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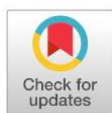
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An Analysis of Speech Act Strategy Used by Teacher in Teaching English as Foreign Language

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Article History



Keywords

Pragmatic Speech Act
Teaching
EFL

Abstract

This research elucidated and examined the practice of teacher speech actions in the context of teaching English as a second language. The present study used qualitative research approaches. The present study investigated the verbal expressions of professors at Universitas Negeri Makassar. The data consisted of teacher comments and other utterances. The researcher actively participated in all aspects of this inquiry, including the whole process from concept to data report. Data was obtained by audio video and observational methods. The data was gathered, documented, chosen to align with study objectives, organized into data sheets, and then analyzed and assessed using Searle's speech act theory. The study revealed that the teacher used many speech acts, including locutionary, illocutionary, and perlocutionary activities. There were 122 words (51.69%) that had locutionary actions. There was a total of 107 illocutionary activities, accounting for 45.33% of the utterances, and 7 perlocutionary acts, or 2.97%. Teachers using speech acts in English instruction use them to validate, rectify, elucidate, apprise, and assert on behalf of their students. Directives include a range of directives, such as reminders, requests, instructions, and warnings. Expressive words include expressions of gratitude, warm greetings, praises, and dissatisfaction. Compliments are reciprocal in nature. Instructions were used by teachers the most often, accounting for 93 instances or 45.15 percent of all speech activities. The purpose of the teacher's speech was to pose an inquiry.

Introduction

Communication is a fundamental process that facilitates the exchange of ideas, attitudes, emotions, or information between a speaker and a listener. According to Monge & Contractor (2003), communication may be defined as the exchange of ideas and emotions with a sense of mutual exchange. Ibrahim et al. (2022) posits that communication encompasses the process of conveying information, thoughts, attitudes, or emotions from one person or collective entity to

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another. Moreover, the primary determinant of instructors' ability to successfully achieve the goals of teaching and learning is the use of suitable language during instructional activities (Borg & Alshumaimeri, 2019).

According to Çelik et al. (2022), teaching is a communicative process that takes place between the instructor and pupils, including frequent contact. In the context of education, the instructor use language as a means of engaging with pupils and imparting information. Both teachers and learners engage in verbal communication as an integral component of the teaching and learning process. Individuals generate verbal expressions via which they articulate remarks, pose inquiries, issue directives, convey appreciation, provide apologies, and engage in a diverse range of actions. The terminologies used by educators and learners may be deemed illocutionary or possess propositional value (Cresti, 2020; Mayrita et al., 2024). The educators also express a desire for student engagement and active involvement in the classroom, especially throughout the instructional process, as seen by their verbal expressions. This phenomenon is sometimes denoted as a perlocutionary act. The concepts of "locution," "illocution," and "perlocutionary" pertain to the speech actions that individuals do when they articulate a statement. Moreover, as stated by Suryandani & Budasi (2022), the classroom speech act refers to a condition in which language is conveyed via the act of speaking.

Tsoumou (2020) posits that speech actions are the essential component of communication. According to his assertion, the speech act has emerged as the fundamental element of communication since the inception of speech act theory. The individual holds the belief that speaking actions have paramount significance in the realm of language, meaning, and communication studies. In addition, he asserts that many speech actions are essential for effective interpersonal communication, especially in the context of teaching and learning English. The primary objective of the instructor is to assist students in achieving their educational objectives, which necessitates the establishment of efficient teacher student communication (Syahabuddin et al., 2020; Aldrup et al., 2022).

According to Searle, speech actions may be classified into five distinct types, namely expressive, declarative, directive, and representational. According to Austin (1962), a speech act may be described as the deliberate activity undertaken by a speaker while articulating a statement. Austin (1962) posits that communication activities have three distinct components: The three categories of acts of speaking are locutionary, illocutionary, and perlocutionary. Expressing is the act of voicing a locution. Austin (1962) posits that the act of locution serves to convey the structure of a speech, including both syntax and lexicon. Furthermore, the locutionary is often known as the form of the utterances. Austin (1962) provides a definition of illocution as the power that words and phrases possess. Perlocutionary acts often have an influence on the recipient. It might also be characterized as a transformation that occurs subsequent to verbal expressions. The outcome that ensued subsequent to the spoken expressions.

Kuswoyo et al. (2020) posits that the selection of language is contingent upon the specific context in which the discussion takes place. Indeed, as English instructors, they often use the English language throughout their classroom interactions with pupils. Teachers often engage in conversation and engagement with their pupils in order to establish robust connections. Moreover, it facilitates the students' familiarity with verbal and auditory communication in the English language, specifically within the context of an English classroom (Yudintseva, 2023; Albahiri & Alhaj, 2020; Hettiarachchi et al., 2022). Teachers saw that their words had the ability to generate certain methods and purposes. Moreover, several scholars claim that the

speech actions used by educators may be classified as utterances. Speech act analysis is already a significant component of linguistics.

Several academics have conducted studies that are especially focused on the topic of education. Xue et al. (2023) did research that was comparable. This research focused on English lecturers at STKIP who taught the fifth semester in the 2012 academic year. The objective of this research was to address queries about the specific speech actions used by lecturers and their impact on language instruction. The findings of the study indicate that there are eight distinct types pertaining to the speech actions performed by lecturers. They are issuing commands, making announcements, presenting statements, disseminating information, engaging in speculation, making remarks, and posing inquiries. Lecturers used distinct speech patterns that were influenced by their cultural background. The quantity of speech actions increased as instructors actively engaged in the process.

