Analysis of Speech Acts Used by EFL Teachers in Class Interaction: A Case Study at High School Bosowa Makassar

Analisis Tindak Tutur Kata Yang Digunakan Oleh Guru EFL Dalam Interaksi Kelas: Studi Kasus pada SMA Bosowa Makassar

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ABSTRACT

This research aimed to find out: (1) the types of speech acts used by EFL teachers in classroom interaction, (2) the impact of speech acts on linguistics and pragmatic competence in terms of students' perception toward EFL teachers' speech acts in classroom interaction. This research employed descriptive qualitative method since the main focus of this research is on describing the phenomenon of language use. This is in accordance with Kothari (2004:3) who states that qualitative research is concerned with qualitative phenomena, i.e., phenomena relating to or involving quality or kind. The subjects of this research were two English teachers at SMA Bosowa School Makassar. The data of this research were collected by employing video recording, observation, and interview. The results of the research revealed that (1) there were five types of speech acts, specifically for illocutionary acts that were used by the English teachers in classroom interaction namely assertive speech act, directive speech act, commissive speech act, expressive speech act, and declarative speech act, and each type of speech acts used by EFL teachers in classroom interaction had particular functions. The most frequently used illocutionary act was assertive (41%), while the least frequently used illocutionary act was commissive (4%). The illocutionary forces performed by the teachers were varied. (2) The thirty-one students from two grades in this research provided positive responses toward the teachers' speech acts in classroom interaction.

Keywords: Speech acts, illocutionary acts, classroom interaction, EFL.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) jenis-jenis tindak tutur kata yang digunakan guru bahasa Inggris dalam interaksi kelas, (2) pengaruh tindak tutur kata terhadap kompetensi linguistik dan pragmatik ditinjau dari persepsi siswa terhadap tindak tutur kata guru bahasa Inggris dalam interaksi kelas. Penelitian ini menggunakan metode deskriptif kualitatif karena fokus utama penelitian ini adalah mendeskripsikan fenomena penggunaan bahasa. Hal ini sesuai dengan Kothari (2004:3) yang menyatakan bahwa penelitian kualitatif berkaitan dengan fenomena kualitatif, yaitu fenomena yang berkaitan dengan atau melibatkan kualitas atau jenis. Subjek penelitian ini adalah dua orang guru bahasa Inggris di SMA Bosowa School Makassar. Data penelitian ini dikumpulkan dengan menggunakan rekaman video, observasi, dan wawancara. Hasil penelitian mengungkapkan bahwa (1) ada lima jenis tindak tutur kata, khususnya tindak tutur ilokusi yang digunakan oleh guru bahasa Inggris dalam interaksi kelas yaitu tindak tutur asertif, tindak tutur direktif, tindak tutur komisif, tindak tutur ekspresif, dan tindak tutur deklaratif. Setiap jenis tindak tutur kata yang digunakan oleh guru EFL dalam interaksi kelas memiliki fungsi tertentu. Tindak tutur ilokusi yang paling sering digunakan adalah ilokusi asertif (41%), sedangkan ilokusi yang paling jarang digunakan adalah komisif (4%). Gaya ilokusi yang dilakukan guru bervariasi. (2) Terdapat tiga puluh satu siswa dari dua kelas dalam penelitian ini memberikan tanggapan positif terhadap tindak tutur guru dalam interaksi kelas.

Kata kunci: Tindak tutur kata, tindak tutur lokusi, interaksi kelas, EFL

1. BACKGROUND

Communication allows people to socialize with each other. Fortner (2007:18) states that communication is a dynamic, symbolic process by which people in dialogue construct the meanings and share the emotion through which they understand, value, and live in society and by which both behave and justify their behavior. It means that communication is a process of delivering a message that the speaker constructs the meaning of language through their comprehension of the use of language in certain situations and contexts. In addition, Miller (2007:4) states that communication is the exchange of information through speaking, signalling, or writing. From the definition, communication is the exchange of messages from speaker to listener. The speaker will deliver a message to which the listener will give respond based on their comprehension. In communicating, people use language as a tool.

