

The Lecturers and Students' Speech Act Used in Classroom Interaction: A Case Study

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Abstract

The speech act becomes a crucial major to provide the better conversation between people in the society or setting condition. The aim of the research is to explore the speech act used by the lecturer and students involving classroom interaction in teaching and learning process. In this research, the case study was used to examine the lecturer and students' speech act in classroom interaction. The subject of the research was two lecturer and six students in linguistics program of faculty of cultural sciences, Hasanuddin University, Makassar in academic year 2022/2023. The sample was chosen by purposive sampling while the instrument of the research is observation and interview. In this research, the data will be analyzed by Searle's Theoretical framework. The lecturer argues that the reason is using more directive speech acts is only to invite students to talk more and to carry out the principle of what Communicative Language Teaching is like believe. In this case, the directive is mostly dominant proposed by the lecturer in the teaching and learning process in the classroom interaction. It shows that the speech act used in the classroom can be powerful in the teaching and learning process for interaction in the classroom. The last, the implications can be seen from the finding that using directive speech acts that involve asking a lot of questions, asking, or governing contributes to student achievement, especially in productive skills.

Keywords: speech act; pragmatics; classroom interaction

Introduction

Language is one of the important devices used by almost every human being to establish communication with each other. According to Aitchison (2003), language can be used to "communicate feelings and emotions", meaning that language has various functions not just to talk. Humans are similar to other primates, meaning they are capable convey emotion through gestures, screams, sobs, and grunts, for example. O'Grady et al., (1989) stated that language is "a system of communication, the media of thought is a vehicle for expression of literacy, social institutions, political matters controversies, and factors in nation-building". In addition, language can enable humans to learn and adapt to changing circumstances much faster than it would be accomplished by evolution (Poole, 1999). In short, it can be concluded that language is very important because of that allows all kinds of communication.

Globally improved English learning and teaching over the years, both public and private educational institutions have produced a new professional candidate: EFL teacher. Some have moved on from teaching English as a mother tongue to modern language teaching; many are drawn into the service solely because their spoken English is good, or perhaps because they are native English speakers. According to Celce-Murcia & Olshtain (2000), the use of language in the classroom influences the process and progress of student learning. It means that teaching EFL (English as a Foreign Language) in the Indonesian context is difficult because the lecturer is not

a native English speaker, making it difficult to deliver lessons in English and ensure that students understand the instructions mentioned in the language. Success in teaching and learning English the learning process in the classroom depends on various factors, one of them is the language used by the teacher. Celce-Murcia & Olshtain (2000) shows that the use of language implemented in the classroom affect students' processes and learning progress. In terms of EFL (English as Foreign Language) teaching in the context of Indonesian, where the teacher is not a native of English, running problematic EFL teaching and learning Terms of delivery of lessons using English and make students understand instructions mentioned in language. However, there are barriers to using English (as a foreign language) in the classroom.

In language, there are many different structures or systems in it. Some say that system is quite complex because of its complexity and the variety of language units and component. There are four basic units needed to use language, mainly sounds, words, sentences, and meaning. Linguists tend to study each unit which is then divided into separate units' field. First, the fields that study sound are called Phonetics and Phonology. Second, the field that studies word is Morphology. Third, the field that studies sentences are syntax. Last but not least, the field which studies meaning is called Semantics. All those units are needed in the use of language because it can build communication. However, there is one more field in linguistics are considered the study of meaning as well.

Pragmatics is a branch of linguistics that tries to study meaning in the context or intent of the speaker. As stated by Yule (1996), that pragmatics is "the study of the meaning of the speaker is different from the meaning of the word or sentence". It means the field deals with how speakers use language in ways that are unpredictable from linguistics knowledge alone (Aitchison, 2003). In a narrow sense, it has to do with how the listener arrives at it the meaning intended by the speaker. It is in line with Fromkin et al., (2017) definition, which states that "pragmatics is the study of how contexts and situations influence meaning". There are many things that can be studied in pragmatics.