Furthermore, the subsequent inquiry included an examination of speech actions conducted at SMAN 1 Wates Kulon Progo by Kusumo (2015). The focus of Kusumo's study was restricted to the illocutionary behaviors shown by the English instructor during classroom communication. Illocutionary actions include several sorts of speech acts, including declarative, representational, directive, expressive, and commissive speech acts. Searle's Theory posits that speech activities may be classified into several types. These verbal expressions serve the function of conveying information. The investigation conducted by the researcher revealed a range of functions, including prediction, declaration, agreement, disagreement, gratitude, welcome, congratulations, sympathy, apology, command, request, suggestion, invitation, warning, encouragement, promise, offer, threat, and refusal.

The investigation of speech actions has been undertaken by a researcher. The research was done by Ayawan et al. (2022). The study's results revealed that participants consistently communicate their objectives throughout encounters. Both instructors and students generate declarative, interrogative, imperative, and explanatory sentence forms to achieve various language objectives. According to the findings, 24.33% of instructors and 6.62% of pupils exhibit illocutionary actions that do not align with the practical application of linguistic forms.

The investigation of the speech acts used by English instructors throughout the teaching and learning process, together with the intended meaning conveyed in their utterances, has significant importance. This is due to the recognition that teachers engage in the act of making utterances and conveying intentions via their communication. Teachers have certain educational objectives and roles when they engage in the process of teaching and learning via their verbal communication. In order to accomplish the objective of the teaching and learning process, an analysis was conducted on every statement made by instructors to identify the specific types of speech acts used throughout the teaching and learning activity.

Research Methods

The research design used in this study was descriptive qualitative in design with the aim of identifying and describing the speech act strategies used by teachers in teaching EFL. The fact that this research is qualitative makes it appropriate to examine the contextualised use of language in a classroom setting in that it allows for a consideration of the specific speech acts that are used by educators during instructional activities.

Sampling Procedures

The study concerns English educators that offered their services to the English Education Department of Universitas Negeri Makassar. Purposive sampling technique was used in order to select participants who were in a good position to offer comprehensive information. Thus, the approach provided a possibility for the researcher to select the participants according to certain criteria relevant to the purposes and aims of the investigation. The selection criteria in the selection of participants was drawn on teaching experience and whereby only teachers with EFL teaching experience of not less than five years was permitted. This criterion was important to guarantee that the participants were well aware of the teaching learning difficulties and approaches needed on EFL instruction. Moreover, other criteria included, participating in classroom instruction was another criterion where participants had to be actively teaching while data were being collected. This was crucial in light of the fact that it would be necessary to capture real time and real life classroom interactions rather than relying on what might be deductively known a posteriori. Finally, the subjects' awareness of Universitas Negeri Makassar was taken into account, focusing on those who were oriented in the learning context a plenty. It was important to involve those members of staffs as they understood the speech act strategies in the context of the institutional culture and the demographic rate of the students. The final sample comprised of 2 instructors whom suggested to represent the most the teaching and learning context of EFL at the University. A drawback or the study is however the use of a small sample size; this was intentionally done to get an indepth study of subjects interviewed rather than getting widespread statistics.

Data Collection

The data collection in the present study was multifarious, which included observation techniques, audiotaped and videotaped sessions and structured interviews. The reason that this involved the use of three kinds of sources of data was to get the best and thorough understanding of strategies that the instructors used in performing the speech act. The use of observational methods was made possible through an observational checklist, which was formulated from Sudarmawan et al. (2022) speech act theory. The questionnaire offered taxonomic categories: locutionary, illocutionary and perlocutionary activities and subdivisions for distinct kinds of directives, expressives, representatives and commissives.

Non participant observations of a natural classroom were made by the researcher; this approach enables the researcher to collect real life data in a systematic manner in addition to documenting instances of speech acts in their natural form and the noting of the verbal content which has been produced and defended and contextual features which had influenced the communication. In the audio video recordings, the narrator and those participating in the conversations used good quality equipment which enabled both verbal and non-verbal communication to be televised. Recordings were planned to capture entire lessons so as to get an all embracing perspective of the sort of speech acts that the instructors engaged in at various phases of instruction. These ones were then verbatim transcribed to have the full accounts of the classroom interactions and these formed the basis of identifying the frequency, type and function of the speech acts under analysis.

Finally, semi structured interviews were conducted with the participating teachers in order to reveal their intentions and purposes of using the types of speech acts, described in the study, in the process of Lesson and Classroom Teaching. An interview schedule featuring general questions was created for this study in order to obtain comprehensive answers to the problem under consideration: specific aspects of teachers' language behavior in the classroom, as well as their subjective assessment of the effects of the spoken language on learner outcomes. This

study was facilitated through face to face interviews in participants' preferred environment and was audio taped, and all the interviews were transcribed verbatim. Thus, the mentioned methods allowed for having an effective and diverse approach to collect data.

Data Analysis

This practice involved the systematic organising and analysing of data collected from observations, recordings and interviews using Sudarmawan et al. (2022) speech act theory framework for analysis. The onward procedures included the transcription and categorization of the material that involved the conversion of the audio video files into text where all the participants' words were captured with the addition of temporal notes where applicable: Use of sounds, time intervals and non-verbal expressions were also bar coded in the transcripts. These transcripts were then arranged within data sheets according to the features of locutionary, illocutionary and perlocutionary acts and their purposes.