Communication takes place in the classroom as well as in everyday life. During the teaching and learning process, the teacher makes utterances naturally. It is impossible to deny that a teacher does some communication activities, such as explaining information, asking and answering questions, explaining, and providing guidance or instruction. Celce-Murcia and Olshtain (2000, p. 27) reveal that the language used in the classroom has an impact on students' learning process and progress. Therefore, the language used by teachers in the classroom is critical, as it has an impact on students' learning process.

Moreover, the teacher's communicative activities include a group of acts known as speech acts, which serve a variety of functions. Speech acts deal with the utterance to perform a specific action. In basic terms, speech acts are typically described as language in action (Kreidler, 1998). The use of speech acts is related to teachers' role because when teachers instruct students, they are fulfilling their role as class leaders. Besides being a leader, teachers have other roles in the class, including being "Authority figure, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent" (Brown, 2001: 200). To fulfill those roles, the teacher would almost certainly utilize speech acts, a speech act that acts to persuade the listener to do something.

Speech acts are as the basic unit of language used to express meaning, an utterance that expresses an intention. This study shows that there are three kinds of speech acts performed by the teacher and students: locutionary act, illocutionary act and perlocutionary act. Those speech acts are supported by theories of J.L Austin who investigated and invented the use of speech act. Locutionary act performed by the teacher and students is used when they are conveying an expression without any specific intention within. On the other hand, illocutionary act is committed by them when they are communicating some expressions containing a certain intention to the listener. Perlocutionary act is performed by the teacher and students while they are conveying expressions and the listener will show a response and act as feedback to what the speaker says.

Speech acts also are central to effective communication since they allow people to perform a wide range of functions such as apologizing, thanking, commanding, requesting, and the like. Such phenomenon of speech acts happens everywhere, not to mention in the classroom setting. It is evident that the teaching and learning process involves a lot of interactions where teacher and students produce a number of utterances especially during language class. This particular language used in classroom setting is widely known as classroom speech acts. The use of speech acts determines how the teaching and learning process will happen. Cullen (in Celce-Murcia 2000) emphasizes that the language used by the teacher (speech acts) is particularly important since it will supported enhance learning. The use of two appropriate speech acts will lead to successful teaching learning process.

Learners must use speech acts in interactions, they must be taught not only how to produce the speech act but also how to interpreted comprehend a speech act utterance if not, the students know well what someone says, but not be able to understand it. So, within the context of the classrooms, EFL learners need to be taught the different forms and responses of speech acts in order to be able to communicate smoothly and properly with native speaker of English (Zayed:2014). The other experts put the important of speech act in class room are Zhao and Throssell (2011:92). They stated EFL teachers should use and introduce the speech act theory in teaching and also give the relevant knowledge to help the students become in produce appropriate speech acts in intercultural communication.

Classroom interaction needs the participation of both the teacher and the students. The teacher's role is most important in designing tasks and monitoring the process of doing it. Whether by whole class discussion or small groups, teacher can do much to create an interactive classroom. Students need to think, speak, and be listened to as they participate in the classroom. Students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. They need to practice with other students in the classroom. They develop competency and become critical thinkers in classroom that provides opportunities for intensive, structured interaction among students (Bishop, 2000). At SMA Bosowa School Makassar, sometimes the students still do not understand what is conveyed by the teacher. The students have not mastered pragmatic competence. Thus, it can be said that the failure or success of teaching and learning is determined by the proper use of speech acts. Speech act is very important in

the learning process it is justified since the acts of transmitting knowledge, organizing activities, controlling classroom, and giving instructions are done through teacher talks that contain the speech acts. Have enough knowledge about the pragmatics of speech acts also particularly important to minimize misunderstandings during the teaching learning process. Hopefully, the study will help both teachers and students in the implementation of good communication.

