

An Analysis of Speech Act in Teaching EFL at Muhammadiyah University Students

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ABSTRACT

The primary objective of this research was investigating the types of speech act used and produced through utterances in teaching process by lecturer in the class, and also investigating what were the influences of speech acts on students learning. The subject's research were the lecturer and the English students at English department of Education Study Program of Universitas Muhammadiyah Makassar. The data were collected and analyzed through a descriptive qualitative approach. The findings would be analyzed and presented qualitatively. The findings showed up only two types of speech act used by lecturer namely; locutionary act (declarative, expressive, directive) and illocutionary act (assertive, directives, commissives, and expressive. Those were utterances used to function as a statement, command, asking question, and direction. Perlocutionary act itself was showed up by students through their responding. The responses from students appeared in verbal form through sentences, non-verbal form through gestures, and some students gave responses in both forms. Students claimed that there were some impacts of the lecturer's utterances on students' learning namely; it helped students to improve their understanding of language competence, increased their motivation in learning Pragmatic in English, enhanced students to understand speech acts in term pragmatic in their communication, and encouraged them to imitate and practice speech acts appropriately in communication and interaction, both in the class and beyond the class. Hence, the appropriate use of speech acts in teaching truly had a positive effect on communicative language teaching practices.

KEYWORDS

Speech act
Teaching EFL
Communicative
language teaching
Influence and effects

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1. Introduction

Teaching English as a foreign language is very crucial to improve and develop. Lecturer and teacher as an educators have to focus on how the languages transfer and transformed. Basic teaching language is the languages must be understood by listener and speaker to reach the message in language communication, so that, the teacher or lecturer do not only focus on spelling, pronunciation, and grammar but they must consider another aspect of teaching language such as how to teach the language, how to gather the students in communication, and how to desing teaching English class innovatively in all session of teaching in order that the goals of teaching English can be reached. The other side, still many English educators, teacher and lecturers focus on the structural language provided in rather than focus on primary aims of delivering speech which contain the communicative competence to get the ultimate goal of learing a foreing language. Talking about communicative language in teaching, there were many experts in some theories to strengthen the relevance of language among communicative competence and language learning, the language delivered should be easier understood by students to arise quickly responses because in fact, students could be difficulties in doing communicate functionally even if they have

qualification on practices grammatical correction and structural of language (Witczak-plisiecka 2009). Within shouting distance of language theories, (Rismayanti 2021) believes that the application of language in moving away from practices grammar bounding and catching sentence structurally to guide students to communicate each other in meaningful ways, it was a smart step for learners in learning language and introducing linguistics deeply. In relation to the present study is persistent constrained to with one component of the communicative language specifically in delivering language communicatively on the pragmatic competence which involved utterances on context of language. Cohen (1996:388) claimed pragmatic is part of communicative competence delivered verbally on context by speech act. (White, Austin, and Urmson 1963) noted that expressing language through speech act is not easy going although the situational fact that students sometimes might be mastering the features of linguistic target user, but they are still weak and unable to implement the language in certain context of language use while understanding the meaning of language use.

According to (Rühlemann 2018), speech act has relationship with pragmatics where the discipline knowledge of speech oriented with how language is used in communication and interaction intended to the language on influence contextual usage of language itself. Pragmatics involved speech on aspect meaning as determined by the certain condition and context where the language distributed. Pragmatics is domain with symbols, sign, reference, and specifically with utterances in spoken refers to the usage of language in producing a speech in discourse on utterances. The speech act is figured out by language verbally then produced any utterances in way consciously for certain conditions in context of language. It is also part of language production that decide the sense and implicit meaning of the sentences. In one research by (Amanda and Jufrizal 2024), speech acts as language actions performed through utterances by person in gaining classical responses. Additionally, speech act occurs if somebody speak referred to context meaning in an interaction that involve one or two listeners to be interlocutor who responds the language aims in certain occasion of context. Hence, condition and context can be determiner of speech act that give influences to the triumph or success or unsucess speech act after uttered (Hidayat 2016). Context means is elements of original condition of language used in communication that are needed in any sense to define and determine the meaning of an utterance. Besides, an utterances itself are produced by the speaker with cautious meaning and function in which deliver to the hearer or interlocutor and intended to bring along language to be responded by interlocutor, while the utterances delivered do not only have one interpretation of meaning but also have particular demand of goals inside in the meaning wants to achieve for the hearer.

