ANALYZING THE TYPES OF SPEECH ACTS USED IN TEACHING-LEARNING INTERACTION

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Abstract. This qualitative study was aimed at analyzing the types of speech acts used in teaching-learning interaction. The participants of this study were one class of 10th grade students of SMAN 1 Bandar Lampung. In collecting the data, observation and audio-visual material were used. Then, descriptive analysis was used to analyze the speech acts used in teaching-learning interaction. The results of this study showed that the speech acts mostly used was directive speech acts. On the other hand, declarations speech acts was not used at all. In conclusion, since the role of the teacher is as an initiator and sustainer of the interaction in the classroom and regarding the opportunities for the full range of human interactions are limited which make the students get more difficulties in acquiring appropriate language use patterns, therefore, directives speech acts is appropriate, used in classroom interaction context to help the students to acquire the target language in the comprehension input and lead them to have positive behavior for learning.

Keywords: *speech acts, teaching-learning interaction.*

INTRODUCTION

Understanding language means understanding pragmatics. Even the young children have to learn the pragmatics of language if they want to communicate effectively (Curtis and O'Hagan, 2005: 47-48). According to Wrench, et al. (2009), teaching is about establishing effective and affective communication relationships between teachers and students. In addition, teaching-learning can be done successfully through the appropriate use of language (Schleppegrell, 2004:19). Therefore, the language plays an important role in the teaching-learning process. When teaching is designed to accomplish a particular goal of learning, it might be successful with the use of a certain language. The teaching is carried out by language that is known widely as classroom speech acts (Curtis and O'Hagan, 2005: 48). The classroom speech acts determine the quality of verbal interaction in the classroom. This provides important information for teachers, whereby they know the typical teaching behaviors they use extensively in communicating with the students. It is also in line with Wells (1985) that language use is related to the context in which the interaction takes place.In relation to classroom speech acts, according to Searle (1969), speech act is defined as the basic unit of language, the production of a token in the context of a speech act. According to Searle in Sadock (2004), there are five classes of speech acts including assertives, directives, commissives, expressive, and declaration.

1. Assertives: those kinds of speech acts that state the speaker believes to be the case or not. Ver**bs normally occur in the construction 'S verb (…) that X' where S is the subject (referring to the speaker), and where 'that X' refers to a proposition, for example: affirm, allege, assert, forecast, predict, announce, and insist.**
2. **Directives: those kinds of speech acts that speakers use to get someone else to do something. Verbs normally occur in the construction 'S verb (O) that X' or 'S verb O to Y', where S and O are subject and object (referring to s2 and h2 respectively), where 'that X' is a non-indicative that-clause, and where 'to Y' is an infinitive**

clause, for example: ask, beg, bid, command, demand, forbid, recommend, and request.

3. **Commissives: those kinds of speech acts that speakers use to commit themselves to some future action. Verbs normally occur in the construction 'S verb that X' (where that-clause is again non-indicative), or 'S verb to Y', where to Y is again infinitive construction, for example: offer, promise, swear, volunteer, and vow.**

4. **Expressives: those kinds of speech acts that state what the speaker feels. Verbs normally occur in the construction 'S verb (prep) (O) (prep) Xn', where (prep) is an optional preposition, and where Xn is an abstract noun phrase or a gerundive phrase, for example: apologize, commiserate, congratulate, pardon, and thank.**

5. **Declarations: those kinds of speech acts that change the world via their utterance. Verbs are conventional speech acts and derive their force from the part they play in a ritual, for example: adjourn, veto, sentence, and baptize (Leech, 1983).**

Regarding the importance of classroom speech acts as described above, this study was aimed at analyzing the types of the speech acts used in teaching-learning interaction.

RESEARCH METHOODOLOGY

This study was a qualitative study which employed observation and audio-visual material to collect the data. This study was conducted at SMAN 1 Bandar Lampung. The participants of this study were chosen purposively at one class of 10th grade in academic year 2020/2021 in the even semester. The data were collected from the observation and audio-visual recording done on April 21st, 2021 in 1 meeting. The data were the result of observation and the speech acts utterances in teaching-learning interaction. The data were utterances in form of words, phrases, and sentences which had been transcribed. In analyzing the data, the utterances from the transcript were identified and classified into based on types of speech acts. Then, the data were analyzed descriptively.

FINDINGS AND DISCUSSION

According to Searle in Sadock (2004), there are five classes of speech acts including assertives, directives, commissives, expressive, and declarations. However, there were four types of speech acts used in teaching-learning interaction, they were assertives, directives, commissives, and expressive.

Table 1. Distribution Frequency of the Speech Acts.