Classroom interaction in an EFL context is defined as all communication which refers not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling (Ellis, 1990, p. 12). If effective classroom interaction strategies can be employed to enhance students' communicative competence, students' performance should increase.

For many years researchers have indicated the importance of effective classroom interaction strategies to promote students' language development. For example, Kramsch (1986) suggests that to achieve students' communicative competence, students must be given opportunities to interact with both the teacher and fellow students through turn-taking, to receive feedback, to ask for clarification, and to initiate communication. Rivers (1987) argued that to promote

effective classroom interaction, teachers should avoid dominating one way talk, be cooperative, and consider students' affective variables.

Mackey (1999) suggests that teachers construct interactive learning environments where students can communicate with each other to generate meaning in the target language. In other words, teachers need to orchestrate classroom interaction that allows students' active participation to produce the target language through turn-taking, feedback, and negotiation.

The research assists the teachers to find out the implementation of speech acts that are used in their learning; so that the researcher is not only find out the type of speech acts that is commonly used by teachers but also to discover the illocutionary force of the use of the EFL teachers. The researcher chooses the analysis of speech acts at SMA Bosowa School Makassar because the researcher wants to know what kinds of speech acts at SMA Bosowa School Makassar on teaching learning process when it is used in the conversation in teaching learning process and its impacts. Based on the phenomenon, it is interesting to conduct a research about "An Analysis of Speech Acts Used by EFL Teachers in Classroom Interaction at SMA Bosowa School Makassar".

2. LITERATURE REVIEW

2.1. Classroom Interaction

Many researchers have investigated about classroom communication that involves interaction; they showed the importance of interactions in building knowledge and improving skills. For Allwright (1984) it is important to keep learners active in the classroom. Naturally, they will talk to each other through pairs or groups where the learners get their time to talk. Teachers usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating, and that is the result of what is called the communicative approach.

In fact the considerable interest in the role of interaction in the context of learning became an important factor to create opportunities for the classroom community to develop knowledge and skills. The concept of interaction has a significant importance in the classroom because it is an essential part in learning and teaching process. Allwright and

Baily (1991) hold that interaction is something people can do together i.e. collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that classroom interaction focuses on the learners' cooperation.

Moreover, the communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another" (Wagner, 1994). Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication

2.2. Speech Acts

According The speech act theory is a theory of language put forward by Austin (2009) and his student Searle (2000). Contrary to linguistics and semantics restricting their work to the linguistic structures created, the speech act theory takes into account the non-linguistics communication situations, as well. Austin (2009) in this regard focuses on the relationship between language and act. According to this, while using the language people do not produce only an isolated series of sentences, but also perform an action. In other words, by using the language they either do something or make others do something. Thanking, requesting, promising and et al are some of them (Marquez Reiter, 2000).

Austin (in Cutting, 2008: 13) defines speech acts as the actions performed in saying something. This is similar to Yule (1996) who proposes that speech acts are actions performed via

utterances. Furthermore, Searle (1969) states that the production or issuance of a sentence token under certain conditions is a speech act, and speech acts are the basic or minimal units of linguistic communication. Speaking a language is performing speech acts such as making statements, giving commands, asking questions, making promises, etc. Thus, viewing speech acts as the basic unit of communication allows Searle to explicitly associated speech acts with the study of language (its production, its interpretation) and

meaning (both speaker meaning and linguistic meaning) (Schiffrin, 1994).

Searle (2000) highlights that speech act is presented in real language use situations. Accordingly, he says that the basic assumption on the speech act theory should be that the smallest unit in human communication is the implementation of certain types of acts. According to Bachman (1990), these acts in communication cases are associated with the functional dimensions of language. As opposed to morphological, syntactic and rhetorical dimensions regarding organization of the language structures, pragmatic dimension are associated with producing and understanding speech acts. These two dimensions function reciprocally in communication.