To this end, every single turn in the transcripts was analyzed in terms of its philosophical speech act and where necessary a distinction was made between the illocutionary act type and the illocutionary act subtype, which includes directives, expressives, representatives, and commissives. Speaking acts were likewise categorized in order to facilitate analysis, due to the inherent subjectivity of categorization, a coding scheme was created. To improve the credibility and dependability of the study, triangulation was used by comparing the results obtained from the observational checklists, audio-video transcript and responses obtained from the interviews. This process made the findings more reliable and gave a broader view about the speech acts in EFL teaching paradigm.

Last, the coded data were evaluated with reference to the patterns and trends in the employment of the speech acts underlined by Searle's speech act theory and the over-arching prevalence of particular types of speech acts when teaching particular lesson scenarios. These findings were then analyzed in light of the existing literature on speech acts and EFL teaching, to enable a critical reflection of how the speech acts that were observed can be located in terms of the theories and practices in the field. This was such a rich way of capturing fine grained data concerning the strategies of EFL instructors as speech act performers, and provided the foundation for identifying patterns of communicative practice, and the implications of these, for learning.

Results and Discussion

Contextual Background

The observations took place in EFL classrooms in the English Education Department of Universitas Negeri Makassar in Indonesia, one of the country's leading state universities. The sections that were taught in the study were the normal sections of the university's mainstream English language programme for second year undergraduates who are English Education majors. Most of these enrollments were comprised of students between the age of 19 and 21, with their English proficiency ranging from low intermediate to high intermediate; although individual students with strong or weak skills in either reading/writing or speaking/listening could be found.

In the selected classrooms, the number of students varied between 25-30 students, accommodated at standard classroom setting with tables arranged in rows having the students facing the teacher. Nevertheless, they were sometime rearranged into small groups or circles in order to encourage students to communicate with one another during the communicative

tasks. Typically, the teaching facilities were elementary in terms of technology and had a whiteboard, a projector, and at most, a computer for use in teaching the class through multimedia. Nevertheless, within the framework of these resources, some additional facilities meant for more elaborated instruction were available but at certain times seen to be lacking and made the range of possible activities to be held limited.

The lessons observed cover all the four skills, and sub skills of grammar, vocabulary, listening comprehension and speaking practice. Each session typically lasted for 90 minutes, divided into distinct phases: an instructional phase which may include an introduction where new content is introduced, a practice phase where students solve exercises or perform some form of activity and an assessment phase where the instructor monitors performance and provides feedback.

The participating instructors in the study had more than ten years of teaching experience in EFL classrooms. Instructor A better planned and implemented lessons: lesson plans provided clear, sequenced structures that moved from explanation, to practice, to evaluation. In this instructor's class, lectures and students assignments though commonly used as direct teaching approach was combined with pair and group work to promote students' social learning. Instructor B was more adaptable and spontaneous in his approach to teaching; he suggested changes in the planned teaching strategy, using planning sheets and produced changes on the black board depending with the kind of students and the general classroom environment.

This instructor used a communicative approach hence focused on making the students use English as much as possible even if it was off the lesson plan. Pupils were relatively receptive in the classroom and had fairly good desire to learn asserting themselves in class though not very confidently. Altogether some students were aggressive with a good amount of proficiency and wanted to engage themselves in the conversation and some sort of questioning of the teacher and others were shy in some ways and did not want to speak the language too much because they did not feel comfortable. As such, it was important for the instructors to employ multiple speech acts in the management of classroom disorder so as to produce order amongst the students and achieve the teaching and learning goals that were set.

During the lessons several issues were identified and they impacted on the speech acts used by the instructors. For example, language anxiety was reported and this was evident especially when students had to make presentations in class. It found that this anxiety often prevented learners from proceeding accurately and confidently, or led them to make mistakes, for which the instructors used a mix of critical feedback (in the form of perlocutionary acts) and reassurances (as in illocutionary acts). Third, there was a problem in levels of motivation of students and the authors also observed the difference in motivation of the students was high in some groups, whereas, in other groups, the motivation was low, and, therefore the instructors had to make more use of order giving more imperative forms of speech in order to ensure discipline and order in the class.

Frequency and Distribution of Speech Acts Across Lessons

They suggest a deliberate employment of speech acts depending on the kind of instruction that is required in different stages of a lesson. Locutionary acts are most observed within the introduction part in order to set the tone of the class. Illocutionary acts reach the highest level in the practice phase as the focus is made on the interaction and directing abilities of the instructor while the students are using the material.