Regarding the knowledge of speech act, there are three types of speech in actions that happen in once time of speaking namely; locutionary act of speech, illocutionary act of speech, and perlocutionary act of speech. The first type is locutionary act. Locutionary act is the discourse on speech verbally as utterance with creating then performing a meaningful linguistic expression. The other type of speech is the illocutionary act. Illocutionary act defined as discourse produced through the communicative function offering the words power of an utterance. The other perception, illocutionary speech act means the sentences made verbally by intending meaning or utterances forced the hearer to identify the sense, implicitly meaning and the demand of language, such as a promise expression, a warning statement, a statement of intention, and etc. Perlocutionary act is discourse on person's utterances that make the hearer to do something, it can be the effect of utterances to the hearer. Searle, (1979) stated that speech acts are all the actions verbally that performed by people through speaking, it means all the words we produce when we speak out with aims and purposes, with the presupposition in interpreting of speech acts based on the context language. According to (Fein and Kasher 1996), kind of discourse produced is concluding a direct speech or indirect speech act has coupling and relationship among the structural/ syntactic form and the foundation of communicative function. On the other side, kind of discourse does not take in straightaway connection among the structure and the function of certain utterance, it called indirect speech act. According to (Brown and Yule 1985), communicative language function the utterances be structural or syntactic in utterances form, it also attach in to several functions such as statement as declarative, question as interrogative, and command or request as imperative in structural syntactical form.

However, in reality of using speech act in teaching is still low, sometime by teacher or lecturer applied speech act run as usually in context of teaching without intention for receiving appropriate responses from students because the speech act is delivered uncommunicatively. Hence, the speaker did not give clear information to students about the meaning and not to see the responses from students. Besides, sometime students also did not understand about the languages expresses through teacher's speech act in context. When students can not responds the speech correctly based on the instruction of language, it because they do not understand with concept of speech act so they could not express language context in communication. Therefore, students had to be familiar with communicative language on speech act on learning process (Choi and Nunan 2018).

Distributing of speech act to students is must be careful and appropriate in use because the language use would be interpreted by students in any ways. Hence, the speaker should applied speech act based on language context to make easier for students, to get appropriate responses in verbal or non verbal communication in learning process. Speech act can be function as vehicle in communicating and transacting in the teaching and learning process through appropriate utterances. So that a lecturer or teacher as a speaker should be careful to express utterances in speech act based on the aim of learning communication.

Backward to (Searle 1979) assumption about speech act is the basic unit of communication and center of communication since it was developed by result investigation theories in practically language in teaching. In point of his view, speech can be poured forth in the act of speaking to be utterances which is flowed under linguistic. When the speech is uttered by speaker, it must fulfill the main thing essentially important aspect of the language study such as meaning of speech, sense of meaning, and communication context. Moreover, he asserted that the type of speech acts plays an important role in teaching when the language uttered as facilitator to gain success interpersonal or personal communication in the process of teaching and learning English in the class, particularly, the speech will be accomplished through good and correct communication and interaction if it out goes to students with five categories: assertive, directive, commissive, declarative, and expressive while it bring along the speaker's goal in teaching process to reach the target of language.

The crucial things is how to apply speech act suitably with students context while teaching and learning. It is one of apprehensive about speech act is part of teacher talks because all languages used by lecturer or teacher are used to convey information, explore language in activities, instruct and arrange the classroom, and ultimate linguistic then orders Possessing adequate language of speech. Adequate pragmatic in expressing language in speech act can prop up the communicative language in facilitating teaching and learning. All words produced by lecturer or teacher have the power fixtures of meaning to convey the information to construct particular ways and purposes. Additionally, some professionals think that teachers' words are a form of speech act, although teachers and lecturers confront numerous challenges when teaching English, they make an effort to follow effective procedures. Even though what the teacher said was accurate, one of the students might not have understood it, which could lead to misunderstandings between the two parties. Both lecturer and students will make utterances during the process of teaching and learning activity while as the speaker shares and convince language use as knowledge. Lecturer as speaker who distributed speech must consider the function of language use whether they create the utterances through kinds of function language such as statements, requests, questions, give orders, express gratitude, apologize, and other things. The most important thing that using utterances is to connect with the listener or students, the lecturer also gather the speech act to explain the materials. (Rozelin, Sukarno, and Muhaimin 2024).

In fact, some lecturers applied speech act conducted with the lecturing process by some intensions in their speech even the speech was distributed in direct or indirect instruction, conscious or unconscious expression, verbal or nonverbal communication, or implicit or explicit meaning on literal spoken of words. Besides, in some occasion speech act distributing in unfix session in teaching or the situation of teaching is does not need speech act practices. In addition, the application of speech act does not deliver the message in meaning whichever need responses by students, because the listener as perlocutionary act did not understand with the meaning clearly. So that, this study steers to investigate the user deeply and dig up the use of speech act communicatively into the lecturers' discourse demand or intention in activity of lecturing from the beginning until the end of teaching process. Therefore, it needs any researcher to do research dealt with communicative competence

usage in gathering communicative speech act in teaching English which is the utterances should be related to the situational of teaching, and implement the speech act in all session of teaching in order to enhance students' critical thinking in responding and accepting the materials and students' language development. A research have to concern with the responses comes from students as a listener or interlocutor, because it is way to measure whether the discourse of utterances touched the students' mind and sense, or whether the students get the point of what their lecturer's utterances or not, it claims that speech act can be called effective if the responses goes appropriately. Factually, no speech act is produced in nonsense of meaning but sometime is failure although the words and sentences uttered conveyed indirectly and non-literally. Besides, the speaker should be able to know the relationship of language and meaning essentially, hence, by understanding of communicative competence inside the speech' functions, hopefully can help the lecturer's capabilities in transferring and evaluating feedback on correctness and accurately performance of speech acts that are used in their lecturing. (Taylor 2015).