Speech act, in pragmatics, is a part of communication that can be defined as an action performed using speech to communicate. Dawson & Phelan (2016) defined speech acts as "actions performed solely through the use of language". That is, speech acts describe the use of utterances that emphasize the speaker's intention or purpose in producing an utterance. There are various things that can be analyzed from speech acts. Previous researchers have conducted various studies on this subject differently context. In this research, the researcher wants to analyze the use of deep speech acts English as a Foreign Language (EFL) classroom.

Some researchers had been conducted research focused on the speech act analysis on classroom. Nuraini (2015) in his research mentioned the problem with use of speech acts in English class. She argues that the use of speech acts in Indonesian is EFL class led to misunderstandings because inappropriate use of spoken speech acts. Student may have a different interpretation than simple teacher's utterances. Next, Santosa & Kurniadi (2020), they conducted research entitled speech act analysis of teacher talk in EFL classroom. The findings show that four of the five types of speech act classifications occur in all classes while the teacher's preferred speech act is a directive speech act. In addition, particular classification and

the implications of the classification of the selected speech acts for teaching and learning because the lecturers wanted students to talk and do more Communicative Language Teaching principles, as good as possible.

Moreover, Basra & Thooyibah (2017), the mentioned that the teachers primarily use directive speech acts because they adhere to the principles of communicative language teaching. The use of directive speech acts appears to have implications for improving students' productive abilities. The two studies mentioned above observed deep speech acts when the interaction about the text while focusing on reading. Meanwhile, in this research focused on the speech acts that occur in classroom when the lecturer conducted discussions and students' presentations in the classroom. Enyi (2016) concluded from his research that Different speech acts have different perlocutions effect. He also said that decided to use a certain speech act classification is influenced by a certain factor. For example, giving government officials political speech may decide to use more assertive, expressive, and commissive actions to get people attention and persuade people to achieve their goal.

The class of speech acts determine the quality of verbal interaction in class. It provides important information for teachers, where they know typical teaching behaviors that they use extensively communicate with students. Wells (1985) acknowledged that language use is related to the context in which the interaction occurs happen. Speech acts are performed when people make utterances such as apologies, greetings, requests, complaints, invitations, compliments, or rejections. The study of speech acts is very important for us. One of them is to make us understand message is found in every utterance.

This research, theoretically, contributes to fill gaps in speech act research on speech material classification of speech act or illocutionary. Most studies typically analyze political speeches, advertisements, and strategies for performing certain speech acts (such as praising, apologizing, rejecting and so on). Therefore, this research is expected to enrich speech act study literature used by lecturers and students in the EFL classroom presentation in the Indonesian context.

Pragmatics

Akinwotu (2013) simply defines pragmatics as learn the language used. Mey (2001) shows that pragmatics is characterized by the idea that language used by its users and the use of language depends norms, rules and beliefs that exist in society where the user lives. It means Pragmatics is a branch of linguistics which includes combines knowledge of morphology, phonology, syntax, and even semantics. In addition, Pragmatics has to do with facts that users use language in that context and language limited to culture. Grundy (2008) states that the meaning and intent of the utterances uttered by the user is defined by the existence of the context. He also added that culture and context played a role in this communication. Because without context, the listener does not understand the speaker's intent say it in his words. Grundy's emphasis is clear shows that culture cannot be separated from language when users communicate. Every country not always have the same culture. Recognize the rules, customs, and beliefs of each culture are taken into account achieve understandable and acceptable speech when someone wants to communicate in a certain way language in a particular culture.

Yulianti et al., (2022) stated that pragmatics is defined as the branch of linguistics and semiotics that studies the role of context in meaning. In addition, Yule (1996) provides a more comprehensive definition. He defined pragmatics as the study of the speaker's intent. The definition of pragmatics is the study of contextual meaning. Pragmatics, the third definition, is the study of how much is communicated rather than said. The next, pragmatics can be categorized as the study of relative distance expressions. In addition, he also stated that in order to understand pragmatics briefly, a relationship with other fields of linguistics is required. This study may be related to semantics and syntax. Based on the explanations provided, pragmatics can be defined as the study of the relationship between language, meaning, and context or situation.