2.3. Learning Achievement

The language plays an important role in the teaching and learning process. It means that for children, school leads to confronting new ways of using and acquiring a certain language. When teaching is designed to accomplish a particular goal of learning, it might be successful with the use of a certain language. The teaching is carried out by language that is known widely as classroom speech act (Curtis and O'Hagan, 2005: 48). Searle (1969) defines speech act as the basic unit of language, the production of a token in the context of a speech act.

Classroom speech act involves all verbal utterances used as a medium in classroom communication. Research on speech acts produced in the teaching and learning process in the classroom has been known as discourse studies or discourse analysis.

This research is concerned with the relationship between language and the context in which it is used (Mc Carthy, 1991:5, Seken, 2004:61). Cazden (in Hickman,2000) identifies three general functions of language that make communication central in school, specifically in the classroom, which are through language teacher transmits curriculum, controls the communication, and reflects personal identity.

Considering the views described above, the present study focuses on classroom interaction during the teaching and learning process in EFL classroom at SMA Bosowa School Makassar that includes investigation of: (1) The type of the speech acts

produced by the teachers, (2) The impact of the speech acts produced by the teachers.

3. RESEARCH METHODE

3.1. Research Design

This research applies descriptive qualitative approach since the main focus of this research is on describing the phenomenon of language use. This is in accordance with Kothari (2004: 3) who states that qualitative research is concerned with qualitative phenomena, i.e., phenomena relating to or involving quality or kind. In addition, the analysis of the data is presented in the form of narrative or words instead of number (Lodico, Dean, and Katherine, 2010: 143). This means that the results of qualitative research rely more on the interpretation of the researcher. More specifically, this research falls under the category of case study. According to Given (2008: 68), a case study is a research approach in which one or a few instances of phenomenon are studied in depth. By using this approach, it is expected that the study will provide in-depth understanding and rich data. However, a quantitative approach involved to support the description of the data. The quantitative approach was used to reveal the frequency of the occurrence of the data. Descriptive qualitative approach was the most suitable approach since this research intended to analyze the types of speech acts performed by the teachers at SMA Bosowa School Makassar.

3.2. Research Instrument

In this research, there were five instruments that were used by the researcher. They were observation note, video recording, transcript, coding sheet, and interview sheet. For this research, the researcher observed and recorded notes without being involved in the activities of the participants, acts as a spectator of the scene under study, and maintain a certain distance from it and never intervening. In this research, the researcher observed the teaching and learning process in the classroom at SMA Bosowa School Makassar on May 20, 2022. The researcher observed the verbal interaction between teacher and students, and among students. The number of students involved in this research from Grade 10 was 12 students, while the number of students involved in this research from Grade 11 was 19 students. Furthermore, the researcher observed the teachers' speech acts in classroom interaction for two meeting recordings for each teacher, one meeting without recording in pre-

observation. Therefore, there were four video recordings in total for two teachers. All of recording data were transcribed into written texts then identified through coding. After coding, the researcher interviewed two English teachers and used a set of questions from interview sheet and each question was developed to gain details information about the use of speech acts in classroom interaction at SMA Bosowa School Makassar on May 26, 2022.

3.3. Techniques of Data Analysis

The researcher employed the technique of data analysis in descriptive qualitative method. The data analysis covers three important activities: data reduction, data display, and conclusion drawing/verification. Data reduction refers to the process, selecting, focusing, elaborating, abstracting, and transforming the data that show in transcription. In this stage, the teachers' speech acts in EFL class during teaching and learning process were selected by the researcher in the form of transcription.

Data display refers to organizing and compressing assembly of information that leads conclusion drawing and actions. The researcher analyzed the types of speech acts. In this study, the date was presented in the form of table and description. Conclusion drawing is also verified as the analyzt proceeds. Verification might be as brief as fleeting second thought crossing the analyst mind during writing. In this final stage, the researcher drew conclusion based on the result of the previous stages. The researcher made percentage of the data to know the use of types speech acts and speech acts based on the way to convey in teaching learning process. The purpose of percentage calculation is to complete the findings so that the readers can easily and immediately obtain the precise proportion of each findings compared to the others.