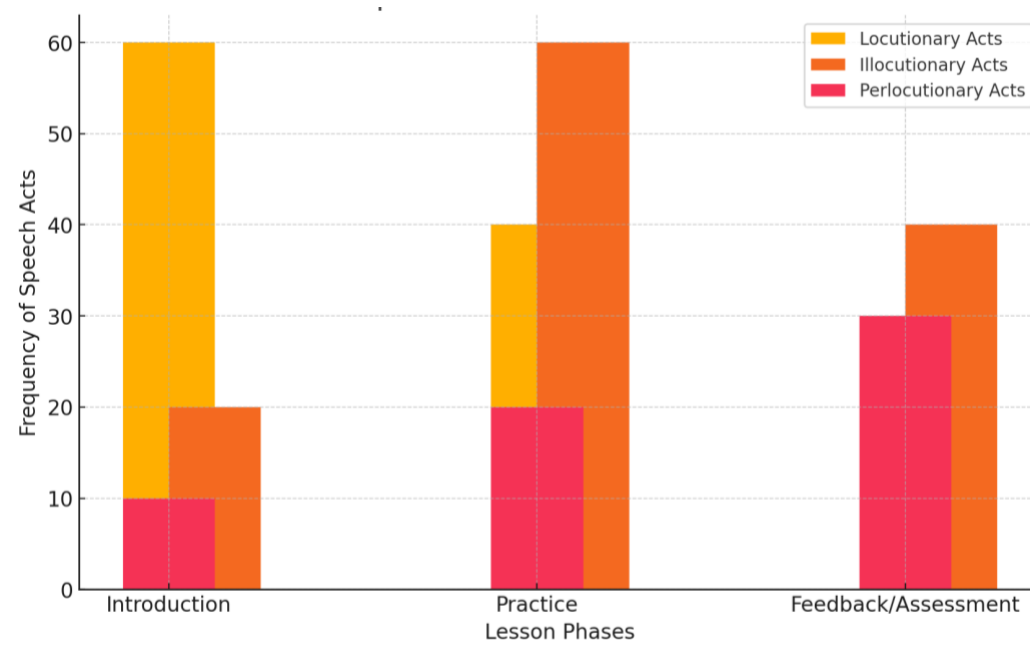


Figure 1. Distribution of Speech Acts Across Different Lesson Phases

Last of all, perlocutionary acts prevail in the feedback and assessment stage as the focus is to get the reaction from the learners accompanied by checking their comprehension. This pattern shows how teachers vary their ways of cueing and their patterns and sequences of interaction in response to the need of the learners at a particular time during the teaching learning process.

The kind of Speech Acts Used by the Lecturers in Teaching English as a Foreign Language.

Table 1. the data findings of the kind of Speech Acts Used by the lecturers in teaching English as a foreign language.

No.	Elements of Speech Acts	The types of Speech Acts	Frequency	Percentage
1	Locutionary act			51,69%
Total			122	51,69%
2	Illocutionary act	1. Verdictives	13	12,15%
		2. Exertives	19	17,75%
		3. Commissives	7	6,54%
		4. Behabitives	8	7,47%
		5. expositives	60	56,07%
Total			107	45,33%
3	Perlocutionary act		7	2,97%
Total			7	2,97%
	Total of types of speech occurrences		236	100%

Based on the aforementioned chart, it can be seen that instructors use three distinct categories of speech actions while instructing English as a Foreign Language. Speech actions include three distinct elements: locutionary acts, illocutionary acts, and perlocutionary acts. Furthermore, the data indicates that the predominant kind of speech act used by the instructor was elocutionary, accounting for 122 occurrences, which corresponds to 51.56% of

the total instances. The second predominant element was an illocutionary deed with five constituent elements: verdictives, excertives, commissives, behabitives, and expositives.

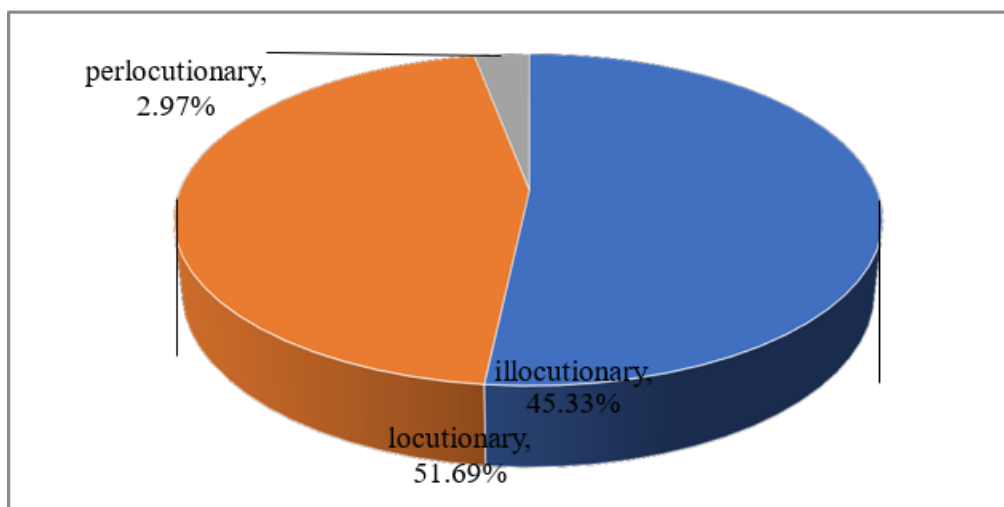


Figure 2. Percentages of Speech Acts Used by Lecturers

The locutionary act emerged as the most prominent component among speech actions. A total of 122 utterances were used, accounting for 51.69% of the overall utterances. A total of 107 illocutionary actions were identified, accounting for 45.33% of the whole sample. In the course of teaching the English language, the instructor used perlocutionary speech actions. There are a total of seven utterances, accounting for 2.97% of the overall utterances.