On the other hand, teaching English needs to be increased by applying pragmatic in language use such as speech act because speech acts in teaching have influences to effect students be creatively in exercising pragmatic then guessing the meaning of language utterances. Absolutely, implementing speech act in teaching will be usefull because the practical pragmatic in speech ach become familiar to students and of course it can encourage students to participate more actively in the process of both teaching and learning English. In many cases, lecturer plays ordinary speech in the classroom because they are the focal point of guidance who giving instruction and manage the learning as the primary speaker. Moreover, lecturer have an obligation to the teaching to transfer knowledge and impart the references and truly information to the students as listener. Thus, the employment of speech acts is contributed in teaching, particularly for teaching English as a foreign language. Speech act is important point in delivering language in teaching for assisting lecturer in achieving the teaching objectives during the lecturer's teaching. In fact, study or research of speech act is already an urgency component of linguistics, while speech acts are regarded as having a crucial role in teaching English. According to (Amanda and Jufrizal 2024), the effectiveness of verbal language engagement in the classroom will be determined by speech acts. It will give more specific details regarding the instructional methods that frequently use by the lecturer when interact with the students. So that the students are more engaged in speaking, and the teaching and learning process is also more effective gathering lecturer's communicative competence better in use certain words.

Dealing with study of speech act, it had been accurately finished in research by some experts or researchers. There had been found many equality or sameness and diversification or contradiction between the previous study and this study. Factually, many studies have dealt with speech act, and many experts supposed to concern on speech act in practical study and teaching because it is one part of the communicative competence which promote language in pragmatic field. Many researcher viewed the argument and result of the usage language in practice speech act, namely; research that conducted by (Anggraeni and Ramdhani 2023) “ Analysis of speech act used in an Indonesian movie entitled 5cm“. it shown up the message provide by the writer was to classify speech acts according to context as they appeared in the dialogue of the Indonesian film 5cm. (Searle 1969) claimed the findings from his study to offered categories for speech acts, including representative, directive, commissive, expressive, and declaration. The study's recommendations include learning speech act, particularly pragmatic speech act, in order to comprehend the speaker's intention when they generate utterances and to reduce misunderstandings of meaning so that communicating will be simpler. (Rühlemann 2018) had investigating the using of speech act then she came to the conclusion that when correcting the students' written English, the teacher mainly used directive and aggressive speech, and that the speech acts produced by one student to another—complaining, denying, ordering, and asking for clarification—were consistent. Other researcher was (Fein and Kasher 1996), in his study he investigated using speech act in control, organizational, and motivating or evaluative functions of the teachers' directive speech in action of teaching. Other researcher by (Fein and Kasher 1996) produced many theories from his study namely expressing pragmatic in teaching can be implemented in speech act which classify usefulness of the quality on verbal interaction in the classroom. The communicative competence on delivered speech act also served important information for both of lecturer and students, whereby they understand the context of

teaching behaviors they used intentionally in communicating with the students. Other study had been revealed about speech act on a research by (Adriyanti, Sujariati, and Sangkala 2023), whereby the teachers who teaches in the second grade at SMP IT Nurul Islam Tenggara seeking out and identify the variant of types of illocutionary acts that they applied in their teaching English process, the research study run as well as indication on investigation to determine or decide which one type of illocutionary act is most frequently used in the teaching English. Most of the previous study doing research based on the primary function of language in producing speech act then analyze the type of discourse out from the mouth by speech act, find out the action of language communication whether it applied not only create an utterance, but also showed up an action with firmly demand to get the hearer as interlocutor easier guess the meaning then do what the speaker intention. The other research dealt with speech act showed on display data how the way speech act applied to get understandable in delivering. Some research searching up the absolute aims in each language utterance by the speaker to the hearer as interlocutor without paying attention to succeed of the speech act in communication even the speech act can give more the effects to students. Therefore, study of speech act is needed to improved and expanded deeply, so researcher did a research regarding with speech act in communication between lecturer and students better by understanding the speech act, delivering the competence utterances, applied the communicative language in communicative competence in each session of teaching, provide the punctual message in certain purposes of the utterances that should be conveyed clearly to the hearer in order that prevent the misconception or misinterpretation of language in a conversation between the person who speaks and who listen the language. (Sujariati, Wanci, and Arianti 2022)