Speech Act

The study of speech acts is very important for us to make us understand what message found in every utterance. Speech action is also determined by language ability a speaker to convey the message communication if we can understand about the meaning of the speech act clearly. So, when we talk to other people in communication or conversation, speaker not only speak the source (sayings have not intention and purpose), but also interpret speaker's intent to the listener. As a result, the speaker can create listeners understand the meaning of that saying. Speech acts are carried out in a conversation or dialogue by a speaker and listener.

Speech can be learned communicatively incident. To analyze speech events, namely obviously another way to learn how understand communication more than that said. Therefore, we can do it with the words and identify some conventional sayings the forms we use to perform certain actions and we need to look at extended interactions to understand how the action is performed out and interpreted in speech events of utterance. In addition, Speech act is the act of making a statement or questions, giving orders or orders, refusing, praise, apologize, and so on. Yule (1996) recognizes that by performing speech acts, person don't just say something using outgoing language from blue. On the contrary, they have both intent and power behind the words they say and those words can influence the behavior of listeners.

Speech acts include making statements or asking questions, giving orders or commands, refusing, praising, apologizing, and so on. Yule (1996) proposed that the people speak with intent and power, and their words can influence the behavior of those who hear them. According to Austin (1975), speech acts is a language theory in which the point of communication is more important than the language used. According to Fauziati (2016), in her book, the theoretical basis of speech acts is the true meaning that can be inferred from speakers by pronouncing certain utterances, rather than the language used to deliver a speech. Communication, in this case, can be categorized as combination between traditional and digital era (Hasyim & Arafah: 2023). Based on some definitions that has been mentioned, it can be concluded that speech act used to focused on the concept of the communication based on the condition of the speaker.

Speech Acts in Classroom

Language plays an important role in teaching and learning process. It means that for children, school leads to confrontation a new way to use and obtain certain Language. When teaching is designed for achieving a specific goal of learning, that is it might work with certain uses Language. Teaching conducted by language that is widely known as a class speech act (Curtis & O'Hagan: 2005). In addition, Searle (1969) defines speech acts as basic language units, token production in speech act context.

Categories of Speech Act

Searle (1999) categorizes five different types illocutionary act; assertive power, directive power, commissive, expressive, and declarative force. Yule (1996) represents table five classification of speech acts based on theory of Searle.

In this research, the categories of speech act, it will be taken from Searle's framework (1999). Searle (1999) classified illocutionary acts into five categories: assertive power, directive power, commissive power, expressive power, and declarative power. Based on Searle's theory, Yule (1996) represents table five classification of speech acts.

Table 1. Classification of Speech Act

Speech Act Type	Function	Explanation
Declarative	The word is flexible	Speaker caused situation
Assertive	The word matched the condition	Speaker believed situation
Expressive	The word matched the condition	Speakers feel (situation)
Directive	The condition matched the word	Speakers want (situation)
Commissive	The condition matched the word	Speakers intend (situation)

Method

Since the aim of this study is to investigate the categories of speech acts performed by lecturer and students in terms of the classification of speech acts as proposed by theory from John R. Searle, this research is classified as qualitative research design principles (Asriyanti et al., 2022; Inzana et al., 2021). In this research, it was applied to investigate the speech act used by the lecturer and the students in discussion and students' presentation in the classroom. According to Idris et al., (2020), case study was designed to investigate some of the issues addressed in this study. In addition, Creswell (2012) stated that the approach used when the researcher investigates a system of cases or multiple bounded systems and reports case descriptions and themes by case is known as case study design. The case study method is appropriate for this research due to the primary goal of this study is to reveal the categories of speech act performed by the lecturer and students during the teaching and learning process. The subject

of the research is the lecturers and students of postgraduate in linguistics program of faculty of cultural sciences, Hasanudin University, Makassar, in academic year 2022/2023. The sample of this research was chosen by using purposive sampling technique and the last is two lecturer and six students was chosen to become subject of the research. Instrument was used to collect the data for this research (Harziko, 2018). Instrument of the research is observation and semi-structured interview to collect the data.