The Functions of Speech Acts Used by Lecturers in Teaching English as a Foreign Language

Table 2. The Data Findings of The Functions Of Speech Act Used By L In Teaching English As A Foreign Language

No.	The Types of Speech Acts (Searle)	The Function of Speech Acts (Illocutionary Force)	Frequency	Percentage
1	Representative	1. Confirming	14	
		2. Correcting	1	16,09%
		3. Explaining	27	1,15%
		4. Informing	37	31,03%
		5. Stating	8	41,57%
Total			87	9,20%
2	Directives		4	42,23%
		1. Reminding	9	4,30%
		2. Suggesting	7	9,68%
		3. Requesting		7,53%
		4. Asking	55	59,14%
		5. Ordering	16	17,20%
		6. Warning	1	1,08%
Total			93	45,15%
3	Expressives	1. Thanking	2	14,29%
		2. Greeting	5	35,71%

		3. Complementing	4	28,57%
		4. Stating Annoyance	2	14,29%
Total			14	6,80%
		1. Promising	8	66,67%
4	Commissives	2. Wishing	1	8,33%
		3. Offering	3	25%
Total			12	5,82%
	Total of Types of Speech Occurrences		206	100%

Based on the findings shown in Table 2, the speech actions used by representatives included many functions, including confirmation, correction, explanation, information, and statement. Examples of directions include reminders, recommendations, requests, instructions, and cautions. Expressives such as thank you, greetings, compliments, and expressions of irritation serve as illustrative instances. Commissives include commitments, desires, and propositions.

The aforementioned data results were shown to be associated with the various speech act types identified by Austin. Searle classified speech actions into five categories: representative, directives, expressives, commissives, and declaratives. The findings of the study revealed that instructors engaged in a limited range of speech actions, including representations, directions, expressives, and commissives. The distribution of speech actions in relation to the illocutionary acts executed by the instructor is shown in Table 2. Based on the findings presented in Table 2, it can be seen that the instructor utilizes four distinct categories of Searle speech actions while teaching English as a second language. The lecturers used representational, directive, expressive, and commissive language, but declarations were not utilized. Furthermore, the Table reveals that the speech act most often used by instructors was instructions, accounting for 93 occurrences, which corresponds to 45.15% of the whole number of utterances.

The category of representatives secured the second position in comparison to other categories. These entities were seen in a total of 87 utterances, accounting for 42.23% of the overall utterance count. The presence of expressive elements was observed in 14 occurrences, accounting for a proportion of 58.2% of the total speech actions. In the context of English language instruction, the final speech act generated by the instructor pertained to commissives. They were referenced in a mere 12 utterances, accounting for a mere 58.2% of all utterances. Lecturers did not make any declarations throughout the data analysis.

According to Searle's taxonomy of speech acts under the representation's speech act, the table demonstrates that the instructor engaged in activities such as verifying, correcting, explaining, informing, and asserting. Based on the frequency of occurrences, the representation that was most often used was "informing," which was used 37 times (41.57%). Explanation ranked second with 27 utterances, accounting for 31.03% of the total. The argument, consisting of 14 utterances (16.09%), secured the third position. Out of the total number of speeches made, 8 speeches (9.20%) were delivered by representatives. The often-used illocutionary representatives were simultaneously rectified. A single utterance, accounting for 1.15% of the total, was identified.

In addition, the educators used several roles of directions inside speech actions. The roles of directives in speech acts are used to compel a listener to do certain activities. The instructor used many types of instructions, including reminders, suggestions, requests, questions, orders, and warnings. The table displays a total of 55 instances of asking, accounting for 59.14% of the total occurrences. The frequency analysis revealed that the instructor mostly used the

direction of asking or inquiring. The phenomenon of ordering was seen in 16 utterances, accounting for 17.20% of the total data, so placing them in the second position. Suggesting was seen in 9 occurrences, accounting for 9.68% of the total. The act of making a request was observed in 7 occurrences, accounting for a proportion of 7.75% of the overall utterances. Subsequently, the subsequent form of directions consisted of reminders. The phenomenon was seen in four occurrences, accounting for a proportion of 4.30% of the overall utterances. The last category of instructions consisted of warnings, which were observed in a single occurrence, accounting for 1.08% of the total utterances.

Regarding expressive illocutionary actions, the table indicated that the instructor conducted a diverse range of illocutionary acts. The verbal expressions include expressing gratitude, saluting, praising, and expressing irritation. According to the data's rank of occurrence, greeting emerged as the predominant illocutionary act of expression, accounting for 5 utterances (35.71%). Complementing was seen in four occasions, accounting for 28.57% of the total utterances, placing it in second position. The instructors used the verbs "thanking" and "stating" in two instances apiece, ranking them as the third most often used expressions.