However, this study is different from other study which had been done by some reseachers previously. Researcher believes that many kinds of speech act applied by teacher to figure out the communicative competence in their teaching. So it is necessary to do this research to investigating then searching and identifying the differences of speech act in types and functions which is produced or uttered communicatively by lecturer as speaker and the influences arose by figure out of speech act on students. This research consent to seek out and get to the bottom of information what are the speech act used then how the speech act gathering with communicative competence in facilitating language in communication and interaction in teaching while setting on the communicative activities through communicative competence based on the speaker's intention and any effects aroused up on the listeners. Furthermore, it is also necessary to know what is the influences can be appeared by using pragmatic through speech act in teaching instructions. It would become beneficial and usefulness' research for the researcher herself and the reader when this research would be able to show up then discover the types of speech acts with the communicative competence's features used by the lecturer in the teaching English proficiency (Nunan 2012). Therefore, this research study objectives fully intention to the implementation of speech acts figuring out through utterances in communicatively by the lecturer as the speaker who uttering the words and sentence, then investigate directly the influence can be appeared from the action, looking up the effects goes to the students as the listeners and interlocutor at once. Finally, based on the objectives of this study, researcher formulated questions to be answered are how many types of speech acts applied communicatively by lecturer? What are the influences and the effect of using speech act on students learning and communicative language teaching practices?

2. Method

A descriptive qualitative approach was applied in this study to collect data. The collected data were analyzed, classified, and then presented through narrative explanation and clear description.

This study described the factual phenomenon of the usage speech acts communicatively or distribution the utterances on lecturer's speech through competencies of language teaching. The scope of this study focused on identifying the types of speech act used by lecturer, how many types of speech act used communicatively, investigating the influencies and the effect of using speech act on studets' learning and communicative language teaching practices. Hence, the lecturer's speech act is distributed communicatively throughout in communicative competence. The research subject was lecturer and students at Universitas Muhammadiyah Makassar. This research subject involved

one lecturer and students was around 15 of students in class A on grade year 2020 from English department of education. Instruments; the instruments are observation and interview. The observation were collected by observing or monitoring lecturers' teaching English and students' learning, with a focus on the implementation of speech act at Education Study Program of FKIP Muhammadiyah Makassar. The subject research in this study consist of one lecturer and fifteen students who are taught by the lecturer. The interview head toward to students in maintaining the influences along with the effect of speech act expression on students learning in the class.

The gained data from observation and interview action were analyzed in three major phases: reduction, displaying and conclusion. Researcher analyzed the data by using Miles and Huberman (2014: 246) theory that supported to analysis data dealt with discourse and language used on four activities in qualitative analysis namely; analyzing the data, reduce the data, display the data, conclude or drawing / verifying the data.

3. Results and Discussion

The first question of the research deals with the types of speech act used by lecturer in teaching English. The findings showed two types of speech act used by the lecturer in the teaching process, those were locutionary act and illocutionary act. Hence, type of locutionary act produced three expressions namely declarative, expressive, and directive. Regarding with type of illocutionary act produced four expressions namely expressive, assertive, directives, and commissive). As additional finding was only one type namely perlocutionary act which have done by students as a interlocutor of listener. Then the second result showed the answered of second reseach question about the influences and the effects of both using speech act in teaching English and communicative language practice in teaching.

Locutionary act

Regarding with locutionary act, it figured out three types from lecturer's speech as an utterance. The locutionary act is used through a considered a peer formative, in which both the students and the lectures must trust certain conditions about the speech act. The lecturer figured out the locutionary act in several conditions which is called felicity conditions and it had been divided into three different categories namely; the essential condition, the sincerity condition, and the preparatory condition. Besides, the lecturer's locutionary act was showed as the act of producing an utterance that has a particular sense and reference. But on the other side, the findings showed the lecturer only used both criteria of locutionar act namely; preparatory condition and the essential condition in teaching proces. The lecturer did not use locutionary act as the utterances on the sincerity condition.

Locutionary act in declarative expression

The locutionary act in preparatory condition was applied and expressed by lecturer in the teaching process before start teaching. The utterances were produced by lecturer namely; : Representative: *"Very nice class"*, *"the white board look dirty"*, *"most of you understand what to do before learning"*. *"No other focus"*. *"What focus on"*, *"Lets' find the material"*. Expressive as statement: *"It is very nice class"* it has meaning exclusively. The utterances function as statement to the situation in the class. The untterances made sense the class, it described that the clas was not dirty and croeded of studnets but it looked clear and the studnets were orderly neat. The utterances above did not need a responds because it was function as statement, while students understood the lecturer meant.

"The white board look dirty" the utterance showed up as declarative in statement which given sense to the listener. The discourse language uttered as statement and command. The phrases explored an expression of a feeling of speaker, the utterances of locutionary act expressed to clear things because the board was dirty then it need to be cleaned by students. Besides the phrases described something dirty, the utterances also expressed an instruction from speaker to listener, the lecturer wishes the

students to clear the white board before learning. The fact, only few students understood the sense and guessed the meaning of the utterance but they let the other students to do it even no other students move act to clear the board, finally, the lecturer repeat the utterances twice then the one student gets the meaning directly stand up the clean the white board.