The data of this research were utterances which were produced by teachers and students in EFL classrooms in REAL Equivalent English Yogyakarta. There were three steps which were done by the researcher in collecting the data. The first step which the researcher did was recording the interactions between teachers and students for three meetings in classrooms. The second step was the data collected were transcribed in the form of audio. The last step was the researcher analyzed and compared the speech acts occurred within the interactions in the classrooms. To analyze the types of speech acts, the researcher employed the theory from Searle (1999) as the main theory to relate.

Result and Discussion

In this case, the classification of speech act proposed by Searle (1999) was answered in this section. the data was analyzed based on the data from the observation and interview. It was discovered that teachers only used four classifications of speech acts to teach in class. In this result, lecturer used declarative speech act classification. It is clear because of the nature of declarative speech acts, as defined by Yule (1996), which change the listener's world through spoken words by a speaker. So, speakers must play a unique institutional role in order to impact the lives of listeners. The change in the listener's world indicates that the changed situation caused by the speaker is difficult to avoid, overrule, or leave. When the speaker causes a change in the situation, the listeners stay longer. It can be seen the classification of the speech act used by the lecturer and their students.

Table 2. Classification of Speech Act (Searle, 1999)

Speech Act Type	Function	Explanation
Declarative	The word is flexible	Speaker caused situation
Assertive	The word matched the condition	Speaker believed situation
Expressive	The word matched the condition	Speakers feel (situation)
Directive	The condition matched the word	Speakers want (situation)
Commissive	The condition matched the word	Speakers intend (situation)

Declarative

Based on the data, it was found to use only four of the five types of speech acts. The lecturer did not perform every declarative speech act in class that changes the listener's world through the speaker's utterances. It means that a speaker's speech act changes the world or situation. To change the listener's world, speakers must have a specific institutional role (Yule, 1996). The changing world of the listener means that the situation caused by a speaker is difficult to avoid, damage, or leave. To summarize, the teacher does not employ declarative speech acts in her instruction.

Assertive

The lecturer's utterances in the teaching process are dominated by assertive speech acts. An assertive is a type of illocutionary point that states whether or not a person believes something. When speakers describe how things are going inside the world, they achieve assertiveness. **Context:** the lecturer expressed a straightforward opinion or belief to their students in classroom presentation.

- Lecturer 1 : Minggu depan itu sudah pergantian dosen yah.
Next week, my time is over. Contact the next lecturer.
- Lecturer 2 : Itu berdasarkan dari kalender akademik
It was coming from the academic calender.

Based on the data above, the two different lecturers used assertive' strategies in the class. Lecturers often use assertive strategies to explain something to their students in the learning and teaching process. the lecturer gives explanations to his students in an assertive form with the intention of providing valid information.

Another example of assertives:

- Lecturer 1 : Jadi, kalau menghubungi dosen berikutnya. Pastikan waktunya dengan baik
If you contacted next lecturer, make sure about the time management
- Lecturer 2 : Tugasnya dikumpulkan melalui SIKOLA. Kampus sudah memfasilitasi kita
Submit your task on the SIKOLA. Our university has provided it.

Based on the data above, the lecturer ensures that when you want to contact the next lecturer, pay attention to a number of important things, namely time management. while the second example is with a different lecturer, he instructed that the campus has facilitated an LMS that can be accessed easily and quickly. it proves that lecturers believe that the campus facilities provided can make work easier as a lecturer in utilizing time.

Next example of assertives:

- Lecturer 1 : Menurut saya, penerapan SIKOLA dalam kurikulum akan memperkuat

keikutsertaan dosen dan mahasiswa dalam penggunaan LMS.

In my opinion, implementing SIKOLA in the curriculum will greatly enhance the lecturers and students' participation in the LMS.

Lecturer 2 : Saya harap, tugasnya jangan sampai terlambat sampai batas waktu yang ditentukan

I hope, the tasks were submitted until the specified deadline

This statement presents a clear opinion about the implementing SIKOLA for making the lecturers and students' participation in the LMS provided by campus. The next example, it is clearly said that no ambiguity or alternative viewpoints. The assertives speech acts are often used to express the confidence and making strong claims during presentations.

