, a pattern that was often present in previous studies, thus this study's findings are in contrast to the majority of literature's assertion that declarative is the typically most dominant speech act used in the teaching-learning process.

This research gives valuable contribution related to a unique set of data and new consideration on the study of speech acts in online EFL classroom.

References

- Amrina, Y., & Sari, A. (2019). Language Ability of Mild Intellectually Disabled (MID) Children: Case Study of Dina MaraMida in SLB Negeri 1 Padang. *J-SHMIC : Journal of English for Academic*, 6(1), 69-80. [https://doi.org/10.25299/jshmic.2019.vol6\(1\).2547](https://doi.org/10.25299/jshmic.2019.vol6(1).2547)
- Andewi, W., & Waziana., W. (2019). An Analysis of Teacher's Speech Acts in Teaching and Learning Process. *TEKNOSASTIK.: Jurnal Bahasa dan Sastra*. 17(1), 29-34. <https://doi.org/10.33365/ts.v20i2>
- Armistany, P., & Zamzani, Z. (2019). The functions of illocutionary speech acts used by teachers in the classroom interactions. *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra*, 14(1), 187-196. <https://doi.org/10.18860/ling.v14i1.6444>
- Asrianti, A. (2019). Representasi kekuasaan dalam wacana kelas di Sekolah Menengah Pertama. *RETORIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 12(1), 14-24. <https://doi.org/10.26858/retorika.v12i1.7384>.
- Basra, S., & Thoyyibah, L. (2017). A SPEECH ACT ANALYSIS OF TEACHER TALK IN AN EFL CLASSROOM. *International Journal of Education*, 10(1), 73-81. <https://doi.org/10.17509/ije.v10i1.6848>
- Budiasih, L. T., Andayani, A., & Rohmadi, M. (2017). Illocution in speech acts by foreign students in Indonesian as a foreign language classes. *IJOLTL (Indonesian Journal of*

- Language Teaching and Linguistics*), 2(3), 213-226.
<https://doi.org/10.30957/ijoltl.v2i3.390>
- Christianto, D. (2020). Speech Acts in EFL Classrooms. *Journal of Pragmatics Research*, 2(1), 68-79.
<https://doi.org/10.18326/jopr.v2i1.68-79>
- C.J., J. (2018). Speech Acts in EFL Classroom at Islamic Senior High School (MAN) 1 Sinjai. *Journal of Language and Literature*, 18(1), 20 - 27.
[doi:https://doi.org/10.24071/joll.v18i1.1049](https://doi.org/10.24071/joll.v18i1.1049)
- Cruse, D.A. (2000). *Meaning in Language: An Introduction to Semantic and Pragmatic*. United States: Oxford University Press.
- Cutting, J. (2002). *Pragmatics and Discourse*. London: Routledge.
- Daheri, M., Juliana, J., Deriwanto, D., & Amda, A. D. (2020). Efektifitas WhatsApp sebagai Media Belajar Daring. *Jurnal Basicedu*, 4(4), 775-783.
<https://doi.org/10.31004/basicedu.v4i4.445>
- Fadilah, T., & Pane, I. I. I. (2020). Indirect speech acts in toba dream movie. *LINGUISTICA*, 8(4), 220. <https://doi.org/10.24114/jalu.v8i4.17036>
- Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *Internet and Higher Education*, 19, 18–26. <https://doi.org/10.1016/j.iheduc.2013.06.002>
- Grundlingh, L. (2017). “Mememes as speech acts”. *Journal of Social Semiotics*, 28 (2). 147-168.
<https://doi.org/10.1080/10350330.2017.1303020>
- Handayanto, R. T., & Herlawati, H. (2020). Efektifitas Pembatasan Sosial Berskala Besar (PSBB) di Kota Bekasi Dalam Mengatasi COVID-19 dengan Model Susceptible-Infected-Recovered (SIR). *Jurnal Kajian Ilmiah*, 20(2), 119–124.
<https://doi.org/10.31599/jki.v20i2.119>
- Hidayat, D. N., Fadhilah., Septiawan, Y. (2022). Speech acts in English classroom: A case at a junior high school in Indonesia. **EduLite: Journal of English Education, Literature and Culture**, 7(2), 251-265.
<http://dx.doi.org/10.808659/e.7.251-265>
- Ilyas, S., & Khushi, Q. (2012). Facebook Status Update: A Speech Act Analysis. *Academic Research International*, 3(2), 500-507. Retrieved from [http://www.savap.org.pk/journals/ARInt./Vol.3\(2\)/2012\(3.2-63\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.3(2)/2012(3.2-63).pdf)
- Isnaini, Y. & Hurniatun. (2019). Speech Acts Analysis on Teaching and Learning Process Used by the Teacher in MAN 2 Mataram in Academic Year 2016-2017. *Linguistics and Elt Journal*. 5(1), 46-55.
<https://doi.org/10.31764/leltj.v9i1.736>
- Kuntarto. (2017). “Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Indonesia di Perguruan Tinggi”, *Journal Indonesia Language Education and Literature*, 3(1), 101. <https://doi.org/10.24235/ILEAL.V3I1.1820>
- Mardiningsih, Mujiwati, Y., & Istiqomah, D. M. (2020). The lecturers’ speech act on online learning during the COVID-19 pandemic at PGRI Wiranegara University. *Proceedings of the International Conference on Community Development (ICCD 2020)*.
<https://doi.org/10.2991/assehr.k.201017.090>