"Most of you understand what to do before learning". The utterances function as command or instruction. The lecturer wished students to pray before learning. The utterance was produced by lecturer to enhance students to do something good namely remember God in order that the learning would be running well. In that situation, the students as listener got the meaning directly and understood the statement. Hence, the students' responses made the lecturer satisfied so that they prayed together and then started teaching and learning.

"No other focus". This utterance was figured out by lecturer before explaining a teaching material. The speech function as command so made students silent directly and no other activity except focus on lecturer. Intentionally, the lecturer asked students to stop to do anything else, and should pay attention to the presence name when lecturer called their name. The speech was expressed to gain students' intention before open the book. Finally, the students showed up responses directly with focus on the attendant list and no more noisier.

"Let's find the material". The lecturer applied locutionary act to start teaching. The speech uttered as command where ask the students to open the book. Furthermore, the command showed a wish to students to take the course book or note. The utterance also instruct the students to not to do anything else except focus on learning material. In the same condition students seemed nodded then took their book directly. found out the topic material, and read the topic material. It meant that the reaction of students showed fully attention through responses

However, the used of locutionary act as function as declarative or command indicated that the lecturer was doing communication and interaction communicatively. The utterances used by lecturer to warn and reprimand the students to be more focus on learning. The utterances of locutionary speech act which done before teaching and the end of teaching indicated the lecturer implemented communicative language based in delivering language as tool of communication in teaching. Besides, the lecturer's utterances got quickly responses in action from students namely directly students rise up the palm of hand for doing pray before learning. Other utterances also were automatically responded by students through action on focus the learning soon. In addition utterance used was as command to students in other that students open up the book immediately then it directly got responses by action. From the forth situation, researcher claimed that there were communication and interaction through speech act among lecturer and students in the classroom. It meant that communicative competence was successfully used by lecturer in providing language in teaching English proficiency. Furthermore, using speech locutionary act as expressive and declarative utterances in teaching was effective in guiding students' competences in understanding pragmatic of language.

Additionally, Locutionary in declarative expression also done on the end of teaching, it used to identified primary function of language as a tool of communication. The speech could be on essential condition of teaching to warn students to be careful in learning. Hence, using locutionary act in the final teaching was included into communicative competence expression and absolutely the lecturer had implemented communicative language teaching to fulfill the goal of teaching process. Besides, using locutionary act as declarative after learning got both verbal and non verbal or action responses from students such as students directly saying "yes mom, ok mem" or by action such students seemed keep nodding their head. However, the students' expression indicated that students understood of the language use in speech act expression. Therefore, it is necessary to applied speech act as locutionary act on teaching process.

Locutionary act in expressive expression

Locutionary act in expressive was used by lecturer only in both conditions namely in the middle and the end of teaching. Locutionary expressive act was function as statement where lecturer

expressed about the condition of learning. Basically, it was useful for students to remind or force students to be serious in learning. The some utterances of locutionary expressive namely; *"my explanation is clear"*, *"you are not learning well"*, *"the learning is tasted less"*.

The first utterance *"my explanation is clear"* was figured out spontaneously by lecturer in the middle of teaching to tell the students that all materials was clear. The utterance remained students as listener to force their self in learning. The lecturer stated the speech consciously to claim something already done. Indirectly, the statement asked students to not need make a question because it was clear. On the other hand, some students seemed still confused or quite understood of the materials, and they might be need more explanation.

"you are not learning well" was second speech where it expressed unsatisfied feeling for lecturer because of the students did not reach the learning objective.. It also described about students' understanding was low. In other side, lecturer instructed students to study hard specially for that topic material. Factually, the utterance made students worried of learning, understood with what lecturer want, so the students need to learn again dealt with the material in order that they can answer the question from lecturer.

"learning is tasted less" was the third utterance from lecturer. The lecturer was arguing about the process of learning was running bad based on the students understanding to the materials. the utterance expressed to claim that still many students were unsuccessfully in learning the materials. Accordingly, the summative assessment showed student was bad in learning. Therefore, students must encourage their self to study more and more for the next meeting, made students aware that they should improve learning be better. On the other situation, the class was silent because the students consciously understood the meaning of the utterance.

Locutionary act in directive expression

In teaching process, lecturer applied locutionary act in directive expression as command or direction. Directive expression of speech act was important for students to engage students with the task. The speech produced as command or instruction to students such as *"don't live your assignment"*, *"next no more students confuse"*, *"next must be yours"*.

"don't live your assignment" was the first utterances from lecturer to remind the students about their task, and instruct students to be more focus on learning at home. Conversely, the utterance was clearly stated in meaning so the students directly understood then gave respond to the command by saying *"yes mom"*.