4. FINDINGS AND DISCUSSION

4.1. Findings

The researcher presents the research finding that has been collected from observation in the class. In this observation, the researcher directly involved in the classroom because the lesson was conducted offline. By observing the classroom interaction between the teacher and the students, the researcher found the types of speech acts performed by the teacher. The researcher noted and recorded on what happened in

the class regarding to the use of speech acts by the teacher during the teaching and learning process.

Based on the formulation of the problem, this study aims to show the types of the illocutionary act in teaching and learning process and the dominant used types of illocutionary act by the teachers in teaching and learning process at SMA Bosowa School Makassar.

In this research, the researcher used classroom based research design by choosing two teachers from different classes. Every meeting, data findings classified into three activities; opening, main activity, and closing. From the result of observation in the classroom on May 20 until 30 May 2022 the researcher found five types of illocutionary acts performed by the teachers according to Searle's theory. They are assertive, directive, expressive, commissive and declarative. In terms of frequency of occurrence, the type of speech acts that occurred frequently in the classroom can be seen on the Figure 1 below:
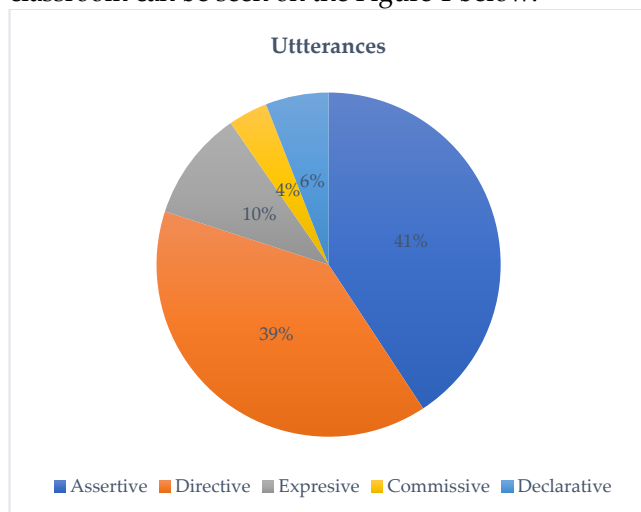

Figure 1. Pie Chart of Speech Acts Occurred in the Classroom

The researcher found that there were 135 utterances that performed by the two English teachers in teaching and learning process at SMA Bosowa School Makassar. The findings can be seen in the following data. In this research, the researcher used coding to explain the data.

The researcher applied coding system, to make the researcher easier in selecting and classifying the data from the data sheet and also to help the researcher in organizing and classifying the data. The data here means the teachers' utterances that produced by the teachers during the teaching and learning process.

4.2. Discussion

In this part, This section presents a discussion of the research findings. In this research, there only problem statement proposed in this study and the discussion. As mentioned in the previous chapter, the study aims to know the types of illocutionary acts performed by the English teacher in the teaching and learning process on the tenth and eleventh grade students of SMA Bosowa School Makassar and the types of illocutionary acts used by the teacher in the teaching and learning process.

Moreover, the researcher applies the theory to analyze the utterances of teachers in the teaching and learning process at SMA Bosowa School Makassar. In analyzing the data, the researcher used Searle's theory. Searle divides the kinds of illocutionary acts into expressive, directive, assertive, declarative, and commissive (Searle 2005). Firstly, declarative is a variety of speech acts that could change the world by using utterances. Secondly, assertive is a variety of speech act that declares about a speaker's belief by using examples like statements of fact, assertions, conclusions, and descriptions. Thirdly, expressive is a variety of speech acts that declares about the speakers' feelings. Fourthly, directive is a variety of speech act that is usually used by a speaker to ask someone to do something. Lastly, commissive is a variety of speech act that is usually used by a speaker to present him/her to perform some action in the future.