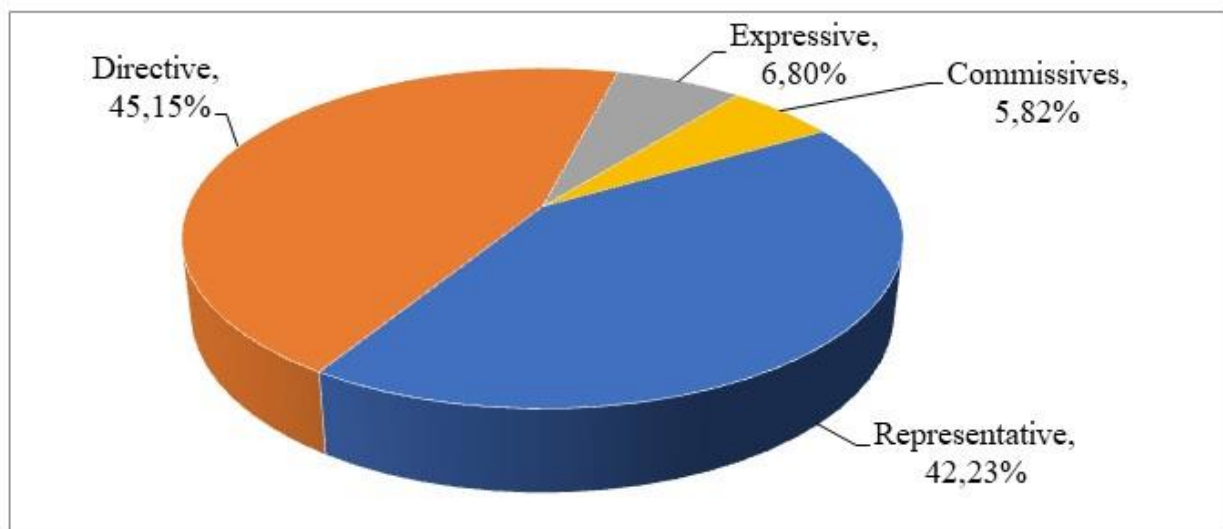


Figure 3. Percentages of Speech acts used by teachers

The illocutionary pressures generated by instructors for commissive speech actions included promises, wishes, and offers. The most commissive illocutionary actions observed were in the form of promises, which were present in 8 utterances, accounting for 66.67% of the total. The category of desiring received the lowest number of utterances, accounting for just one expression (8.33%). The instructor used an additional kind of communication known as offering. The realization occurred in 3 utterances, accounting for 25% of the total data occurrences.

The Impact of Speech Acts Used by Teachers In Teaching English

Teachers mostly used illocutionary actions, such as asking or questioning, with directive acts, in alignment with the intended goal of speech acts. The establishment of directions is necessary in order to maintain control over the trajectory of the activity. Directives may be used to monitor the actions of pupils throughout the teaching and learning process. This encompasses The teacher's use of inquiries facilitated students' active participation in the lecture. The significance of instructors' speech actions in the teaching and learning process is in their ability

to demonstrate proper language use to pupils. It is recommended that educators persist in developing speech acts for use within the educational setting.

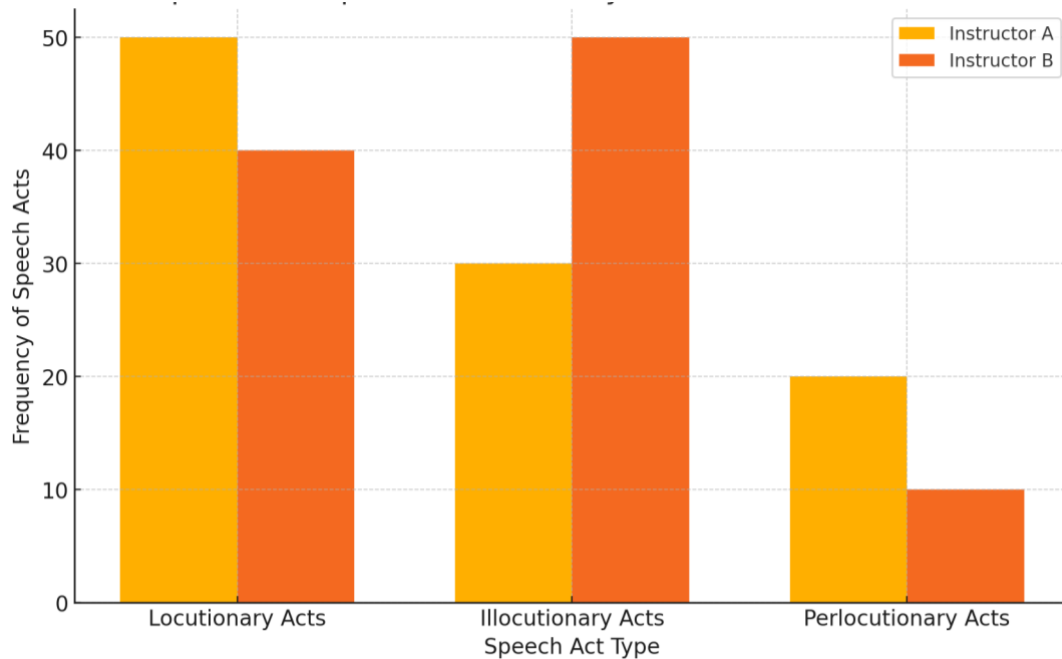


Figure 4. Comparison of Speech Acts Used By Instructor A and B

While employing locutionary acts, Instructor A recorded 50 cases while Instructor B recorded only 40. This might mean that Instructor A may have relied on direct communication to pass information especially at the beginning stage of the lesson delivery where there is introduction and explanation. Illocutionary acts were proved in this study as Instructor B performed illocutionary acts more frequently than Instructor A; in fact, Instructor B performed 50 of such acts while Instructor A only performed 30 acts. This suggests that there was more Instructor B directive participatory socio-interactive behaviors in classroom practice, where students may be more actively engaged through requests, question and instructions during practice sessions. Instructors employed perlocutionary acts less than rhetorical acts in general, with Instructor A utilising them slightly more (20) than Instructor B (10). This could also mean that Instructor A focused more on the type of responses or actions expected from the students during feedback and assessment periods.