"next no more students confused" was function as command to students to study hard and learn carefully the items of materials for the next meeting, forces students to prepare their self in facing the next class in good impression. Accordingly, the lecturer did not want feel disappointed again. Hence, the lecturer wished students would be more active so the learning could run effectively.

"next must be yours" claimed that the lecturer served speech as command or instruction to the students. Absolutely, it can encourage them to be confident in handling the upcoming learning process. It also implied that students should no longer have misunderstanding about the material.

Illocutionary act

Based on the data of this research, type of speech act namely illocutionary act also happened in the class teaching. Illocutionary act showed in all session of teaching. Illocutionary act was produced by lecturer through four expressions namely; (expressive, assertive, directive and commissive). Those expressions represented illocutionary acts conveyed through the lecturer's utterances during particular instances within the instructional teaching process.

Illocutionary act in expressive expression

Expressive act expression was produced in any expressions. The speech appeared on the beginning of teaching can be function as manifested at the initial stage of teaching process served as

an indicator of implementation of communicative language, reflecting the lecturer's communicative competence. The expressive act pertained the way a speaker convey emotions, attitudes, or psychological states within a discourse. In the context of teaching, it contains some expressions of thanking, appreciating, welcoming, apologizing, and congratulating. Before starting teaching, the lecturer opened the class by greetings.

"Assalamualikum", "hello class", "good morning", "how are you today", "you are very nice", "now we are going to learn about ESP". all those utterances represent expressive expression of lecturer's illocutionary act. All of those utterances function to greet and welcome the students, then helped them understanding that learning process is beginning. Another meaning that appeared was the lecturer showed respect to the students. Hence, the illocutionary act of expressing served to build students' awareness of respectful attitudes in that context of learning.

Illocutionary act in assertive expression

The illocutionary act appeared on teaching and learning activity in the middle of teaching as representative of communicative language used in communicative expressions. The expressions were *"I want check your input", "look at the topic", "any information of that", "what do you know about ESP", "speak up please", "don't be afraid to answer", "don't leave your comment", "ESP is dealt with learning English for specific purposes", "learning ESP for certain knowledge discipline", "ESP for non English department students", "the vocabulary was oriented to the field of students", "any command or impression"*. The expression was applied to introduce a new topic, explain the point of material, gave feedback and evaluation, instructed students to be careful in comment, suggested students to be brave, and gave conclusion of the materials. The utterances also function as a statement, request, command, question, instruction, suggestion, and it was delivered directly and indirectly way.

Based on the function, the illocutionary act showed were assertive as informative and affirmative expression. Hence, the informative functions on utterance act produced to gain students in understanding the materials namely; *"Learning ESP for certain knowledge discipline", "ESP for Non English department Students", "the vocabulary oriented to the field of students"*. The utterance was categorized as direct speech act which functions as statement and it was syntactically in the form of a declarative sentence. Other utterances were produced at the same time. However, the speech act of affirmatives was applied by the lecturer in function to sharpen the knowledge, inform clearly about the term, the definition, asking impression, concluding the lesson and sharing experience.

"ESP is deal with learning English for specific purposes", "any command or impression", "I am teaching at Accounting students then the materials given must base on their need and want, the topic and vocabulary oriented to accountant field". All the utterances were expressed through both two ways namely directly and indirectly way to functions the speech act as statement, command, question, and request. Hence, the syntactic forms were concluding in declarative and interrogative form.. Illocutionary act also happen in the final teaching and before ending the lesson. The lecturer applied illocutionary speech before ending their teaching by producing some utterances such as:

"Time is over", "now is finish", "nice class", "good job", "I Like you are brave", "any of you don't understand yet", "thank you for your kind attention", "thank you for today", "any question so far", "don't forget your job", "don't forget your duty", "I suggest you to keep learn every day", "don't let your understanding gone away", "believe me if you study hard, you will be succeed", "what you are learning today is better for you future", "Ok class that's enough for today", "lets close our meeting", "lets together", "Thanks and Assalamualaikum".

All those the utterances above identified the use of illocutionary acts in the final stage of teaching as expressive types, which function to convey the speaker's feelings, emotions, and attitude. When lecturer was saying "thanks and Assalamualikum" it meant that this research identified data on discourse or utterance with expressive functions of heartfelt emotions, greeting and gratitude. In the same time it was responded by students by saying "thank you mem", it meant that the communication between lecturer and students was running communicatively.

Illocutionary act in directive expression

The Illocutionary act in directive function or expression also found in the final of teaching namely: *"Time is over"*, *"now is finish"*, *"any question so far"*, *"don't forget your job"*, *"don't forget your duty"*, *"don't let your understanding gone away"*, *"Ok class that's enough for today"*, *"lets close our meeting"*, *"lets together"*. Those utterances delivered to ask the listener to do something, and perform some actions. The words uttered to express the speaker wishes, desire or intention to hearer. The discourse utterance throughout to functions as a stating sentence, questioning, requesting to do something and direction in command, it was expressed in both directly and indirectly ways on speech. The speech act directed to students to help them reflected on and recalled their understanding of the materials that has been taught, as well as instructed them to revise their assignments and presentations. Additionally, it functions to command or request the students to take specific actions.

