Illocutionary Acts Found In EFL Classroom Interaction At SMK Pelayaran Jakarta

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ARTICLE INFO	ABSTRACT

In daily life, people communicate and interact between each others by using common language. As the speaker, we should convey the utterances clearly to avoid misinterpretation and misunderstanding by interlocutors. Therefore, both speaker and interlocutors should learn about pragmatics particularly speech acts to comprehend regarding the intended meaning and their context. This concept also applied in English teaching-learning activities in the class. Both the teacher and the students should comprehend the intention behind their utterances. Moreover, for EFL learning process, the teacher will do some interactions with the students. Therefore, it is very important for implementing pragmatics aspect particularly speech acts in EFL teaching-learning activities to enhance the students ability in comprehending the intended meaning behind utterance and their context. Furthermore, the writer conduct this research that aimed to analyze the classification of illocutionary acts based on Searle theories, their function and the structure of illocutionary acts that applied in each expressions or utterances in 65 utterances or expression that performed by the teacher when doing EFL teaching process. Furthermore, qualitative research is used to collect data, analyze the data, and create conclusion based on the analysis' findings. This research used Searle theory for analyzing the illocutionary acts that used by the teacher in EFL teaching-learning process, therefore this research used case study as approach. In the EFL teaching-learning activities, data were illocutionary acts in every utterances or expressions that performed by the teacher. The finding was out of 65 data (utterances), there were 42 directive data, 11 representative data, 11 expressive data, 1 commisives data and no declaration datum related to the categories of illocutionary acts in the teacher's utterances when doing EFL teachinglearning process. Furthermore, Directives are the most appeared illocutionary acts that found from 65 utterances as the result of data analysis. The function of Directives acts are asking, commanding, questioning, reminding, requesting and suggesting. Moreover, the structure of illocutionary acts used direct structure to convey their intention.

INTRODUCTION

In daily life, language is the important equipment that used to communicate between the speaker and interlocutor. Lunenburg (2010) examine that language has an important role in communication to express feeling and intention. Both the speaker and interlocutor are communicate and interact by using the common language that understood by them. As the speaker, we should express and convey the utterance clearly to avoid the misinterpretation or misunderstanding by the interlocutors. The speaker should know how to make the interlocutors comprehend with their utterances. Since the effectiveness of communication will reach out if the interlocutors comprehend the intended meaning behind the speaker's utterances.

Comprehending the intended meaning behind utterance are extremely difficult for interlocutors, if they didn't understand regarding context of that utterances. In this case, we should learn about pragmatics particularly speech acts, since we will comprehend regarding the context and intended meaning behind utterances. Furthermore, speech acts is the study of intentional meaning and context in spoken and written expressions. Siti Noer Aida, et.all (2022) state that speech acts is one of pragmatics study that extremely important. Moreover, the most important things from speech acts are the main context of the speaker intention, therefore the interlocutors comprehend a message from the speaker.

Furthermore, this concept also applied in English teaching-learning activity in the class. Both the teacher and students should comprehend the intention behind their utterances. In EFL teaching-learning

process, the teacher will do some interactions with the students. Therefore, to avoid the missunderstanding between teacher and student, they should learn about pragmatics paticularly speech acts. By learning pragmatics particularly speech acts, the teacher and students will not have missinterpretation or missunderstand between each others. Therefore, EFL teaching-learning activities will be more effective and the students will comprehend regarding the learning material that have been conveyed by teacher. (Sunarmintyastuti, dkk, 2022).

Implementing the pragmatics aspect such as speech acts in EFL teaching-learning activities are the best way for increasing the knowledge regarding how to comprehend the intention and their context. However, the reality is almost different from our ideal expectations. Many students find several difficulties and struggle in comprehending the intended meanings conveyed in EFL learning activities, since they have different level in English skill and several students are still poor vocabulary.

