

SPEECH ACT ANALYSIS OF ENGLISH TEACHER TALK AT SMP NEGERI 1 RANGKASBITUNG

Siti Hanna Sumedi ¹⁾ and Dery Rovino ^{2)*}

¹⁾ Program Studi Magister Pendidikan Bahasa Inggris, Universitas Negeri Jakarta

²⁾ Program Studi Pendidikan Bahasa Inggris, STKIP Media Nusantara Citra

Received on 12 February 2020 / Approved on 19 February 2020

ABSTRACT

Teachers' talk is a factor that may entail to the smoothness of English teaching and learning experience. Besides, language used by teacher in the classroom is crucial, because it will influence students' learning process and development. This study investigated the speech acts in the teacher talk at SMP Negeri 1 Rangkasbitung. This study involved the Seventh Grade English teacher of SMP Negeri 1 Rangkasbitung as the data source. Furthermore, this study used Searle's theory of speech acts classification as the instrument for analyzing the data. Based on the analysis, there were only four types of speech acts found in the teacher talk, 68 % directive speech act, assertive speech acts with 14 %, and the last two of speech act, commissive and expressive speech act, were only 10 % and 8 % in the teacher talk during the teaching-learning process. This study revealed that the majority of teacher talks found in the form of directive speech act, in the other words the classroom interaction went one way which more likely teacher-centeredness. Likewise, the teacher-centeredness make the students talk less and most importantly make the students became dependent and passive learner. In this study, the teacher became the central subject of learning rather than the students, hence it goes against the demands of National Standard and did not follow the principles of current Indonesian curriculum. Therefore, the conclusion which can be drawn from this study is that the teacher should utilize speech acts appropriately because high quality and the appropriateness of the teacher's speech acts can convey teaching materials effectively, enhance teaching efficiency easily, and provide active learning meaningfully.

Keywords: speech act, teacher talk, directive speech act, classroom instructions

ABSTRAK

Ujaran guru adalah salah satu faktor yang membuat pengajaran dan pembelajaran Bahasa Inggris di kelas berjalan dengan lancar dan sukses. Selain itu, bahasa yang digunakan oleh guru di kelas sangat penting, karena akan mempengaruhi proses dan perkembangan belajar siswa. Kemudian ada beberapa studi penelitian sebelumnya yang menunjukkan bahwa keberadaan speech acts selama proses belajar mengajar sangat penting. Lalu, penelitian ini menyelidiki speech acts pada ujaran Guru Bahasa Inggris di SMP Negeri 1 Rangkasbitung. Subjek penelitian ini adalah Guru Bahasa Inggris Kelas 7 di SMP Negeri 1 Rangkasbitung. Kemudian, penelitian ini menggunakan teori speech acts Searle sebagai instrumen untuk menganalisis data. Berdasarkan data analisis, hanya ada empat jenis speech acts yang ditemukan dalam ujaran guru, 68 % directive speech acts, 14 % assertive speech acts, dan dua kategori terakhir, commissive and expressive, hanya ada 10 % dan 8 % dalam ujaran guru selama proses belajar mengajar. Penelitian ini menunjukkan bahwa mayoritas ujaran guru ditemukan dalam bentuk directive speech act, dengan kata lain interaksi di kelas hanya berjalan satu arah, yaitu lebih berpusat pada guru. Demikian juga, proses belajar mengajar yang berpusat pada guru membuat siswa kurang berinteraksi dan berbicara, dan yang paling adalah membuat siswa menjadi pelajar pasif yang bergantung pada guru. Di dalam penelitian ini guru menjadi subyek utama pembelajaran daripada siswa, jadi itu bertentangan dengan tuntutan Standar Nasional dan juga tidak mengikuti asas kurikulum Indonesia saat ini. Oleh karena itu, kesimpulan yang dapat di ambil dari penelitian ini adalah bahwa guru harus menggunakan speech acts dengan tepat, karena kualitas dan kesesuaian speech acts dalam ujaran guru dapat menyampaikan materi secara efektif, meningkatkan efisiensi pengajaran dengan mudah, dan memberikan pembelajaran aktif secara bermakna.