Illocutionary act in commissive expression

In this research also found the third type speech act in commissive expression where it contained of threatening sentence, promising to student, offering statement and refusal statement. commissives dealt with commits of speaker to some actions in the future. The lecturer as a speaker showed expression of wish or desire or demand to what he will do such as (design, offer, plan, treatment, cure, wishes, aim and goal). The findings revealed and presented data related to commissive expression, which required the speaker to firmly show offer and promise of action. Those utterances were expressed through both direct and indirect speech acts. In the final of teaching also was found speech act with appreciative or encouraging expression were directed to students such as thanking and praising them for doing a good job during the learning process. *"nice class"*, *"good job"*, *"I Like you are brave"*, *"thank you for your kind attention"*, *"thank you for today"*

The influences with the effect of speech act on students' learning.

In this research had found data from observation and interview dealing with some influences of speech act through utterances to students in teaching process. The use of speech acts by the lecturer in teaching clearly has an impact and effect on students' learning. This impact can be either positive or negative. The influence and effect can be observed through the students' responses or actions following the lecturer's utterances. When students as listeners directly responded to the lecturer's utterances through action, it can be assumed that they were acting as interlocutor, or demonstrating their understanding of the speech through appropriate responses.

The influences of using speech act by lecturer in teaching process

This research demonstrated that the use of appropriate speech acts had both positive and negative impacts. The positive impact was evident in the ability of lecturer and students to create a conducive teaching and learning environment. It was also shown through increased students engagement, especially when lecturer used praise in the statements. such as *"very nice class"*, *"you are very nice students"*, *"nice class"*, *"good job"*, *"I Like you are brave"*, *"thank you for your kind attention"*, *"thank you for today"*. Those utterances gave motivation to students in understanding speech act. Another impact was that the lecturer used utterances to control the classroom situation. Besides, some students understood the directive utterances, while others who had not yet grasped pragmatics were able to improve their understanding of English pragmatics. Accordingly, this helped them better comprehend language in context by focusing on the communicative meaning of the utterances. Based on the findings above, it assumed that the implementation of speech act by lecturer given significant influences in term positive influences to the teaching and learning English.

On the other hand, in the same time, the implementation of speech acts by lecturer had given few confusing and hesitating to students in responding the speech by action because they did not understand what the lecturer want, for instance; *"the white board look dirty"*, *"most of you understand what to do before learning"*. *"No other focus"*. *"What focus on"*. Hence, a lack of knowledge about language used in context caused students feel difficulties to experience and understand utterances. Factually, one of students argued that the challenges stemmed from their varying levels of English language background, and they were not native but learners who studying

English as a foreign language. Furthermore, some students still did not understand pragmatic, where language was expressed based on context. Therefore, they need to develop knowledge of meaning to fully understanding the utterances.

The effects of using speech act by lecturer on students' learning process

The use of speech act in teaching can result many advantages and effects. Referred to one expert such as (Pranowo 2020) who claimed that locutionary and Illocutionary from speaker can give effect to the listener like an action. (Pranowo 2020) also defined the third type of speech act as perlocutionary act or perlocutionary effect in which the effect of an utterance goes to the listener as interlocutor. Data findings from the interview which was conducted to some students; the students achieved several effects by the lecturer's speech act expression in the class as long as teaching and learning was running. Researcher found the some effects appeared on students' learning namely:

The effect of lecturer's speech acts (Locutionary act) on students' Learning English were:

When the lecturer expressed speech act of expressive expression, the students felt encouraged and inspired to learn more about the material. Another effect was they found it easier to understanding the lecturer's intention when the utterances were expressed directly rather than indirectly. Based on the findings, the researcher claimed that the lecturer applied expressive speech acts over two ways namely using both direct and indirect form in teaching. Hence, these acts served to convey feeling and emotions in response to the classroom learning situation. However, it was important to note that direct expressions of speech act were easier for students to understand. Hence, they did not find it difficult to guess or identify the meaning of the speech acts which allowed them to respond more freely. (Fabbro, Fabbro, and Crescentini 2022).

The effect of lecturer's speech acts (Illocutionary act) on students' learning English were:

Many utterances of illocutionary speech act applied by lecturer at teaching English in the class, but most frequently use was assertive act. In fact, when the lecturer expressed assertive speech act as statement (affirm/ assert something) in directly way, the students directly gave respond to the utterances by verbally and action. Besides, the students felt easy to understand the meaning of the lecturers' utterance when the speech uttered directly. Hence, they assumed that they preferred to lecturer's speech in direct form because it would be easier to catch the meaning of the lecturers' speaking when it was uttered directly than the Lecturers' expressed it in indirect form.