Expressive

Expressive speech acts express how the speaker feels. They express psychological states and can take the form of statements of pleasure, pain, likes, dislikes, joy, or sadness. According to Beijer (2003), an emotional/expressive expression is any utterance in which the speaker is emotionally involved and this involvement is expressed linguistically through intonation or by using performative expressions. There are four utterances in the data that are classified as expressive speech acts. Qadir & Riloff (2011) classify expressive speech by signaling prompts such as thanking, apologizing, congratulating, condoling, regretting, appreciating, and welcoming. **Context:** the lecturers conveyed the feelings, emotions, personal experiences to their students based on their project during classroom presentation.

Lecturer 1 : Terima kasih (Madani)

Thank you. (Madani)

Lecturer 2 : Maaf (Namanya siapa?)

I am sorry. (Your name please)

The lecturer always said utterance "**thank you**" after receiving something from the student or whenever the student tries to remind him of something. "**I'm sorry**" is said when a teacher makes a mistake, such as forgetting a student's name, or when he makes a joke that he believes may offend his/her students. Based on the interview, he admitted that the reason for doing so is primarily habitual, because people should say "**thank you**" when someone gives them something, and saying "**sorry**" if they believe they will hurt the feelings of others. Another reason is that lecturer wanted to instill these habits in their students by serving as a good role model as a social human being. As a result, the students will behave similarly when interacting inside and outside of the classroom.

Another example of an expressive speech act:

Lecturer 1 : Saya sangat senang untuk berbagi temuan penelitian saya dengan Anda semua

hari ini. Topik tersebut telah menjadi minat saya, dan setidaknya saya telah berusaha keras untuk mengumpulkan dan menganalisis data

I am really excited to share my research findings with you all today. The topic has been a passion of mine, and at least I have put a lot of effort into collecting and analyzing the data

Lecturer 2 : Saya sangat menyesal, anda membuat topik presentasi yang sangat minim sumber data.

I'm very sorry, you made a presentation topic with very minimal data sources.

Based on the statements above, the lecturers expressed their feelings or excitement about presenting the students' research findings. It added that a personal touch to the presentation and allowed to connect with the audiences on an emotional level. The second lecturer expressed that, the second data, he expressed emotional feeling about the results of the material presentation of the students. In addition, he pointed out with a languid expression.

Directive

In the teaching process, directive speech acts dominate the speech uttered by the teacher. Qadir & Riloff (2011) mentioned that directives contain the words or the intention to ask, order, order, beg, beg, plead, pray, plead, invite, permission, advise, dare, oppose, and challenge. Lecturers generally use directions with the intent of inquiring about something and ordering and instructing students to do something. **Context:** the lecturers give the opportunity to their students to explain, give comment or ask about the materials.

Table 3. The Classification of Directive's act

Utterance	Directives Categories
Ayo, apa ada yang mau berkomentar ? <i>(let's see, anyone can give the comment?)</i>	Asking
Melan, matikan dulu AC. <i>(Melan, can you turn off the AC? Please!)</i>	Requesting
Tolong, salah satu dari kalian buat grup WA yah. Masukkan saya nanti. <i>(Please, provide me in Whatsapp Group. Invite me in)</i>	Inviting
Bukakan Laptop sebentar <i>(Open the laptop)</i>	Ordering

Based on the example above, the lecturer almost used directive in classroom interaction when teaching and learning process. The lecturer used directives because the situation of the lecturer. According to table above, the several examples of utterances proposed by the lecturers in teaching and learning process, it shows that the lecturer did the utterances to make

some categories of directives speech act proposed by Searle's theoretical framework. The lecturer said some statement that means **ask, request, invite, and order**. The majority of lecturer used directives to give the students about something and to command and ask students to do something.

Another example of directive act in classroom:

Lecturer 1 : saya harap Anda semua untuk berpartisipasi aktif dalam diskusi kelompok hari ini. jangan ragu untuk memberikan komentar, bagikan ide Anda, berikan kontribusi untuk presentasi teman Anda.
I encourage all of you to actively participate in today's group discussion. feel free to leave comments, share your ideas, contribute to your friend's presentation.

