



## TEACHER'S CLASSROOM INTERACTION AT SMA NEGERI 1 PALEMBANG

Aswadi Jaya

Universitas PGRI Palembang

[aswadijaya@univpgri-palembang.ac.id](mailto:aswadijaya@univpgri-palembang.ac.id)

### ABSTRACT

*This research aimed to explain about (1) the various speech acts used by EFL teachers in the classroom and (2) the effect that these speech acts have on students' linguistic and pragmatic competence as they relate to their own perceptions of their EFL teachers' speech acts in the classroom. This research relies on video recordings, in-person observations, and in-depth interviews. Five distinct categories of illocutionary acts were identified as being used by English teachers in the course of classroom discourse, as shown by the study's findings (1). Based on their findings, EFL educators can be confident that they are using the most effective speech acts with their students. As far as illocutionary acts go, aggression was by far the most popular one, accounting for 41% of all occurrences. Commissive accounted for only 4% of all illocutionary acts, making it the least popular. The lecturers made extensive use of various illocutionary powers in their presentations. The majority of the thirty-one students across two grade levels who participated in this study had favorable impressions of the teachers' use of language in class discussions.*

**Keywords:** *illocutionary acts, EFL classroom interaction, and speech acts.*

### INTRODUCTION

Communication is the process of delivering a message. In addition, Miller (2007:4); Fortner (2007:18) define that communication as the process of exchanging information by means of verbal expression, nonverbal signaling, or written expression. According to the dictionary, communication is the process of exchanging information from one person to another by speaking and listening. The message will be delivered by the speaker, and the audience will then provide a response based on how well they comprehended it. Language is an instrument that people use when communicating with one another. These two stances do not necessarily exclude one another, and some theories seek to accommodate both, but in general the emphasis is on the psychological rather than the social aspects of communication, and in fact the view that human communication is essentially a form of "mind reading" holds sway in large parts of pragmatics, the cognitive sciences, and the philosophy of mind. It is well known, however, that such an approach raises developmental issues (Geurts, 2019).

Collaboration is something that happens both inside of the classroom and outside of it in regular life. The instructor will, without prompting, make utterances at various points throughout the process of instructing and learning. According to Celce-Murcia and

Olshtain's research (2000, page 27), the language that is spoken in the classroom has an effect on the learning process and the progression of the students. Because of this, the language that instructors employ in the classroom is of the utmost importance because it has an effect on the students' ability to learn. Additionally, the communicative activities of the teacher include a collection of acts known as speech acts, which serve a variety of purposes and are referred to as "acts of speech." Speech actions are utterances that have the purpose of carrying out a particular action. Speech acts are generally referred to as "language in action," which is a fairly straightforward definition (Kreidler, 1998). There is a connection between the use of speech acts and the role of teachers because when teachers instruct students, they are acting out the part of class leaders that they have been given. Teachers play a variety of positions in the classroom in addition to that of the class leader. Some of these roles include "authority figure, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent" (Brown, 2001: 200). It is almost certain that the teacher will engage in speech acts in order to fulfill these duties. A speech act is defined as an action that encourages the listener to engage in a particular behavior.

An utterance that conveys an intention is known as a speech act. Speech acts serve as the fundamental unit of language, which is used to communicate meaning. Based on the findings of this research, there are three distinct types of speech acts that can be carried out by the instructor as well as the students: the locutionary act, the illocutionary act, and the perlocutionary act. These speech acts are backed up by the theories of J.L. Austin, who pioneered the study of linguistics and developed the concept of speech acts. When the instructor and the students want to communicate an expression but don't want to draw attention to any particular intention, a locutionary act is used. On the other hand, they are committing an illocutionary deed when they are communicating some expressions to the listener that contain a certain intention.

Speech acts are necessary for communication because they maintain close contact between the speaker and the listener. The act of speech act is based on universal pragmatic principles. To put it another way, the act's principles are not just taken or adapted from one specific language; instead, the speech act's functioning exists and applies across a wide range of cultures and languages around the world (Wea & Bram, 2022, p. 695). Speech acts are essential to effective communication because they allow people to perform these activities. Speech actions of this nature occur in all settings, including those found in educational institutions like schools and universities. It should come as no surprise that the process of teaching and learning includes a significant amount of interaction between the teacher and the students, which results in the production of a number of utterances, particularly in language classes. The specific language that is used in educational settings is referred to as classroom speech actions by a lot of people. The utilization of different speech acts will determine the manner in which the instruction and learning process will take place. According to Cullen, who was quoted in Celce-Murcia 2000, the language that the instructor uses (speech acts) is of utmost significance because it will help to support and improve the students' learning. A successful teaching and learning process can be achieved through the utilization of two appropriate speech actions.