The effect was measured through students' responses, which were expressed and demonstrated in multiple ways including non verbally, non verbally, and in every aspect of their behavior. Additionally, The students stated that they typically responded the speech verbally when they quickly understood the speech. However, in other occasion, some students responded non-verbally to the lecturer's speech acts, such as calling out, remaining motionless, looking at friends, nodding, shaking their head, smiling and laughing, asking clarification or help to understand the lecturer's intended meaning. Meanwhile, the illocutionary act expression is higher level consumption by lecturer in teaching, and the responses most frequently appeared by verbal and nonverbal responses. that can be shown the similarities influences comes from illocutionary act by theories of (Rozelin, Sukarno, and Muhaimin 2024)

The effect of speech act on communicative language teaching practices were;

Based on the findings from observation and interview, the effects shown clearly by students' expression and action. The implementation speech act in teaching promote students' ongoing engagement with language learning, particularly in term of pragmatics competence. Other effect were shown through several utterances that served to persuade students to focus on the lesson, convince them to strive for excellence, enlighten them in mastering language expression and contextual language use, encourage them to avoid failure in learning, inspire them to complete assignments carefully, search much information of topic lesson, and inspire students to do the best in the next meeting. Beside, there were other effects of the speech act encourage student to deepen their understanding of pragmatics and focus on the speaker's utterances, enabling them to respond

appropriately through verbal or non-verbal action. As a result, the teaching and learning process of English can run more effectively. (Ar and P 2024)

Referring to the findings above, it can be concluded that implementation speech acts in teaching brings significant benefits to both lecturers and students, as the practical use of speech act and as the lecturer's utterances served to stimulate students' interest in the study of pragmatics. However, it absolutely could improve the student's language competencies, develop student's ability in comprehending the discourse analysis act with appropriate responses. Moreover, the application of speech act acts as a vehicle of communicative language in teaching greatly supports educational goals, such as enhancing students' understanding and increasing their motivation to learn. Accordingly, the appropriate implementation of communicative competence through speech acts expressions in English teaching encouraged students to imitate the use of speech acts and to recognize them when speaking with others then implement the speech act in their daily communication or interaction with friends in the class. In addition, the students stated that they were able to imitate the lecturer's speech acts and practice them correctly in language use. Ultimately, the students acknowledge that all of the lecturer's utterances involving speech acts were useful and valuable for their learning. The findings regarding the effects of using speech acts in practice communicative competence in teaching were supported and reinforced by existing theories and relevant theoretical framework. (Brown and Yule 1985).

4. Conclusion

Referring to the problems and addressed in this study, the purpose was to identify and classify the type of speech acts used by lecturer in teaching, examine their influences during teaching process, and explore the effects of speech act usage on students learning or students learning outcomes. Based on the data findings, the result finding can be concluded in simply description as follows:

1. This study investigated two types of speech acts that were performed by lecturer during the teaching English process in the class, namely; locutionary act and illocutionary act. In addition, another type of speech act performed by the students was perlocutionary, as they acted as listeners or interlocutors. The illocutionary acts were distributed by five functions of speech such as assertive, directives, commissive, expressives, and declarative. Nevertheless, the data findings showed that speech acts expressions were not performed all at once in a single section of teaching, but were instead produced across various section throughout the teaching process, namely in the beginning before started teaching, in the middle of teaching; main activity (learning process), and the end of teaching (closing). Additionally, the speech acts were conveyed through communicative language use during teaching, allowing the lecturer to effectively distributed and demonstrated communicative language which facilitated the effective transmission of communicative competence. (Wanci 2024)
2. The illocutionary acts formed the basic structure and as the fundamental component of utterances themselves and were frequently observed during the teaching process. accordingly, the illocutionary act was commonly presented throughout the teaching process. Furthermore, the findings indicated that the illocutionary acts reflected a range of communicative intentions from the speaker to the listener such as: stating, questioning, and praising. Moreover, the use of speech act in teaching led to significant changes in students' perception regarding the function of speech acts and their understanding of pragmatics. However, the implementation of speech acts in the teaching process had a notable impact on students' perception, enhancing their awareness of the functions of speech acts and deepening their engagement with pragmatic learning. Finally, the practice of speech act in teaching was valuable depending on the context of each conversation, hence, the effectiveness of speech act practices between lecturer and students was very useful, with its value determined by the specific circumstance of each communicative teaching exchange.
3. The data findings from observation showed that any locutionary act was produced by lecturer in the class. In other side, the students as listener sometimes ignored what speaker uttered because

they did not really understand what the utterances meant. It means that, in certain instance, students as listener were unable to comprehend the lecturer's utterances, leading to a lack of understanding of intended meaning or communicative intention behind them. However, many conversations delivered by the lecturer had both positive and negative influences on the students as listener or interlocutors. These influences and effects could be assessed through students' verbal and non-verbal responses.

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