- Mark, A. S. E. (2014). Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning. DLSU Research Congress. <https://doi.org/10.1017/CBO9781107415324.004>.
- Mey, J. L. (2001). *Pragmatics*. Blackwell Publishing.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. SAGE.
- Nisa, L. K., & Abduh, M. (2022). Directive speech acts analysis in teacher and student interaction during thematic learning in Elementary School. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(2), 286–294. <https://doi.org/10.23887/jppp.v6i2.49372>
- Prihaji, D., & Winarto, E. R. (2022). Complaints speech act in online learning by 11th grade students at SMKN 1 Kota Cirebon. *International Undergraduate Conference on English Education, IUCEE Proceeding, 2022*. 1(1), p. 34-40.
- Sari, D. K., Chandra, N. E., & Al Arief, Y. (2021). An Analysis of Illocutionary Acts Produced by the Lecturer in Online Classroom Interaction. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.211021.009>
- Saputri, F & Nugraheni A. S. (2020). Tindak Tutur Siswa Dalam Pembelajaran Online Via Whatsapp di Kelas 3 Sd Negeri 2 Setrojenar (Studi Deskriptif dilihat dari Lokusi, Ilokusi, dan Perlokusi). *Fon : Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 16(2), 89-96. <https://journal.uniku.ac.id/index.php/FON/index>
- Searle, J. R. (1979). *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge: Cambridge University Press.
- Setani & Utami, D.P. (2018). An Analysis of Illocutionary Act in “How to Trian Your Dragon”, *Professional Journal of English Education (PROJECT)*, 01(03).230.
- Sudarmawan, I. P., Juliari, I. G. A. I., & Yuniari, N. M. (2022). An analysis of speech act and politeness strategy used by English lecturer of Dwijendra University in online classroom interaction. *Yavana Bhasha : Journal of English Language Education*, 5(2), 176–185. <https://doi.org/10.25078/yb.v5i2.1039>
- Sudraynto. (2015). *Metode dan aneka teknik analisa bahasa: pengantar penelitian wahana kebudayaan secara linguistis*. Yogyakarta : Duta Wacana University Press.
- Sukinah, S., & Effendi, A. (2021). Teacher’s Illocutionary Acts in Online Learning Interactions. *Jurnal Pendidikan Dan Pengajaran*, 54(1), 28–37. <https://doi.org/10.23887/jpp.v54i1.33061>
- Suputra, G., Idris, I., Ali, A., & Astriana, A. (2022). Analysis of a Lecturer’s Directive Speech Acts to Student in Online Pragmatic Studies. *Prisma Sains : Jurnal Pengkajian Ilmu dan Pembelajaran Matematika dan IPA IKIP Mataram*, 10(1), 167-174. <https://doi.org/10.33394/j-ps.v10i1.4876>
- Syauqi, K., Munadi, S., & Triyono, M. B. (2020). Students' perceptions toward vocational education on online learning during the COVID-19 pandemic. *International Journal of Evaluation and Research in Education (IJERE)*, 9(4), 881–886. <https://doi.org/10.11591/ijere.v9i4.20766>.
- Tarmini, w. (2016). *Representasi Kekuasaan pada Tindak Tutur Dosen di Lingkungan FKIP Universitas Lampung: Sebuah Kajian Pragmatik*. Prosiding Konferensi Internasional IKADBUDI VI. <http://repository.lppm.unila.ac.id/id/eprint/3057>.

- Tri Budiasih, L. (2018). Illocution on Speech Acts of Foreign Students in Indonesian Learning. *PAROLE: Journal of Linguistics and Education*, 6(2), 41. <https://doi.org/10.14710/parole.v6i2.41-48>.
- Zulfa, S., & Efendi, A. (2021). "Teacher's Illocutionary Acts in Online Learning Interactions". *Jurnal Pendidikan dan Pengajaran*, 54 (1), 28-37. <http://dx.doi.org/10.23887/jpp.v54i1.33061>