Students need to be taught not just how to generate a speech act but also how to interpret and understand an utterance that includes a speech act, as they will be called upon to use speech acts in their everyday interactions. In the absence of this, students will understand only a fragment of what someone else is saying. Therefore, in the context of classroom instruction, ESL students need to learn the many forms and responses of speech acts so that they can communicate effectively and appropriately with native English speakers (Zayed, 2014). Both Zhao and Throssell (2011) agree on the need of clear communication between teachers and students. Teachers of English as a foreign language (EFL) were urged to incorporate the speech act theory into their curricula, with the goal of arming their students with the tools they'd need to develop proper speech acts when engaging in intercultural conversation.

Interactional communication in the classroom has been the subject of extensive investigation by a large number of researchers (Cajkler et al., 2013); (Widoretno & Dwiastuti, 2019, p. 347). They are in the classroom. Naturally, they will converse with one another by working in couples or groups, in which the students will each have an opportunity to speak. The communicative approach is the result of teachers typically seeking to progress from getting students to speak to each other to the more difficult problem of getting students to communicate, and this is the result of what is called the communicative approach. Interaction is such an important component of the teaching and learning process, the idea of interaction in the classroom carries with it a level of significance that is commensurate with its significance. According to Allwright and Baily (1991), interaction is something that individuals, or groups of individuals, can do collaboratively. It should come as no surprise that in the classroom, it is the teacher's responsibility to manage who should speak to whom, what should be discussed, in what language it should be discussed, etc. None of this, however, can change the reality that the interaction in the classroom is centered on the learners' ability to work together. In addition to this, the process of communication requires interaction between at least two individuals who are familiar with the same set of signs and semiotic principles. The term "interaction" refers to "reciprocal events that require at least two objects and two actions," according to one definition of the term. The term "interaction" refers to the phenomenon in which two or more things or occurrences naturally influence one another. (Wagner, 1994). Therefore, interactions do not take place solely from one side; rather, in order to accomplish communication, there must be mutual influence, in the form of both giving and receiving messages.

As well as serving as a medium of exchange, language is evocative of its speakers' identities (Fatma et al., 2019: 27). Austin (2009) and his pupil Searle's contribution to linguistics is known as the speech act theory. (2000). In contrast to the work done in linguistics and semantics, which only considers linguistic structures, speech act theory considers both linguistic and non-linguistic communication contexts. In this respect, Austin (2009) places a strong emphasis on the connection that exists between language and action. According to this theory, when people use a language, they don't just produce a string of sentences in isolation from one another; rather, they also carry out an activity. (Marquez

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Reiter, 2000); (Wahana et al., 2019, p. 118), to put it another way, by using the language, they either perform some action themselves or cause others to perform some action. Some of them include expressing gratitude, making requests, making promises, and so on.

Speech acts are defined by Austin (in Cutting, 2008: 13) as the actions that are conducted in the process of saying something. This is comparable to Yule's (1996) theory, which postulates that speaking acts are deeds carried out by means of utterances. In addition, Searle (1969) asserts that the production or issuance of a sentence token under particular circumstances constitutes a speech act, and speech actions are the fundamental or fundamental units of linguistic communication. Speech acts include making statements, giving instructions, asking questions, making promises, and other similar activities. Speaking a language involves performing these speech acts. Therefore, considering speech acts to be the fundamental building block of communication enables Searle to explicitly correlate the study of language (both its production and its interpretation) with the investigation of speech acts. meaning (both the meaning conveyed by the speaker and the meaning conveyed by the language) (Schiffrin, 1994).

Searle (2000); (Jiang, 2010) emphasize the importance of observing speaking acts in real-world scenarios where language is being used. As a consequence of this, he asserts that the fundamental premise of the speech act theory should be that the smallest element in human communication is the performance of specific kinds of acts. According to Bachman (1990), the functional dimensions of language are associated with the actions in communication situations that are being discussed here. In contrast to the morphological, syntactic, and rhetorical dimensions that pertain to the organization of language structures, the pragmatic dimension is related to the production and comprehension of speech actions. These two dimensions interact with one another through the process of communication.