Kata Kunci: *speech acts, ujaran guru, directive speech act, instruksi di dalam kelas*

*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

INTRODUCTION

Teachers' talk is a factor that may entail to making English teaching and learning in classroom run smoothly and successfully. According to Celce-Murcia and Olshtain (2000, p. 27), students' process and improvement in learning are affected by language used by teacher in the classroom. Therefore, language used by teacher in the classroom is important, because it will influence students' learning process and development.

In the classroom interaction, teachers play crucial role as language input providers and language models to be impersonated by the learners in teaching and learning process (Nurpahmi, 2017, p. 36). Teacher produces utterances as it occurs naturally during the teaching and learning activity. Accordingly, it cannot be denied that a teacher carries out some particular communicative acts, such as explaining materials, asking a question, responding a material, and giving direction or instruction.

Furthermore, those communicative acts produced by the teacher entail to a set of acts with various purposes called speech acts. Speech acts were firstly introduced by The British philosopher, J.L Austin in 1962. Accordingly, speech acts are a group of categories a speaker performs when making utterances (Austin, 1962). It means that speech act is an action performed through utterances. In performing speech acts, the speaker has intention to achieve something or accomplish actions through their utterances.

The work of Austin and his speech act theories was further developed by John R. Searle (1969). Searle argued that speech acts are often connected with the term of illocutionary acts. He added that both speech acts and illocutionary acts have the same concept that there is a communicative force behind the performance of an utterance (Searle, 1985). Accordingly, Searle categorized five types of speech acts; assertive, directive, commissive, expressive, and declarative. Furthermore, those various

types of speech acts have crucial role and function in leading a successful interpersonal communication, especially in the teaching and learning process. In addition, Oishi (2006, p. 9) argued that speech acts in teacher's utterance serve the objectives of providing students' acquaintance with the language, promoting learning among them, and embarking class-interaction leading to communication.

In the classroom context, speech acts in teacher talk is a tool of implementing teaching plans and achieving teaching goals. According to Nunan (1991), speech acts in teacher talk is crucial for the arrangement and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans.

In the Indonesian context, there are some noticeable research studies in terms of speech act in teacher talk while delivering the lesson using English. In 2015, Nuraini examined the use of speech acts by analyzing the teacher talk. She revealed that there were three kinds of speech act found, such as assertive speech act, directive speech act, and expressive speech act. Those speech acts are used by teacher mostly to give an instruction, command, clarify, and give motivation to the students. In the next following year, Siska (2016) conducted research which aims to identify speech act in the teacher's talk at Tunas Mekar Elementary School during the teaching and learning process. The findings showed that the teacher mostly used speech act in the form of directive, interrogative, and imperative sentences. Therefore, those findings reflect that the overall speech acts uttered by the teacher were intended to build classroom communication, enhance the students' participation, and achieve the learning objectives.

Moreover, those previous studies above showed that speech act occurs naturally during the teaching and learning process. The existence of speech act during the teaching and learning process is crucial. However, those previous studies have not investigated and discussed the role of speech acts in the two

*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

classroom learning styles; teacher-centered learning (TCL) or student-centered learning (SCL). Therefore, the researchers conducted this research study which aims to fill the gap of speech act research on the matter of speech act in the classroom learning styles. Accordingly, the objectives of this present research study are; 1) to analyze speech acts in teacher talk by using Searle's speech acts theory, 2) to investigate which speech acts' classification is frequently used by the teacher, 3) to examine whether the speech acts in teacher talk reflect on teacher-centered learning (TCL) or student-centered learning (SCL).

Furthermore, this research study hopefully enriches the literature study of speech acts used in the classroom context, gives insights on how speech act classifications affect teaching-learning process and classroom interaction, and contributes to improve the teacher's teaching quality.