Table 3. Examples and Excerpts

Speech Act Type	Instructor	Excerpt	Context
Locutionary Act	Instructor A	"Today, we are going to learn about the past continuous tense. The past continuous is used to describe actions that were happening at a specific time in the past."	Introduction of a grammar lesson.
Illocutionary Act	Instructor B	"Can anyone tell me what you were doing at 7 PM last night? Remember to use the past continuous tense in your answer."	Practice activity focusing on student interaction.

Perlocutionary Act	Instructor A	“That’s correct, Maria. You said, ‘I was watching TV,’ which is a perfect use of the past continuous tense. Well done!”	Assessment phase providing positive reinforcement.
Locutionary Act	Instructor B	“We’re starting with vocabulary building today. Let’s begin with the word ‘resilient.’ Can anyone give me a sentence using this word?”	Introduction of new vocabulary in a lesson.
Illocutionary Act	Instructor A	“Please work with your partner and discuss how to use ‘resilient’ in a sentence. I’ll come around to check your sentences.”	Collaborative activity during practice phase.
Perlocutionary Act	Instructor B	“Good effort! You’ve used ‘resilient’ correctly in your sentence. Keep practicing with more words.”	Feedback during vocabulary assessment.

Locutionary Acts are mostly employed during the introduction of an aspect within a certain lesson where both the trainers give direct information that forms the basis of the aspect to be discussed within the particular day. For instance, Instructor A launches into the past continuous tense, Instructor B, on the other hand begins with vocabulary development. Illocutionary Acts are used in order to make the students use their knowledge during the practice phase. For example, Instructor B makes students reply using the past continuous tense and makes them to interact. With an aim of promoting group work, Instructor A utters a directive speech act to make the students form groups of two. This means that feedback and assessments contain many more Perlocutionary Acts. These acts are used by both the instructors to promote learning, where Instructor A offers the affirmation of the correct use of the vocab in the next activity, and Instructor B offering practice words to promote the use of the vocab more.

These statistics indicate that locutionary acts precede other types of acts more frequently: thus, during the initial stages of lessons, they dominate (51.69 %), while in the subsequent phases of a lesson, their share does not exceed 17. This finding aligns with Austin’s (1962) early work declaring that locutionary act entails the basic act of making some meaningful noises so as produce information. In educational contexts, this corresponds to Cordie et al. (2020) assertion that proper teaching entails the ability to communicate effectively, skill that is pivotal in laying the foundation for students’ learning and understanding. These observations can be viewed as the result of the highly structured approach employed by Instructor A who relied mostly on locutionary acts; an approach recommended by Pérez-Hernández (2020) for those learners, who require direct cues and instructions.

Discussion

Consequently, apart from offering theoretical support to the existing truth in Sudarmawan et al. (2022) speech act theory, this research offers new justification to examine and explicate the elaborate use of speech acts in the educational context, particularly EFL Indonesian context in this case.

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in laying the foundation for students' learning and understanding. These observations can be viewed as the result of the highly structured approach employed by Instructor A who relied mostly on locutionary acts; an approach recommended by Rylander (2017) for those learners, who require direct cues and instructions.

However, an important part of the institutions' communicative practice, the illocutionary acts (45.33%) which were more frequent during the practice phase, reveal the role of interactive and directive discourse for students' engagement. Yu et al. (2021) was insistent that illocutionary acts are at the center of speaking and writing, their purpose is to get the listener to either do something or think something. The results of this present study support Abualsamh (2022) view that pragmatic cueing, echoing the use of illocutionary acts, is a decisive factor in language teaching because of its potential for engaging students' cognitive processors. Greater variety of illocutionary acts performed by Instructor B, who was more talkative, looks like typical CLT approach to teaching (Adem & Berkessa, 2022; Gallo & Raymundo, 2024). This approach by which interaction is both the tool and the object of learning can also be defined as suitable to EFL contexts where the aim is the acquisition of communicative competence (Li et al., 2022).

Perlocutionary acts were used more selectively, although played an important role at the final feedback and assessment stages, at 2.97%. These acts, which deal with the impact which the speech makes on the receptor, are useful in maintaining correct usage and continuous practice. Similarly Salama (2021) pointed out that perlocutionary acts are extremely relevant in educational paradigm due to fact that it is frequently with their help that immediate as well overall results of the learning process are defined. Another reason that Instructor A's perlocutionary acts during the feedback sessions are strategic is based on the concept of reinforcement in language acquisition that is supported by Hart (1980) 's behaviorism theory.

Here, the study contributes to this line of research by demonstrating the complex ways in which expressive illocutionary acts can be used to understand affect management and classroom interaction. For instance, learners' self-report on the ways in which the instructors employing praise and encouragement to reduce language anxiety and to foster the student self-confidence is one of the findings that enrich the existing concept of speech acts. This is in concordance with Nurhayati politeness principle (2016) whereby the use of teachers' expressives enhance speech manners that go a long way in promoting social order and cohesiveness in their classroom communities, and Bjørndal (2020) suggestion that, through face work, teachers' expressives offer shield to students' self esteem and encourage them to contribute to the existing and emerging discussions. It is important to be aware of how assertiveness differs from aggressiveness in a collectivistic culture such as Indonesia because scheduled is seen as improper and aggression is frowned upon so, the strategic use of 'expressives' it is important when creating a conducive environment for learning as suggested by Hmouri (2021).