Learning is something that everyone should do. A person's knowledge, abilities, routines, interests, and outlook are all things that may be shaped and improved via education. Therefore, learning is regarded to be a process in a person if it leads to a shift in behaviour. E-learning, short for "electronic learning," is a relatively new concept that has emerged in tandem with the proliferation of personal computers and online education resources. Electronic learning, as defined by Curtis and O'Hagan (2000), Searle (1969), and Sukmadinata (2016), is also an acronym for experience, extension, and expenditure. The use of language in education is an essential component of both the teaching and learning processes. It implies that children will be exposed to new methods of utilizing and learning a specific language as a result of their participation in educational activities. When education is planned to achieve a specific objective regarding student learning, it's possible that a particular language will be most effective in conveying that objective. The instruction is delivered using a language that is commonly referred to as "classroom speech act" Mc Carthy, (1991); Seken (2004); Cazden (in Hickman,2000) (Curtis and O'Hagan, 2005). In 2004, most educational institutions (and even some corporations) are creating Internet-based courses, and even whole degree programs, available entirely online. Can the same claims be made for this new type of DE course as were established in the meta-analysis just described? But it seems likely that the skills and attitudes that are necessary

for success in online courses have changed, and are sufficiently different from those of classroom-based students to warrant research interest (Smith, 1999). According to Searle (1969), a speech act is the most fundamental component of language, which is defined as the production of a token within the framework of a speech act. The term "classroom speech act" refers to any and all verbal utterances that are used as a means of communication within an educational setting. Discourse studies, also known as discourse analysis, are a subfield of linguistics that focus on the study of speech actions that occur during the process of teaching and learning in a classroom setting.

This study takes a look at how students and teachers at SMA Negeri 1 Palembang interact with one another while learning English as a foreign language. This involves looking into (1) the nature of the teachers' speech acts and (2) the results of those speech acts. In order for there to be interaction in the classroom, both the instructor and the students need to participate. The most essential parts of the teacher's job are coming up with activities and keeping an eye on how they're being completed. The instructor has many options available to her for developing an interactive classroom environment, including leading discussions with the entire class or with smaller groups. When participating in classroom activities, students are expected to think, communicate, and be listened to throughout the day. Just listening to the instructor will not provide students with nearly enough practice, and conversely, chatting to the instructor will not provide students with nearly enough practice. They need to work on their skills in the classroom with the other classmates. In an environment that fosters critical thinking and provides opportunities for students to engage in intense interaction with one another, they are able to improve their skills and become competent (Bishop, 2000). There are instances when the students at SMA Negeri 1 Palembang are unable to comprehend what the instructor is trying to communicate with them. Students have not acquired pragmatic competence to any significant degree. It is possible to deduce from this that the correct application of speech acts is the primary factor that determines whether or not learning and instruction are successful. Speech acts are very important in the process of learning, and this importance can be justified by the fact that the teacher talks that contain speech acts are what are responsible for the transmission of knowledge, the organization of activities, the management of the classroom, and the delivery of instructions. It is essential to possess adequate information regarding the pragmatics of speech acts in order to reduce the number of misunderstandings that occur during the process of teaching and learning. It is hoped that the research will be of assistance to both educators and students in the process of implementing effective communication.

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Researchers have been emphasizing the significance of developing productive techniques for classroom interaction for a significant amount of time now in order to advance the linguistic growth of students. Rivers (1987); Kramsch (1986) proposed that in order to foster productive interaction in the classroom, instructors should refrain from dominating one-way talk, behave cooperatively, and take into account the affective variables of their students. Educators are encouraged to foster student-student communication in order to facilitate meaning production in the target language (Mackey, 1999). Thus, through turn-taking, feedback, and negotiation, the teacher is tasked with facilitating a classroom environment where students are actively engaged in producing the language of focus. However, the study wanted to aid the EFL educators in gaining insight into the implementation of speech acts that are used in their teaching by revealing not only the types of speech acts that are commonly used but also the illocutionary force of the use of the teachers.

## **METHOD**

### **Design**

The fundamental goal of this study is to describe the phenomenon of language use, hence a descriptive qualitative strategy was chosen as the technique of investigation. According to Kothari (2004: 3), qualitative phenomena, which are defined as phenomena relating to or including quality or kind, are the focus of qualitative research. This result agrees with what Kothari said. The data analysis results are also presented in narrative or word form rather than numerical form. The authors (Lodico, Dean, and Katherine) state (on page 143) that. This highlights the fact that qualitative research findings are more open to the researcher's interpretive judgements than quantitative research outcomes. To be more precise, this type of study is best categorised as a case study. The Research approach is in which one or a few examples of a phenomenon that studies in considerable depth (Given, 2008: 68). When this approach is taken, a wealth of information and a thorough knowledge are expected to result from the study. To back up the description of the facts, however, a quantitative approach was used. The data were examined using a quantitative approach to confirm their consistency. The study's goal was to explain about the sorts of speech actions used by instructors at SMA Negeri 1 Palembang, so the researchers used a descriptive qualitative strategy to do so.