According to Austin (1962), there are three kinds of speech acts such as: Locutionary Acts, Illocutionary Acts and Perlocutionary Acts. Moreover, Yule (1996) state that speech acts acts are performed through communicative utterances, commonly called illocutionary acts. These are speech acts intended to convey the speaker's purpose in expressing a statement, such as making a declaration, giving a command, making a promise, and others. Illocutionary acts exhibit a particular function based on the speaker's context. Furthermore, Searle (1976) examines that the illocutionary acts are classified into five major categories based on the speakers' intention, namely representatives, commissives, declaratives, directives and expressives. Moreover, Representatives acts consist of stating, concluding, recommending, bragging, claiming, and presuming as their functions (Basra & Thoyyibah, 2017). The second type of illocutionary acts is Directives acts that consist of their own functions such as suggestions, permissions, requests, commands, orders, inquiries, and recommendations (Sumedi & Rovino, 2020). Commissives acts as the third type of illocutionary acts consist of commitments, plans, refusals, threats, promises, and volunteering as their functions or sub-types. Moreover, Expressives acts is the fourth type of illocutionary acts that convey the speaker's feelings towards something or someone and include expressions of gratitude, congratulations, praise, and compliments (Ilma, 2016). Lastly, Declaratives acts is the type of illocutionary acts that can change the world or situation through statements of nomination, removal, declaration, or punishment.

Furthermore, the research that related to speech acts particularly illocutionary acts was also carried out by other researchers such as Sri Meiweni Basra, et.all (2017), Juvrianto CJ (2018), Bahing, et.all (2018) and Didin Nuruddin Hidayat, et.all (2022). The first research was conducted to investigate regarding the speech acts classification that found in the teacher's utterances when doing EFL teaching activities. The research by Sri Meiweni Basra, et.all (2017) conducted *"A Speech Act Analysis of Teacher Talk in An EFL Classroom"*. This research focuses on analyze and identify regarding speech act classification that mostly used by an EFL teacher while doing the teaching process. This research exhibit that there are several types of illocutionary acts that used by the teacher when doing EFL teaching process such as Directives, Representatives, Expressive and Commisives. Furthermore, Directives acts has the high percentage than other classifications from this research and belong to the the illocutionary acts that mostly used and performed by the teacher when doing several interactions in EFL teaching-learning process. This previous research only focuses on analyze the speech acts particularly illocutionary acts that used by EFL teacher when doing the teaching process. Moreover, the second previous research was conducted *"Speech Acts in EFL Classroom at Islamic Senior High School (MAN) 1 Sinjai"* by Juvrianto CJ (2018), this research analyze regarding the speech acts classifications such as locutionary acts, illocutionary acts and perlocutionary acts that used by the teacher and students in EFL classroom interactions. This research exhibit that the teacher is performing three kinds of speech acts proposed by Austin namely locutionary act, illocutionary act and perlocutionary act. Moreover, perlocutionary acts appear when the students give some feedback as response from the teacher's utterances (Widiyarto, 2023).

Furthermore, the third previous research entitled *"English Speech Acts of Illocutionary Force in Class Interaction"* by Bahing, et.all (2018) examined regarding the illocutionary force and Grice's maxims of cooperative principles in speaking. This research exhibit that Directives acts are the dominant illocutionary acts that used in class interaction. Moreover, the realization of Grice's maxims of cooperative principles in this research were in good achievement by referring to the index of 78.431 %, whereas the failing index was only 21.569 %.

Furthermore, the fourth previous research entitled *"Speech acts in English classroom: A case at a Junior high school in Indonesia"* by Didin Nuruddin Hidayat, et.all (2022) examined regarding the speech acts classifications that expressed by the teacher and students in English classroom activities. This research exhibit that Directives acts are the most dominant illocutionary acts that used in the EFL teaching-learning

activities. Moreover, Questioning and commanding adopted in 113 instances became the most prevailing directive the teacher and the students have been produced.

All of those previous researches only focus on the classification of illocutionary acts and the function that found in EFL teaching-learning activities. No one of this research that focus on analyze the structure of illocutionary acts and explain the context of their data analysis. Therefore, the writer conducted this research to analyze in depth regarding the classification of illocutionary acts based on Searle theories, their function and structure that used in EFL teaching-learning activities.

For conducting this research, the writer are formulated several questions such as:

1. What are the illocutionary acts that performed by the teacher in EFL teaching-learning activities?
2. What are the function of illocutionary acts that performed by the teacher in EFL teaching-learning activities?
3. What are the stucture of illocutionary acts that used by the teacher in EFL teaching-learning activities?