LITERATURE REVIEW

Teacher Talk

Teacher talk is kind of language used by teacher for instructional purpose in the classroom. In EFL classroom, teacher talk is the special language used by the teacher when addressing L2 learners in the classroom (Ellis, 1985 cited in Xiao-yan, 2006, p. 10). All the process in the classroom including giving instruction or direction, questioning a material, explaining a material, and providing feedback involves teacher talk (Xiao-yan, 2006 p. 11). It means that teacher talk is crucial because almost of classroom instruction and interaction such as giving instruction, questioning, and providing feedback, are formed in teacher talk. Besides, teacher talks play important role in implementing learning plan as well as achieving teaching goals. In addition, teacher talk is also important in the process of acquisition as the main source of EFL students is likely to receive (Nunan, 1991, p. 27).

Speech Act

Speech act concept was first proposed by John Langshaw, Austin in 1962 and later developed by John R. Searle in 1969. Searle stated that language can be used "to do things", to perform acts. Actions performed via utterances are generally called speech act (Searle, 1985). Furthermore, Searle categorized speech act into five categories; assertive, directive, commissive, expressive, and declarative, as follows:

a. Assertive speech act

Assertive is kind of speech act that used by speaker to inform something that he/she believes. In an assertive speech act, someone can tell people how things are. The speaker commits himself / herself in varying degrees to the fact of the expressed proposition, for example, statements, explanations, and assertions, which has been asserted by Searle (1985). In addition, Searle further argued that the act of stating, concluding, suggesting, boasting, claiming, and assuming are included in assertive speech act.

b. Directive speech act

Directive is a type of speech act that used by speaker who intended to get someone to do something. Directive speech act deals with the acts that the speakers use in the attempt of having other people doing or performing something. In directive speech act, the speaker tries to make someone to do something, for examples are orders, request, and commands. Furthermore, Searle argued that the act of asking, commanding, requesting, ordering, permitting, begging are included in directive speech act.

c. Commissive speech act

Commissive is another kind of speech act that a speaker uses to commit himself/herself to some course of future actions. In commissive speech act, one can commit oneself to doing things, to some future course of action (Searle, 1985). Searle added that the popular examples of commissive are

*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

promises, plans, threats, pledges, guarantees, and contracts.

d. Expressive speech act

Expressive is another kind of speech act that found in the teacher talk. Expressive speech act are those words or statements that express what the speaker feels toward something, someone, situation, and condition. In an expressive speech act, someone expresses his / her feelings and manners about some state of affairs determined by the propositional content (Searle, 1985). Searle stated that the act of apologizing, thanking, congratulating, praising, and complementing are the examples of expressive speech act.

e. Declarative speech act

Declarative are speech acts that, when uttered, bring about a state of being and change the world or situation (Searle cited in Hatch, 1992, p. 128). In other words, declarative is a speech act that the speaker alters the external status or condition of an object or situation, solely by making the utterance.

Speech Act in Classroom

The existence of speech act largely and naturally occurs in the teacher-students interaction. Speech act in the classroom is usually used to accomplish a particular goal of learning (Curtis and O'Hagan, 2005, p. 48). Besides, classroom speech act covers all verbal utterances used as a medium in classroom communication (Merdana et al, 2013, p. 2). In the classroom, speech act has three instructional functions: control, organization, and motivation. It would mean that through speech act, teacher generally transmits material, organizes the teaching-learning process, and motivates the students (Johnson, 1997, p. 117). In addition, Merdana et al. (2013) stated that speech act in the classroom establish the quality of verbal interaction and enhance students' participation in the classroom.

In relation to classroom speech act, Searle (1985) argued that directive speech act is mostly used by teacher in the classroom

interaction. The directive speech act is frequently used in order to make the students do something. Accordingly, the directive speech act used by teacher in the classroom are in the types of command, advice, order, and request (Searle cited in Merdana et al, 2013, p. 2). Besides, teacher uses such utterances as directives function in which the teacher controls and regulates the learners. Additionally, the "Question-word (WH)" questions and critical questions should be emphasized in order to make students actively engage in the lesson (Shi, 2018). However, Harmer pointed out that too much directive speech act can make students lose their chance to talk, thus it becomes teacher-centeredness instead of student-centeredness (Harmer, 2007). Therefore, the teacher should employ directive speech act appropriately in order to make teaching-learning process goes both ways.