Based on the example above, the lecturer was directing the students to take specific actions, such as participating in the group discussion actively involved. The lecturer gave directive act used to serve as call to action and guiding the audiences to participate the group discussion. It aimed to influence the lecturer's behaviour and encourage them to participate actively.

Commissive

The commissive speech act is the least mentioned speech act by the teacher when teaching. Commissive is a type of speech act that the speaker uses to commit himself some future action. They reveal what the speaker meant. They are promises, threats, refusals, promises, and can be done by the speaker himself, or by the speaker as a group member. **Context:** the lecturers committed the future action or obligation to the next activity.

Lecturer 1 : Hari ini kita pindah ke modality yah
Today, the materials will be Modality.
Student 1 : *Tabe prof, Itu power pointnya bisadi share prof?*
Excuse me, the file of PPT can we get it prof?
Lecturer 2 : Minggu depan, siapa yang mau presentasi?
Next week, who will present the next material?
Student 3 : *Saya prof*
It is my turn prof

Based on the extract above, it can be seen that lecturer 1 mentioned about the next topic that they will learn on that day. He explained that the lecturer and his student used commissive to promote the material for his students after the last is clear. In addition, the

lecturer 2 stated for his students then about who will present the material for completing the task for his session of this semester. Based on the example of the extract then, it can be clearly said that the two lecturers used commissive' strategies to involve the students' engagement to participate the students' comprehension (Santosa et al., 2020; Kasmawati & Harisal, 2021).

Another example of commissive act:

Lecturer 1 : saya berjanji untuk memberi Anda sumber daya dan referensi tambahan yang terkait dengan topik ini hari ini. Anda dapat mengharapkan email dari saya dengan materi yang diperlukan.
I promised to provide you with additional resources and references related to this topic today. you can expect an email from me with the necessary materials.

In the statement above, the lecturer committed to a future action which is providing additional resources and references to the students. By making promise, the lecturer takes on the obligation to fulfill this commitment within a specific timeframe. Commissive act used to created trust, build credibility, and assure the students that certain action will be carried out as stated.

Conclusion

This study examined the various speech acts employed by lecturers in the classroom presentation and their impact for the students' engagement and learning outcomes. Trough an analysis of lecturers across different disciplines, the researcher identified a range of speech acts, including informative, descriptive, explanatory, persuasive, questioning, and directive acts.

The findings indicated that the effective use of speech acts positively influences students' engagement and comprehension. Informative and descriptive speech act used by the lecturer in delivering clear and organized content, while explanatory speech act enhances students' understanding by providing in-depth explanations and examples. Lastly, directive speech act used by the lecturer guided the students' action and encourage them to take responsibility for their learning experiences.

Speech acts are important tools that can be used to recognize or understand various things the meaning of utterances such as apologies, greetings, requests, complaints, invitations, compliments, or rejection. In the classroom, especially, speech acts play an important role since their proper use can make the teaching and learning process run well. The use of appropriate provisional speech act classification teaching seems to be based on teaching approach applied by the lecturer. This study aims to investigated the classification of speech acts from the lecturer's utterances in the EFL class. The lecturer argues that the reason is using more directive speech acts are only to invite students talk more and to carry out the principle what Communicative Language Teaching is like believe. The implications that can be drawn from the finding is that using directive speech acts that involves asking a lot of questions, asking, or

governing contributes to student achievement, especially in productive skills. That's because by posing many questions students are encouraged to answer questions and keep talking. Therefore, the choice language and speech acts influence teaching and learning as well as lecturers and students.

The last is recommendations. It is intended for English teacher, especially in the context of Indonesian. Teaching Indonesian students is the language foreign to them is not an easy task. Then, to expose they are more into English, the language of the class better instructions to use are English. However, teaching with foreign language teaching can cause problems and misunderstandings between teacher and student. English teachers should be aware immediately their confidence in teaching English. In addition, through this research, there are several things what the researcher wants about the use of speech acts. The first is the researcher hope that by studying this research, communication and class interaction will become better during the teaching and learning process. Second, the hope of researchers that there will be more speech act research conducted quantitatively from then on research is considered qualitative. Lastly, this research can help language learners or linguists who want to learn more about speech acts, especially in the field of Linguistic Pragmatics.

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