METHOD

This research used the qualitative method and case study as approach. Fraenkel and Wallen (1993) stated that a qualitative study is a study that examines the feature of relationships, activities, situations, or materials. Furthermore, Geertz in Cohen (2007) examined that a case study has something to do with investigating how a phenomenon is like by looking closely at the case and providing a thick description explaining participants' thoughts about and feelings for a situation. A case study is a perfect fit for this research, as this research attempts to reveal how speech acts are used by the teacher in EFL teachinglearning activities. In this context, SMK Pelayaran Jakarta is the organization under study, while the teachers' illocutionary acts represent the investigated case. The study involved one teacher who teaches English proficiency in the eleventh class, the data were collected in October 2024. Moreover, this research is designed to analyze the classification of illocutionary acts based on Searle theories, their functions and structure that used by the teacher when doing the EFL teaching-learning activities. The result of data analysis is interpreted to find out the type or classification of illocutionary acts, their function and structure that used by the EFL teacher. Furthermore, the data were taken from the words, sentences, clauses, and expressions. They were collected as the data from the teacher's utterances in EFL teaching-learning activities. Furthermore, there are 65 data for data analysis that were taken from 3 session of EFL teachinglearning process. Documentation was used to collect the data since the research question was to analyze the types of illocutionary acts applied by the teachers in EFL teaching-learning process and to explain in depth regarding the function and structure of illocutionary acts. The writer also conducted this research by following several stages such as collecting the data, reducing the data, analyzing the data by using Searle's theory and making the confirmation whether the result of data analysis have been suitable with the classification of the main theory. In analyzing the data of this research, data analysis are conducted concurrently with gathering data, making interpretations, and writing reports (Creswell, 2012).

RESULT AND DISCUSSION

This data findings are related to type of Searle's (1976) categorization of illocutionary acts found in EFL teaching-learning activities. After analyzing the data, the writer found that there were 65 of Searle's categories of Illocutionary acts from 3 sessions of EFL teaching-learning process for eleventh grade in SMK Pelayaran Jakarta. These types include representatives, directives, commissives, expressives and declaratives. The findings revealed 11 representative data, 42 directive data, 11 expressive data, 1 commissives data and no declaration data out of 65 utterances presented in Figure 1.

Figure 1. The frequency of Illocutionary Acts Categories in

The EFL Teaching-Learning activities
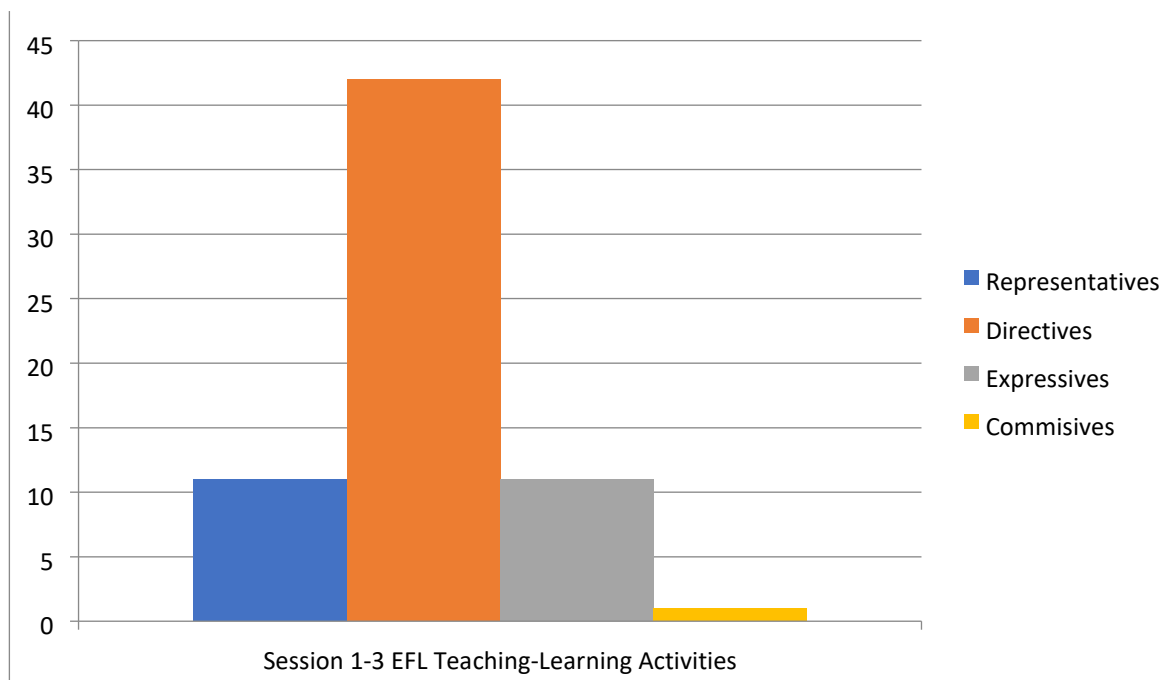
The figure above shows that there were only three types of illocutionary acts applied by the teacher as speakers in the EFL teaching-learning process. According to the figure, Directives had the highest frequency, with 42 instances, amounting to 64,6% of the total. However, commissive had the lowest frequency, with only 1 instance, making up 1,5% of the total. To sum up, this initial result indicates that the EFL teacher used several types of illocutionary acts such as representatives, directives, expressives, and commissive. Furthermore, the data also revealed that there were no instances of declaratives from the teacher's utterances.