National Standard of Classroom

The recent curriculum applied in Indonesia is the curriculum 2013. The purpose of curriculum 2013 is to produce students who are productive, creative, affective, and innovative through empowerment of integrated attitude, skill, and knowledge. Furthermore, there are several points about the standard of classroom discussed in the curriculum 2013. According to the curriculum 2013, the classroom should be set up upon the needs of students, the classroom environment should provide an active communication, and the classroom should promote active learning. Likewise, every classroom is expected to emphasize student-centered approach and active learning rather than emphasize rote learning and promote deference to the teacher's authority (Blackley, Rahmawati, Fitriani, Sheffield, & Koul, 2018, p. 25).

Student-centered Style

Student-centered learning has been growing in influence in the Indonesian classroom experience for a number of years. In student-centered learning (SCL), students become the central subject of learning. Students are actively involved in constructing

*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, and problem solving (Watson, 2002, p. 11). Furthermore, student-centeredness or student-centered learning (SCL) has been questioned on a number of levels including its implications for the role of the teacher (Taylor, 2013). The teacher's role in a student-centered learning (SCL) is viewed as one that should create an interactive and participatory learning environment. Typically, the classroom is a social context where the teacher plays a role in helping students to learning by supporting and guiding the students to interact with each other for them to construct knowledge in a collaborative and meaningful manner (Mtika & Gates, 2018, p. 397). When a classroom operates with student-centered learning (SCL), students and teachers share the focus and interact equally. Students learn to collaborate and communicate with one another instead of listening to the teacher exclusively.

Quite a few research studies have discussed the importance of students-centered learning (SCL). O'Neill & McMahon (2015) argued that the most successful learning occurs when student-centered learning operated. In every classroom, the most successful and effectual learning happens when teachers are facilitators or activators of learning (O'Neill & McMahon, 2015, p. 9). The teachers should empower their students to think more complexly through real-life problem solving during the learning process. Besides, Today's education demands the teachers to engage active learning experiences that build on students' strengths and interests (Mtika & Gates, 2018, p. 405). Additionally, Holt et al. (2015) stated that student-centered learning (SCL) generally results in greater improvements in students' learning because students are fulfilled with their learning needs, powered by active learning, and engaged with real-life content.

RESEARCH METHODOLOGY

This study concentrates on describing the phenomenon of the language use, thus qualitative method was used in this research study. Bogdan and Biklen (2007, p. 9) stated qualitative research is a research procedure that analyze the generates descriptive data in the form of the written word or spoken of people and behaviour that can be observed. Moreover, the descriptive qualitative approach was used in this research study to analyze speech acts of teacher talk in English Class at SMP Negeri 1 Rangkasbitung using Searle's speech acts theory.

Data Source

The data source of this study was a Seventh Grade English teacher of SMP Negeri 1 Rangkasbitung. She is Non-native English speaker. She is 36 years old. The teacher was chosen as the data for some reasons. First, she teaches her students using full English. Second, she is a senior English teacher who have been teaching English for about 10 years. Third, she has adequate knowledge of using classroom speech acts.

Data Collection

The researchers had a personal visit to the 7th grade classroom at SMP Negeri 1 Rangkasbitung on Wednesday, December 18th, 2019. There were 1 English teacher and 35 students in the class. The learning material was "Noun around us = Kata Benda di sekitar kita" at that time. Furthermore, the data was collected through video. The researchers attended the class and directly recorded the teaching and learning process by using a video camera in order to obtain the teacher talk / utterance during the teaching and learning process.