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## Instrument

The researcher made use of five different types of instruments throughout the course of this investigation. The following items were included: an interview document, a coding sheet, an observation note, and a video recording. For the purpose of this research, the researcher acted as a spectator of the scene under study, kept a certain distance from it, and refrained from interfering in any way. The researcher then witnessed the scene and made notes without taking part in the activities of the people being studied. On May 20, 2022, the researcher attended SMA Negeri 1 Palembang to witness the teaching and learning process in action in a classroom setting for the purpose of this research. The researcher listened in on the conversations that took place not only between the instructor and students but also between the students themselves. There were a total of 12 students from Grade 10 who participated in this research, and there were a total of 19 students from Grade 11 who participated in this research. In addition, the researcher listened to recordings of the instructors interacting with their students in the classroom twice, once for each teacher, and once without recording their conversation as part of the preobservation phase. As a result, there were a total of four video recordings for the two different instructors. All of the data from the recordings were subsequently transcribed into written documents and coded for identification. Following the completion of the coding process, the researcher conducted interviews with two English teachers, using a series of questions taken from an interview sheet. Each question was designed to elicit specific information regarding the use of speech acts in the context of classroom interaction at SMA Negeri 1 Palembang on February 12th, 2023.

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## Techniques of Data Analysis

The analysis of data was one of the strategies that were utilized by the researcher, who followed a methodology known as the descriptive qualitative method. The data analysis consists of three steps that are extremely important: the reduction and presentation of the data, the drawing and verification of conclusions, and the verification of the conclusions drawn from the data. Data reduction refers to the process of selecting the data that appear in transcription and then focusing on those selections, elaborating on those selections, and abstracting and transforming those selections. At this stage in the research process, the investigator chooses specific speech acts carried out by teachers of English as a foreign language (EFL) classroom while students are being taught and educated. The transcription of these speech acts has been completed.

The process of compiling and organizing information in a manner that makes it easier to draw conclusions and take action is referred to as "data display," and it is denoted by the term "data display." A study of the different types of speech actions was carried out by the researcher. For the purpose of this specific investigation, the data were presented in the form of a table, along with an explanation of what the data meant. As the process of analysis continues, the ability to draw accurate conclusions is checked for accuracy as well. It's possible that verification is nothing more than a fleeting second thought that the analyst has while they're writing. If this is the case, then it's not a very substantial form of verification. In this final phase of the research process, the researcher made inferences and judgments based on the results obtained in the preceding phases of the investigation. The researcher did some calculations using a percentage of the data in order to determine the frequency of the use of various types of speech acts and speech acts that are differentiated by the manner in which information is communicated during the process of teaching and learning. The purpose of calculating percentages is to finish off the findings in such a way that the readers can easily and quickly determine the exact proportion of each finding in comparison to the others.