Furthermore, those illocutionary acts that found from several utterances or expression of teacher when doing the EFL teaching-learning process in SMK Pelayaran Jakarta were presented in this following table.

Table 1. The Percentage of Illocutionary Acts Found in the EFL Teaching-Learning Activities (Session 1-Session 3)

Illocutionary acts classification	Session 1	Session 2	Session 3
Representatives	4,6%	6,15%	6,15%
Directives	21,5%	27,7%	15,4%
Expressives	1,5%	7,7%	7,7%
Commisives	0%	0%	1,5%
Declaratives	0%	0%	0%

Table 1 exhibit the type of Illocutionary Act represented in the EFL teaching-learning activities. There are 65 utterances include of illocutionary act found in the EFL teaching-learning activities from session 1 until session 3. For EFL teaching-learning activities session 1, the data exhibit that Directives acts

has the high percentage than others categories, however there are no commisives and declaratives that found in this session. In EFL teaching-learning activities session 2, the data exhibit that Directives has the high percentage than other categories, however there are no commisives and declaratives that found in this session. For session 3, the data show up that Directives acts has the higher frequency than other categories, however there is no declaratives that found in this session. To sum up, all sessions in EFL teaching-learning activities, the data exhibit that Directives are the illocutionary types that mostly used by the teacher and has their own function based on the context. After analyzing the data from 3 sessions of EFL teaching-learning activities, the writer found the highest frequency was Directives consisting of 42 (64,6%) acts. The second was Representatives and Expressives that consisted of 11 (16,9%) acts. The lowest frequency Commisives that are consist of 1 (1,5%) act frequency.

As for the first research question that what are Searle's categories of Illocutionary act in EFL teaching-learning activities. The researcher found several illocutionary acts such as Representatives, Directives, Commisives and Expressives. Concerning to the frequency of each illocutionary acts found in the EFL textbook, the analysis of the data indicated that the frequency of Directives acts is considerably higher than other one which are consist of 64,6% and the lower is Commisives that consist of 1,5% acts frequency.

Meanwhile, for the second finding which was related to functions of speech acts are illustrated in Table 2.

Table 2. Types of Illocutionary Acts and Their Functions

No	Types of Illocutionary Acts	Function of Illocutionary Acts	Quantity
1	Representatives	Informing	6
		Explaining	5
2	Directives	Asking	19
		Commanding	12
		Questioning	7
		Reminding	2
		Requesting	1
		Suggesting	1
3	Commisives	Promising	1
4	Expressives	Greeting	2
		Praising	2
		Thanking	7

According to Table 2, the writer found that only four types of illocutionary acts such as representatives, directives, commisives and expressives were present in the 65 utterances used by the teacher in EFL teaching-learning activities. The representatives were found to include informing and explaining. The directives illocutionary acts included asking, commanding, quoestioning, reminding, requesting and suggesting. Meanwhile the commisives included promising. Lastly, the expressives included greeting, praising and thanking. This research revealed that directives were the most frequently used illocutionary acts in the data.