Data Analysis

Data analysis also known as analysis of data is a process of inspecting and analyzing the data with the goal for discovering useful information. Therefore, Miles and Huberman (2014, p. 31) described three activities in analyzing qualitative data, namely, data

*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

reduction, data display, and conclusion drawing/verification. Furthermore, the process of analyzing the data from video is described below:

a. Data Reduction

Data Reduction was the first step of analyzing the data from the video. The duration of the video was 81 minutes long. In this step, the data from video was transcribed into the written form. Then, data were analyzed based on Searle's theory in order to find types of speech acts found in the teacher talk.

b. Data Display

In this step, the data that have been analyzed thus displayed by classifying into different types of speech acts. Those data were categorized into five different categories: directive, assertive, commissive, expressive, and declarative speech act. Furthermore, some of the data analysis were displayed in the findings and discussion section while the full and overall data analysis were displayed in the appendix.

c. Drawing Conclusion

After the data were analyzed and categorized based on Searle's speech act theory, thus the data were evaluated by relating such data to the applied linguistics and some previous studies. Therefore, the data were concluded in order to get the implications and final points.

Based on the analysis, there were only four types of speech acts found in the teacher talk. 68 % directive speech act found in the teacher talk and followed by assertive speech act with 14 %. The percentage of the last two speech acts, commissive and expressive speech act, were only 10 % and 8 % in the teacher talk during the teaching and learning process. Therefore, the analyzed data will be explained further in the finding and discussion.

FINDINGS AND DISCUSSION

In this research study, there were two findings revealed. The first finding showed that the teacher at SMP Negeri 1

Rangkasbitung uttered speech act while teaching and giving learning materials for her students. Besides, the teacher intended to use speech acts as a means to perform actions. Performing speech act means that the speaker is trying to command, request, promise, or express something (Yule, 1996, p. 83). In this context, the speech act found in the teacher talk when the teacher command her students, give instruction, give learning materials, confirm the lesson, and praise the students. Furthermore, speech act used by the teacher refers to illocutionary act.

The first finding showed that there were only four types of speech acts found in the teacher talk. Those are directive, assertive, commissive, and expressive. Based on the data analysis, there was no declarative speech act in the teacher talk. The declarative speech act was not found in this study due to the nature of declarative speech that declarative speech act can change the world of the hearer through the speaker's utterances (Searle, 1985). It means that the speaker needs to have a specific/special institutional role/job, such as judges or priest, to change the world of the hearer. Hence, there was no declarative speech act in the teacher talk.

Moreover, the second finding showed that directive speech act is the most frequent speech acts used by the teacher. In total, there were 83 directive speech acts found in the teacher's talk and the percentage is 68 %. It means that directive speech act makes up over 60 % of the total talk. Furthermore, the second frequent speech act was assertive speech act, there were 17 assertive speech acts found in the teacher talk with the percentage 14 %. Next, commissive speech acts uttered by the teacher were only 12 utterances or 10 % out of the data. Unfortunately, expressive speech act became the least frequent speech act because there were only 10 expressive speech acts or about 8 % in the teacher talk.

Afterward, all of those speech acts found will be described further below, as follow:

*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

a) Directive

In this study, there were 122 utterances of teacher in total, 83 of them were categorized into directive speech act. Those 83 directive speech acts found were mostly used when the teacher give instruction, ask the students to do something, ask students to answer the specified question, and command students to do particular task / action. The directive speech acts found were mainly command and its function to make the students finish the tasks. Besides, the directive speech acts were used to express the request and to make the students follow the teacher's instructions in the classroom.

Moreover, the teacher gives students chances to communicate with the target language, invoke students' concern in the second language learning, and manage the classroom's activities in the right way by teachers' directives (Nunan, 1993, p. 92) . In this study, directive speech acts were mostly found in the form of imperative statement and interrogative statement as the two became the main expression form of the directives. Imperative statements were often used by the teacher to organize the classroom and the students while interrogative statements were used to stimulate the students' interest and students' participation in the learning process. However, the teacher was poor in choosing a proper interrogative statement. The teacher overly used "Yes/No" question rather than "Question-word (WH)" question. It is necessary to employ proper interrogative statements because it can engage students actively in the lesson at hand and challenge their thinking and posing problems for them to consider. Therefore, 6 out of 83 samples of directive speech uttered by the teacher are described below:

Figure 1. Directive Speech Act in Teacher's Utterances

Teacher's Utterances	The Category of Directive Speech Act
1. Who is absent today?	Asking
2. Do you know what is <i>something</i> ?	Questioning
3. Now, please listen to me and repeat after me.	Commanding
4. If you don't understand, you can ask question.	Commanding
5. Do you know the English name of <i>Lantai</i> ?	Asking
6. You have to find the name of objects, kamu harus menemukan nama objek yang dimulai dari huruf "p".	Commanding

b) Assertive

There are 122 utterances of teacher in total, 17 of them refers to assertive speech act. Those 17 assertive speech acts found in the teacher's utterance when she is concluding, stating, and claiming something related to the material and lesson. The assertive speech act was intended and used by the teacher to deliver materials and give information to the students. Besides, the assertive speech acts were used by the teacher to point out the main point of the material, to present the situation / condition, to confirm / evaluate the lesson, and to make sure that the students get her point. Furthermore, 10 out of 17 assertive speech acts found in teacher's utterance are described, as follow:

*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

Figure 2. Assertive Speech Act in Teacher's Utterances

Teacher's Utterance	The Category of Assertive Speech Act
1. Yes, <u>number is angka.</u>	Stating
2. T : Do you know the <u>English name of lantai?</u> S : <u>Flur ya miss.</u> T : <u>Lantai is called floor. Floor, ya not flur...be careful.</u>	Stating
3. <u>There is no phone in this classroom.</u>	Stating
4. <u>This is gonna be little bit hard because you might not familiar with the name of this object.</u>	Assuming
5. <u>That's correct.</u>	Stating
6. <u>Boys wear pants and Girls wear skirt.</u>	Stating
7. <u>T: How many objects around us?</u> <u>S: Fourteen Miss.</u> <u>T: Yes, there are fourteen objects in our class.</u>	Concluding
8. <u>There is a clock in this classroom</u>	Stating
9. <u>Complete ya semua. So, there are sixteen objects in our classroom.</u>	Concluding
10. <u>The school bag belongs to Andy.</u>	Claiming

c) Commissive

Twelve commissive speech acts found in teacher's talk. In this context, the commissive speech act committed by the teacher herself to explain further actions or future activities within the lesson. In the teaching and learning process, commissive speech act has control and organizational function (Johnson 1983 cited in Richards and Nunan 1990, p. 269). The teachers used commissive speech act to organize the classroom and to make students know about what activities they would do and happened later on. In the situation at that time, the commissive speech act is more like an intention uttered by the teacher to explain further actions, plans, or activities that will be committed not only by the teacher itself but also with her students. Furthermore, 5 out of 12 commissive speech acts found in the teacher talk will be shown below:

Figure 3. Commissive Speech Act in Teacher's Utterances

Teacher Talk / Utterance	The Category of Commissive Speech Act
1. We are <u>going to study about the name of things or objects around us.</u>	Planning / Promising
2. We are <u>going to identify the name and number of objects around us.</u>	Planning / Promising
3. <u>I'll pronounce and spell the name of object.</u>	Planning / Promising
4. <u>I will only give the score for your writing task, and for the speaking will be done next week.</u>	Planning / Promising
5. <u>I will close the lesson today.</u>	Planning / Promising

d) Expressive

In the classroom context, expressive speech act has a motivational function in the teaching and learning process because it usually used to motivate the learners (Johnson, 1983 cited in Richards and Nunan 1990, p. 269). In this study, 9 out of 122 teacher's utterances were categorized as expressive speech act in this study. The expressive speech act described the teachers' feeling and attitude towards her students' performance in the learning process. For instance, the teacher automatically praises her students when the students do the tasks successfully. The teacher gave a motivational statement and appreciated the students work by praising their work. Therefore, 5 out of 9 expressive speech acts found will be shown below:

Figure 4. Expressive Speech Act in Teacher's Utterances

Teacher Talk / Utterance	The Category of Expressive Speech Act
1. <u>Well done Eka!</u>	Praising
2. <u>Good job Yudha, keep going.</u>	Praising
3. <u>Correct! Well done Alya. Give applause for Alya</u>	Praising
4. <u>Thank you Maya. It was very good question.</u>	Complimenting
5. <u>Thank you so much everyone, all of you did very good job and I'm so proud.</u>	Thanking and Praising

Then, the third finding revealed that the teaching was under the teacher overall

*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

guidance takes, thus the teacher supplied more speech rather than students in the classroom interaction. Besides, the classroom interaction went one way which more likely teacher-centeredness. Likewise, the teacher-centeredness make the students talk less and most importantly make the students become dependent and passive learner. It is evident that if the teachers devote large amounts of time to explanations, management instructions, and poor question-word (WH) questions, student talk will be indeed severely restricted (Shi, 2018). Then, it can be seen that the teacher's role was dominant rather than the student, because the teacher used inappropriate speech acts that makeup over 60 % directive expressions of the teacher talk.

Furthermore, as described in the literature review, the National Curriculum of Indonesia and National Standard of Classroom emphasize teacher to promote an active learning in the classroom in which the students become the central subject of learning. The teacher should create an active learning environment where the students become the main subject in every learning activities. Moreover, the importance of student-centered learning (SCL) in which every student should be the central subject in the teaching-learning process has been overly acknowledged and considered. However, what is desired by the National standard is not met by the classroom we observed, especially in the teacher talk area. In the other words, the teacher against the demands of National Standard and did not fulfill the needs of current curriculum.

CONCLUSION

There are two conclusions that can be drawn from this study:

First, the total of teacher's utterances in one meeting was 122 utterances. Based on the analysis, four types of speech acts found in the teacher's utterances, such as directive, assertive, commissive, and expressive speech act. Directive speech act became the most frequent speech act found in the teacher talk, took over 68 % of the utterances. Assertive

speech act became the second frequent speech act with 14 %. The percentage of the last two speech acts, commissive speech act and expressive speech act, were only 10 % and 8 % in the teacher talk during the teaching and learning process.

Second, the implication which can be drawn from the finding is that the teacher should use speech act appropriately in order to make an active, effective, and meaningful learning. In the teaching-learning process, teacher has the authority to direct the students in every classroom activity. Therefore, using speech acts which involves a lot of asking, requesting, commanding are good, but somehow it may arguably put the teacher in the central subject of learning. In this modern era, teacher-centeredness in the teaching-learning process should be left behind because it can hardly promote active learning. In relation to promoting active learning, the teacher should properly use proper intursions that can enhance students' participation, students' productive skills, and students' achievement. Furthermore, promoting active learning can be done through the use of critical questions and motivational statements such as praising, complimenting, and congratulating as in expressive speech act.

In short, speech act theory plays a significant role in the teaching-learning process. Therefore, language teachers, especially English teachers should apply the speech act theory properly in order to enhance teaching efficiency. Also, it can be seen that the teacher's speech acts are not only the medium or tool of teaching but also the image or reflection of the teaching process. Hence, the high quality and the appropriateness of the teacher's speech acts can effectively convey teaching materials or contents, provide demonstration and illustration, achieve teaching tasks and objectives, manage the classroom, and promote active learning.

LIMITATIONS OF STUDY

First, the researcher only investigated speech acts based on Searle's theory which

*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

only focuses on illocutionary acts, such as directive, assertive, commissive, expressive, and the nature of declaratives, so this research did not provide insight from other theories or perspectives. Second, the researchers only focus in observing the teacher's talk and its relation to the National Standard of Curriculum. Third, the research ethical codes were not applied yet in this study, but the researcher respected the subject as the data source by protecting the subject identity. Additionally, the results of this study did not harm the research subject, because the results of this study contributed to improve the research subject's teaching quality, hence it can also enhance the quality in facilitating English language learning.

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*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id

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*Author(s) Correspondence:

E-mail: SitiHannaSumedi_pmpbi19s2@mahasiswa.unj.ac.id, dery.rovino@stkipmnc.ac.id