No.	Types of Speech Acts	Frequency	Percentage (%)
1	Assertives	41	37.6
2	Directives	**58**	**53.2**
3	Commisives	4	3.7
4	Expressives	6	5.5
5	Declarations	**0**	**0**
	Total	**109**	100

Based on table 1 above, the total speech acts used were 109 utterances. Ranging from the highest percentage to the lowest one, the types of speech acts used in teaching-learning interaction were directives (53.2%), assertives (37.6%), expressives (5.5%), commisives (3.7%), and declarations (0%).

Firstly, the lowest percentage of the types of speech acts used in teaching-learning interaction was declaration. Neither the teacher's nor the students' utterances are indicated as declarations. Since the utterance**s are conventional speech acts and derive their force from the part they play in a ritual, they are not used in teaching-interaction context.**
On the other hand, the highest percentage of the types of speech acts used in teaching-learning interaction was directives speech act. It is also in line with Searle (1969:22) asserts that directives is frequent speech acts in classroom interaction that are used as a command, order, advice, request, warning, etc. Meanwhile, based on the findings, directives speech acts classified from the transcript were in form of requestive (ask), requirement (command, order), and advisory (advice, suggest).
Firstly, in form of requestive, this type of speech acts were used by the teacher to ask the students about something through questions It applied *wh-question* and also *yes-no question* types. The teacher's questions identified from the transcript, for example: "Jerry, what happens with you?," "Are you hungry," etc."
Secondly, in form of requirement (command, order), the teacher asked the students to do something. The teacher's commands identified from the transcript, for example: "Ok, today now let us continue the third unit," "you can open the third unit," "tell me, come on," etc.
Thirdly, in form of advisory (advice, suggest), the teacher told students an idea, possible plan, or action for the students to consider. The teacher's suggestions identified from the transcript, for example: "Ok, I think you should read more detail about B. J. Habibie by yourself, *ya*."
The existence of requestive type in form of asking questions and advisory type in form of imperative sentences builds the role of the teacher as initiator and sustainer of the interaction in the classroom (Brown, 2001). Appropriate questioning in an interactive classroom can confirm the role of the teacher who begins the interaction and maintains the process of interaction. For example, in a traditional classroom, the teacher has the dominant role of an all-knowing leader and the functions of the teachers' directives speech acts are to control, to organize, and to motivate as well as to evaluate. These released in utterances to ask the students about certain information, to check the students' knowledge about certain information, to request the students to do certain action, to command students, to check the students understanding, about certain information, to focus on the students' attention, to test the students' ability to do something, to warn the students, to suggest the students in positive way, to ask permission, and to suggest the students in negative way.
However, the role has changed and the teacher has now got many roles depending on different classroom situations. In a broad sense, teacher is a 'facilitator of learning', which includes the following (Littlewood 1981, 92): as general overseer of learning, who coordinates the activities so that they form a coherent progression from lesser to greater communicative ability. Another role is as a classroom manager, who is responsible for grouping activities into lessons and for their overall organization. The changes in the classroom interaction indicate that kinds of utterances that a teacher use in the classroom will help the students to acquire the language and at the same time make the learning meaningful. According to Kasper & Schmidt (1996) in Rueda (2006), the role of pragmatic instruction becomes important because opportunities for the full range of human interactions are limited and consequently learners have more difficulties in acquiring appropriate language use patterns. It might be an indication that the teacher's speech acts will help the students to acquire the target language in the comprehension input.
This may be assumed that human acquires language in only one way, by understanding messages, or by receiving comprehensible input. Learners' progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level. According to Krashen (1982), this level of input is called "i+1", where

"*i*" is the language input and "+1" is the next stage of language acquisition. Some aforementioned activities require specific devices for classroom use. Thus, with limited resources in the class, huge responsibility to design and plan classroom activities in order to accomplish the goals are on the teacher. Therefore, the teacher should be aware of instruction in raising the learners' pragmatic awareness to lead them to have positive behavior for learning.

CONCLUSION

The teaching is carried out by language that is known widely as classroom speech acts which determine the quality of verbal interaction in the classroom. In relation to classroom speech acts, there are five types of speech acts including assertives, directives, commissives, expressive, and declaration. Based on the findings, the highest percentage of the types of speech acts used in teaching-learning interaction was directives speech acts used by the teacher in form of requestive (ask), requirement (command, order), and advisory (advice, suggest). It shows that the teacher has the important role as initiator and sustainer of the interaction in the classroom. Since the role of pragmatic instruction becomes important because opportunities for the full range of human interactions are limited and consequently learners have more difficulties in acquiring appropriate language use patterns, therefore, the teacher's speech acts will help the students to acquire the target language in the comprehension input and raise their pragmatic awareness to lead them to have positive behavior for learning.

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