Furthermore, for the second research question is *"What are the function of illocutionary acts that performed by the teacher in EFL teaching-learning activities?"* The writer described every single passage of the illocutionary acts that was found in the EFL teaching-learning activities and found several functions from each illocutionary acts. First, the function of representative are some of the acts was explain in how the utterances included to the acts of inform and explain. Second, the functions of Directives are explain the utterance included as acts asking, commanding, quoestioning, reminding, requesting and suggesting. Third, expressives was explain the utterance of an acts called as acts greeting, praising and thanking. Fourth, the function of commisives are explain the utterance that included as the acts promising. In this research, there is no declaratives that found from all sessions in the EFL teaching-learning activities.

The findings exhibit that directives is the most appeared in the data. Furthermore, it can be stated that 65 utterances or expressions as the data that collected by the writer reflect the theory of illocutionary acts, which was further developed by Searle (1976). Here are excerpts of each type of illocutionary acts:

A. Representatives (Informing)
    Teacher : Ok. The class is complete. **Now I will start the class with ice breaking**.

    Teacher : We will have ice breaking " Banana yes"

    The utterance above was classified as representatives with informing function since in her utterance, Teacher informed that she will start the class with ice breaking.

B. Representatives (Explaining)
    Teacher : ok….great! have a seat please! Let's start the material.

    Teacher : **The learning Objective you can see the slide. First student are able to identify the social function, generic structures, and language features in Procedure text accurately through question and answer method. Second, student are able to compose procedure text effectively trough group discussion.**

    The utterance above was classified as representatives with explaining function since in her utterance, Teacher explained regarding the learning objective for all students when learning the procedure text as one of English material.

C. Directives (Asking)
    Teacher : Good, continue to answer your paper. **Rafi, any question?**

    Student : No ma'am

    The utterance above was classified as directives with asking function since in her utterance, Teacher asked to Rafi regarding the additional questions about learning material.

D. Directives (Commanding)
    Teacher : no one, ok good. Everyone are here. **Student listen to me please make sure that there is no rabish in the classroom , check under you're your table.**

    Student : yes MS.

    The utterance above was classified as directives with commanding function since in her utterance, Teacher commands all students to ensure that there is no rubbish in the classroom.

E. Directives (Questioning)
    Teacher : **What about this now? What kind of narrative text?**

    Students : The story about Surabaya. That is the legend.

    The utterance above was classified as directives with questioning function since in her utterance, Teacher gives the question regarding what kind of narrative text of that story.

F. Directives (Reminding)
    Teacher : ok class I want to ask you something. **Do you still remember our material last week?**

    Student : Biography text maám.
    The utterance above was classified as directives with reminding function since in her utterance, Teacher reminds all students regarding the learning material for last week.

G. Directives (Requesting)

Teacher : **Now I want your group to tell about the story.** Who wants to come forward to tell about story.

Student : I will ma'am.

The utterance above was classified as directives with requesting function since in her utterance, Teacher requests each groups of students to tell about the story.

H.   Directives (Suggesting)
Teacher : Give big clap for group two. Get back to your seat please. Thank you everyone. I have some evaluation for group one and two. **For the next presentation improve the pronunciation**
and speak louder. So, now, please anyone one to aske or give comment?

Student : We are from group two, want to ask group 1. What is good packaging in your opinion?

The utterance above was classified as directives with suggesting function since in her utterance, Teacher gives the suggestion for two groups of students to improve their pronouncation and should speak more loudly.

I.   Commisives (Promising)
Teacher : Thank you once again for today class, **InshaAllah we will meet again next week**, before we finish the class, lets pray together. Who wants to lead the pray?

Student : Boby Miss.

The utterance above was classified as commisives with promising function since in her utterance, Teacher promises to all students that next week; they will meet again for learning about next material.

J.   Expressives (Greeting)
Teacher : **Good morning everybody**

Student : Good morning

The utterance above was classified as expressives with greeting function since in her utterance, Teacher expresses the utterance that has the intended meaning for greeting the students as interlocutor.