From the research finding, the researcher five several types of illocutionary acts used by the teachers in uttered her or his utterances to students during the teaching and learning process. After conducting the research, the researcher found five types of illocutionary acts performed by the teacher in the teaching and learning process on the tenth and eleventh grade students of SMA Bosowa School Makassar based on observation in May 2022. They were assertive, directive, expressive, commissive, and declarative.

The researcher analyzed the dialogue of the teachers on the teaching and learning process in the offline class. The researcher found all of the kinds of illocutionary acts. The researcher found 5 kinds of illocutionary act of Searle's theory used by the teachers. The teachers used 135 utterances of types of illocutionary acts. From 135 utterances, the assertive is mostly performed by the teachers during the teaching and

learning process. Assertive was used 55 times (41%) by the teachers during the teaching and learning process. It is because assertive can significantly promote not only the students' target language acquisition but also their cognitive development by giving more explanation and adequate information in the teaching and learning process about something that they still do not know. Therefore, it is more insightful and meaningful.

Directive was used by the teachers 53 times (39%) used by the teachers during the teaching and learning process. It is because directive can be applied to manage and control activities during the teaching and learning process. It is followed by the expressive act. The expressive act was used by the teacher 14 times (10%).

The expressive act is used to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The teachers mostly used to express complimenting and thanking during the teaching and learning process, it is because the teachers always gives appreciation for the students after they have successfully achieved something in terms of the learning objective. Leech (1983: 56) states that the illocutionary force of these acts can be in the forms of apologizing, complementing, congratulating, thanking and the like. It is state what the speaker feels. In the previous research according to Eko Prasetyo (2015) found the dominant illocutionary acts in Jokowi's speech were assertive and commissive. The reason of performing illocutionary acts viewed from the context of situation included socializing the nation's agenda, ensuring the audience are interested to collaborate with Indonesian government, making his speech attractive, showing optimism, showing the potential of Indonesia, and showing his seriousness could bring Indonesia into a better nation.

Furthermore, declarative was used by the teachers 8 times (6%) during teaching and learning process. Declarative acts can change the world via utterance. When using this act, the speaker has to have a special institutional role. In the teaching and learning process, it is impossible if the teacher suddenly has a special institutional as well as the declarative act will successfully perform if it is said by someone who has power or effect.

While the least frequently used illocutionary act was commissive. Commissive was used by the teachers 5 times (4%) during the teaching and learning process. Commissive is also rarely used by the teacher during teaching and learning process in the classroom. The teacher used expressed promise to the students. It is because the teacher promise to the students will continue the lesson at the next meeting. According Cutting (2002: 17) adds that promising, threatening, refusing, and pledging, offering, vowing and volunteering are some examples of illocutionary forces that fall under the category of commissive. The teachers used five types of illocutionary act that are assertive, directive, expressive, commissive, and declarative.

5. CONCLUSION

This research is concerned to analyze the types of illocutionary acts that uttered by the teachers in the teaching and learning process in the classroom. In line with the objectives of research, to identify the types of illocutionary acts used by the teachers in teaching and learning process on the tenth and eleventh grade students at SMA Bosowa School Makassar.

After analyzing the data, the researcher has found five types of illocutionary acts used by the teacher in teaching and learning process on the tenth and eleventh grade students at SMA Bosowa School Makassar, there were 135 utterances from the teacher performed. There were assertive, directive, expressive, commissive, and declarative.

The assertive speech act was mostly dominant used by the teachers in teaching and learning process. The assertive was found to be the most performed illocutionary acts by the teachers during the four meetings. Explaining and informing became the most dominant acts forces of assertive produced by the teachers which was realized in 55 of 135. It is because assertive can significantly promote not only the students' target language acquisition but also their cognitive development by giving more explanation and adequate information in the teaching and learning process. Moreover, when using this illocutionary act, it is useful to maximize the students' language meaning perception so that they can get a clearer understanding of a concept in the teaching and learning process.

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