## FINDINGS AND DISCUSSION

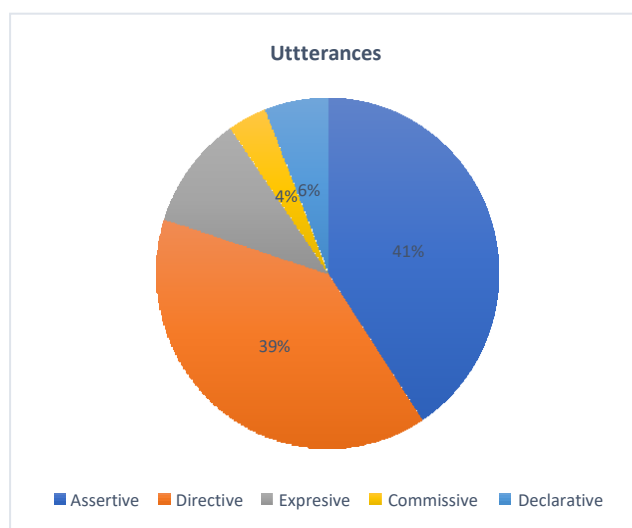
### Findings

The researcher gives a presentation on the findings of the research that were gathered through observation in the classroom. Due to the fact that this observation took place in a traditional classroom setting, the researcher was actively participating in the classroom itself. The researcher discovered the different types of speech acts conducted by the teacher by observing the interaction that took place in the classroom between the instructor and the students. The researcher took notes and kept a record of what transpired in the classroom with regard to the use of speech actions by the instructor throughout the process of instruction and student comprehension. Figure 1 and 2 illustrate the participants' parameters of WTC as fixed point attractor states in every 5 minute-interval of 60 minutes in jigsaw-game and problem solving tasks (Hiver, 2015). This system depicts the vertical and horizontal axes represent WTC-Metric with interval scores from 0 to 100 and 5 minute interval of 60 minutes task-based performances invoking parts of classroom activities, respectively. The state space is marked with horizontal lines illustrating the participants' paths or trajectories embracing the dynamic and variability (fluctuation) of attractor states i.e., WTC (Fadilah, 2022, p. 89)

Effects of English Teachers' Verbal Manipulations on the Classroom Analysis of the data revealed that English teachers produce 435 utterances and four categories of speech acts—directive, representational, expressive, and commissive—during the course of instruction and student learning. Teachers typically start with directive speech acts. Words and phrases like "question," "request," "command," "interrupt," "invite," "prohibit,"



"motivate," "suggest," and "remind" are all examples of directive illocutionary forces. The typical goal of a teacher's use of instructions is to get students to do something the instructor wants (Yanti et al., 2022: 94). According to Searle's theory, the researcher discovered five different kinds of illocutionary acts carried out by the teachers in the classroom as a result of the observation that took place. They are aggressive, directive, expressive, commissive, and declarative in their communication styles. In terms of frequency of occurrence, the type of speech acts that occurred frequently in the classroom can be seen on the Figure 1 below:



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

A total of 135 utterances were discovered to have been performed by the two English teachers during the teaching and learning process at SMA Negeri 1 Palembang, according to the findings of the researcher. The results are presented in the accompanying data for your perusal. In this study, the researcher made use of labeling in order to provide an explanation for the data.

The researcher utilized a coding system to facilitate selecting and categorizing the data from the data sheet, as well as to assist the researcher in organizing and classifying the data. This was done so that the researcher could work more efficiently. In this context, the term "data" refers to the utterances generated by the teachers while they were engaged in the process of teaching and learning.

## Discussion

An evaluation of the study's findings follows. This research and subsequent debate only presented a single issue statement. According to the introduction, this study seeks to identify the types of illocutionary acts used by the English teacher and the students in grades ten and eleven at SMA Negeri 1 Palembang in the context of teaching and learning English. The researcher also applies the idea to analyse teacher comments given during lessons at SMA Negeri 1 Palembang. To analyse the data, the researcher turned to Searle's theory. There are five types of illocutionary acts that Searle identifies: expressive,

directive, forceful, declarative, and commissive (Searle 2005). This is the first and last. a wide variety of utterances that can alter the fabric of space and time. Second, an assertive speech act is one that uses examples like claims, descriptions, and statements of fact to express the speaker's opinions. Finally, various gestures and facial expressions can be examples of expressive communication. Fourthly, a directive is a form of speech used to solicit an action from an audience member. Finally, a speaker may use a commissive, which is a form of speech used to set up the speaker for future action. The results of the study show that educators employ a wide range of illocutionary strategies when interacting with pupils in the classroom. Research conducted in May 2022 at SMA Negeri 1 Palembang found five types of illocutionary behaviors committed by the teacher throughout the teaching and learning process with students in grades ten and eleven. They were straightforward, aggressive, outspoken, and compassionate all at the same time.

The research team listened in on the teachers as they discussed the offline class. The researcher found numerous examples of illocutionary conduct. Five distinct illocutionary uses of Searle's thesis were identified by the researcher amongst academics. The instructors made 135 illocutionary gestures and sounds. Most educators, based on an analysis of 135 statements, use an authoritative tone when leading classes. In total, teachers used assertive 55 times (or 41%) while working with students. Because assertive behaviour can substantially aid not only the students' acquisition of the target language, but also their cognitive development, by providing more explanation and sufficient knowledge during the teaching and learning process about something they still do not know. Therefore, it has greater insight and significance. 53 times (or 39% of the time) during the instruction and learning process, teachers used directive. This is so that actions during the teaching and learning process can be managed and controlled using directives. Then comes the expressive deed. The teacher used the expressive deed 14 times (10%). With regard to a situation that is specified in the propositional content, the expressive act is used to convey the psychological state specified in the sincerity condition. Because teachers always show appreciation for their students when they have accomplished something in terms of the learning objective, they tend to compliment and thank students frequently throughout the teaching and learning process. According to Leech (1983: 56), these actions can have an illocutionary effect by complimenting, congratulating, saying "thank you," and other similar expressions. It expresses the speaker's feelings. According to earlier study, assertive and commissive illocutionary acts dominated Jokowi's speech, according to Eko Prasetyo (2015). In light of the situation, the purpose of engaging in illocutionary acts included promoting the agenda of the country, ensuring that the audience was eager to work with the Indonesian government, making his speech appealing, displaying optimism, showcasing Indonesia's potential, and demonstrating his seriousness could transform Indonesia into a better country.