K.   Expressives (Praising)
Teacher : **Very good gave applaus to you friend.**

Teacher : Now alika,

The utterance above was classified as expressives with praising function since in her utterance, Teacher expresses the utterance that has intended meaning for praising to the student as interlocutor.

L.   Expressives (Thanking)
Teacher : **Thank you zam**. Ok everyone, I will check your attendant but before that let's sing our nasional song. Could you please stand up.

Everybody : singing nasional song. 17 Agustus
The utterance above was classified as expressives with thanking function since in her utterance, Teacher expresses the utterance that has intended meaning for thanking to all students as the interlocutors.

According to the excerpts above, the functions of illocutionary acts called directives found in the utterances of teacher in EFL teaching-learning activities were asking, commanding, questioning, reminding, requesting, suggesting. In the meantime, the available illocutionary acts

commissive functions were promising. There could be informing and explaining under the illocutionary acts category of representatives. Lastly, the functions of expressives as the illocutionary acts category were greeting, praising and thanking.

Meanwhile, for the third findings of this research exhibit that the structure of illocutionary acts that found in all expressions or utterances from 3 sessions of EFL teaching-learning activities are direct structure. Furthermore, the direct structure applied in 65 utterances or expressions that included illocutionary acts. The research examined that all expressions or utterances of teacher in 3 sessions of EFL teaching-learning activities only used direct structure for conveying her intentions. Using direct structure in the EFL teaching-learning activities, it will be easier to comprehend regarding the intended meaning behind the teacher's utterances or expressions and their context. Therefore, the EFL teaching-learning activities can be more effective, since the students comprehend all utterances of teacher and the learning material can be easier to understand by them.

Furthermore, after analyzing the data and getting the findings, the writer realized that there is the difference between this research and previous research such as the function of illocutionary acts that found in their previous research. The findings of this research examine that the function of illocutionary acts that found in 65 utterances or expressions are asking as the function or sub type of directives. However, the previous research that conducted by Didin Nuruddin Hidayat, et.all (2022) exhibit that questioning as the function of directives acts is the dominant function that used in English classroom interaction. Furthermore, the difference between this research and previous research exhibit that the dominant functions of illocutionary acts are commonly different in each EFL classroom interactions.

CONCLUSION

Based on the findings and discussions, there are three conclusions that could be drawn. The first is the most appeared illocutionary acts that used by the teacher in EFL teaching-learning activities is directives. It consists of 42 data out of 65 utterances from 3 sessions of EFL teaching-learning activities. The next conclusion is the most appeared function of illocutionary acts is asking. As noted above, asking is subtype or function of directives speech act. Moreover, the last conclusion is the direct structure used by the teacher to convey her expressions in EFL teaching-learning activities. Furthermore, there are only four types of illocutionary acts that used by the teacher in EFL teaching-learning activities such as Representatives, Directives, Expressives and Commisives. Those illocutionary acts also has their own functions such as Representatives acts (Informing and Explaining), Directives acts (Asking, Commanding, Questioning, Reminding, Requesting and Suggesting), Expressives acts (Greeting, Praising and Thanking) and Commisives (Promising). There are no declaratives acts that found in EFL teaching-learning activities from the result of findings in this research. Moreover, all those illocutionary acts only used the direct structure to convey expressions or utterances from 3 sessions in EFL teaching-learning activities. Furthermore, there are the limitation of this research since the writer only focus on analyze the illocutionary acts, their function and structure that used by the teacher in EFL teaching-learning activities. As the writer, we should analyze more different pragmatics aspects to enhance the knowledge of students in determining the context of each expressions or utterances and make the teacher be more easily to deliver the learning material to students. It will be given more insight regarding the illocutionary acts and their other pragmatics aspects, since the research will exhibit the dominant illocutionary acts that used in EFL teaching-learning process and the reader will comprehend regarding the various functions of illocutionary acts that used in every expressions or utterances and their pragmatics aspects. The writer hopes that the next researchers who will conduct the research regarding the illocutionary acts, they could exhibit the result of their research by adding the other pragmatics aspects for giving the readers more knowledge and different insights regarding the illocutionary acts, their function, structure that used in EFL teaching-learning activities and their pragmatics aspects.

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