Furthermore, the role of speech acts in the case of Instructor A and Instructor B can help in the understanding of the differences in the teaching training strategies used in the teaching context. Instructor A presents a formatual type of delivery which employs more of locutionary and perlocutionary acts of language probably to provide for students of the assisted children type, as scaffold theory postulates by Darong (2020). This way, the action allows the students to be presented with a fairly rigid structure in which they can conveniently experiment with novelty in language use. Instructor B on the other hand used more of illocutionary acts and this is supported by constructivist view of learning where the learners are more engaged in constructing their own knowledge (Darong & Neldis, 2023; Yang, 2022). This raises the issue that a more social and dialogic environment, which Instructor B provided as contact with

students, may in fact improve students' performances and increase their understanding of the subject matter, particularly having to do with tasks that involve problem-solving on the part of the student (Purwaningsih et al., 2020).

They also indicate that an equal incorporation of both might be effective; while locutionary acts offer the distinctiveness offered by formulas, illocutionary acts allow interaction and creation of multiplicity of meanings. This blended model could therefore be particularly useful in classrooms where students are of a mixed ability and learning styles. Implementing such an approach would not only address the issue of learners' diverse learning styles but also address the traditional ideas of academic achievement with student's who profit from structured educational setting and those students who require more open ended and communicative tasks. In light of this study, the following are the implications for EFL instruction. In view of this, it is taken as imperative to train educators to grasp and actively use various forms of speech acts in teaching. Namely, EFL instructors would have to be able to fine tune their treatment of communication strategies to their students, as well as to the cultural environment that they find themselves in. This adaptiveness is especially useful because in linguistically and culturally diverse classroom the students' background, can have a major impact on their learning processes and effectiveness (Ialuna et al., 2024; Schotte et al., 2022; Plass & Pawar, 2020).

In layman's terms this means that training for EFL teachers should involve impartation of knowledge on the correct usage of speech acts with focus on the right times for direct telling and the right time for conversation. Any change in behavior or learning ought to be encouraged. Teachers and instructors should be encouraged to give locutionary acts to lay a strong instruction foundation; illocutionary acts to compel the learners to engage in learning; perlocutionary acts to reinforce learning and ensure that the students conducts themselves well. Furthermore, comprehension of graphic events from the cultural perspective can facilitate developing a consummate learning climate by the instructors that is especially important for students' motivation and self-performance. In the context of the policies the research results imply that the educational policymakers ought to integrate Speech act theory as a framework for teaching and as a method of evaluation of the performance of teachers of EFL (Darling-Hammond, 2016). In this way, it will be possible to make certain that language is not only taught in formally correct manner but also in the way which will enable the students to respond appropriately in the context of practical communication. Furthermore, appreciating the role of SPE in EFL instruction may stimulate the creation of more elaborate test that would not only measure the learner's linguistic competence but also his or her communicative fairness (Tajeddin et al., 2022; Zhang et al., 2024).

As a result, the further quantitative research could be focusing on the effects of the specific types of the speech act on the development of the language knowledge and the fluency of the EFL student during the longer time period (Heidari et al., 2020; Omar & Razi, 2022). It would be especially important to understand the impact of various types of speech acts in relation to progressive development of language proficiency and specifically connected to possibilities of students' practical usage of language in different communicative situations. Further research could be made on the efficiency of the specific speech act writing training for EFL teachers, especially with reference to methodological modification triggered by the training and learning achievement of the students in different contexts of education. Extending this line of research to samples from other cultural and linguistic backgrounds would also be beneficial to understand generalization of these effects. For example, qualitative comparative research on EFL teaching practice in Indonesia and other countries would contribute to understanding how cultural factors affect the utilisation of speech act in teaching and learning of English as a foreign language. This could extend to addressing the existing cultural factors within teaching

methodologies which can more resonates with the students from various parts of the global village (Rosa et al., 2021).

Conclusion

This research has aimed to give a comprehensive analysis of the speech act strategies used by EFL teachers of Universitas Negeri Makassar through speech act theory pioneered by Searle (1986). In light of the analysis of types, functions and effects of speech acts in the classroom the study has underscored the importance of the communication actions that define the instructional process. The study shows that locutionary acts are employed most often during the preliminary stages of teaching/learning and is the fundamental mode of delivering information within a lesson. The presentation of numerous illocutionary acts during practice sessions suggests the role of illocutionary acts in capturing students' attention during the learning process as well as increasing the number of interactions between students and an academic. Less typical of classroom practice, perlocutionary acts embed themselves into the feedback/assessment phases where correct language is re-established and student morale maintained. The study also emphasizes the need to balance in the classroom activities and plans in which the teachers competently incorporate different modes of speaking that are important in addressing societal needs. Therefore, linking the traditional mode of instruction with the rather creative and teacher oriented approach enhances the quality of learning.

In addition, the study is an attempt to complement the existing literature by identifying the patterns of the second and third kind of RAEs in handling classroom climate and students' emotions in the context of learning Indonesian EFL. This supportive finding underlines in particular the necessity of paying attention to the students' emotions and psychological states, in addition to the audience's receptiveness and perceived classroom climate, by being conscious of, from a language point of view, the role which the language is performing beyond that of just a learning tool. There are profound practical and policy implications of this study for the practice and future development of education. Its implication is that EFL teaching and learning entail a conscious and contextually appropriate application of speech acts geared towards fulfilling the needs of the learners and constraints of the culture of the classroom. Training teachers/ faculties teach EFL should focus on training on the speech acts theory as part of its content and acquisition of strategy on how to employ speech acts speeches to improve students' learning and participation.

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