In addition, during the course of instruction, teachers utilised declarative language 8% of the time (6% total). Words have the power to change the world. To use this act, the speaker must assume a particular role within the institution. If the declaratory act is made by someone in a position of authority or influence, or if the instructor suddenly gets a particular institutional qualification, it will not be effective in the teaching and learning process.

Commissive, on the other hand, was the least common illocutionary act. The word "commissive" was used by teachers five times over the course of instruction (or 4% of the time). The term "commissive" is not often used by teachers during classroom instruction. The class overheard the instructor's solemn promise. This is due to the fact that the teacher said they would wrap up the lesson next time. Promising, threatening, declining, pledging, offering, vowing, and volunteering are all examples of illocutionary elements that Cutting (2002: 17) included in the category of commissive. The teachers used five distinct types of illocutionary acts: assertive, directive, expressive, commissive, and declarative. In addition, during the course of instruction, teachers utilised declarative language 8% of the time (6% total).

Words have the power to change the world. To use this act, the speaker must assume a particular role within the institution. If the declaratory act is made by someone in a position of authority or influence, or if the instructor suddenly gets a particular institutional qualification, it will not be effective in the teaching and learning process. Commissive, on the other hand, was the least common illocutionary act. The word "commissive" was used by teachers five times over the course of instruction (or 4% of the time). The term "commissive" is not often used by teachers during classroom instruction. The class overheard the instructor's solemn promise. This is due to the fact that the teacher said they would wrap up the lesson next time. Promising, threatening, declining, pledging, offering, vowing, and volunteering are all examples of illocutionary elements that Cutting (2002: 17); (Riswanto & Aryani, 2017) included in the category of commissive. All five types of illocutionary acts (assertive, directive, expressive, commissive, and declarative) were used by the teachers.

## CONCLUSION

Accordance with the goals of the research, the purpose of this study was to determine the various kinds of illocutionary acts that were utilized by the instructors during the teaching and learning process on the students in the tenth and eleventh grades at SMA Negeri 1 Palembang. There were 135 utterances from the teacher that were performed during the teaching and learning process on the students in the tenth and eleventh grades at SMA Negeri 1 Palembang. The researcher found that there were five different kinds of illocutionary acts utilized by the teacher in the process of teaching and learning. There were also imperative, expressive, and commissive statements, in addition to declarative ones.

The most common type of communication used by teachers during the entire educational process was the aggressive speaking act. Over the course of the four sessions, it became clear that the most commonly employed illocutionary behavior among the trainers was the assertive. In 55 out of 135 instances where teachers displayed forceful behavior, it was observed that they mostly used explanation and information. It is for this reason that assertive can be used in the classroom; by providing more explanation and sufficient

information during the teaching and learning process, assertive can significantly promote not only the students' acquisition of the target language, but also their cognitive development. This illocutionary act is also useful in the classroom since it improves students' ability to interpret linguistic meaning, which ultimately leads to a deeper understanding of the material being covered. This illocutionary behavior is helpful in raising students' academic performance; The most common type of communication used by teachers during the entire educational process was the aggressive speaking act. Over the course of the four sessions, it became clear that the most commonly employed illocutionary behavior among the trainers was the assertive. In 55 out of 135 instances where teachers displayed forceful behavior, it was observed that they mostly used explanation and information. It is for this reason that assertive can be used in the classroom; by providing more explanation and sufficient information during the teaching and learning process, assertive can significantly promote not only the students' acquisition of the target language, but also their cognitive development. This illocutionary act is also useful in the classroom since it improves students' ability to interpret linguistic meaning, which ultimately leads to a deeper understanding of the material being covered.

### Acknowledgments

I would want to express my most sincere gratitude to God and His Prophet Muhammad SAW, for the remarkable blessing in directing me to finish this article, thanks to my families for their love, efforts, prayers, and support during my academic journeys.

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