ILLOCUTIONARY ACTS USED IN SPEAKING CLASS IN ENGLISH STUDY PROGRAM IAIN CURUP

THESIS

This Thesis is Submitted To Fulfill The Requirement
For "Sarjana" Degree In English Study Program

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Assalamua'alaikum Warahmatullahi Wabarakatuh

Semoga Bapak selalu dalam kesehatan dan lindungan dari Allah SWT. Dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Illal Fittya (21551021)** sebagai Mahasiswi dari Program Studi Tadris Bahasa Inggris, dengan judul **"Illocutionary Act Used in Speaking Class in English Tadris Study Program IAIN Curup"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.
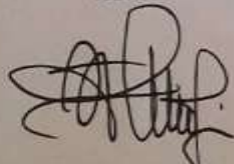
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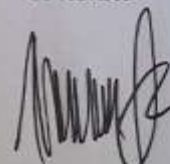Wassalamua'laikum Warahmatullahi Wabarakatuh

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PREFACE

Praise and gratitude the author offers to the presence of Allah SWT for all His grace and gifts, so that the author can complete the thesis entitled "Illocutionary Acts Used in Speaking Class in English Study Program IAIN Curup" as one of the requirements to obtain a Bachelor of Education degree in the English Language Education Study Program, Faculty of Tarbiyah IAIN Curup.

The author realizes that this thesis is still far from perfect, therefore the author is happy to accept all forms of criticism and constructive suggestions for improvement in the future. Hopefully this thesis can provide benefits to readers, especially in the fields of pragmatics and English learning.

Curup, 16 June 2025
The Researcher

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shared, every frustration we listened to, and every constant support we gave one another. From piles of assignments, chaotic Literature classes that were filled with more noise than actual practice, to the shared stress of finding our thesis advisors — we've been through so much together. May each of us find success on our own paths, and may the bond we've built continue to stay strong no matter where life takes us.

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the completion of this thesis offer even just a small space to breathe a little easier. This thesis may not be perfect, but it is proof that you dared to face all your fears and doubts — and still chose to finish something that once felt impossible. For all the unseen burdens and the silent struggles you carried until today: you deserve to be proud.You made it!

At last, the author acknowledged that this thesis is far from flawless. Therefore, if there are suggestions or critiques directed at the author to improve and enhance this thesis, the author is really happy. It is hoped that the findings of this study would primarily benefit English lecturers and readers in the English Tadris Study Program.

Curup, 16 June 2025
The Researcher

Illal Fittya
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MOTTO

"Just because you took longer than others, doesn't mean you failed"

"Que sera, sera.

Whatever will be, will be.

The future's not ours to see

Que sera, sera

What will be, will be"

DEDICATION

This thesis is sincerely dedicated to Allah SWT, the most merciful and compassionate, for giving me strength, patience, and the will to continue when I felt like giving up. For my family, who are the foundation of my every steps. Thank you for your endless prayers, sacrifices, and unconditional love. Myself, the one who doubted, broke down, and got up again. This may not be perfect, but it is real, and it is mine. Thank you for not giving up.

ABSTRACT

Illal Fittya, 2025   :   **Illocutionary Acts Used in Speaking Class in English Study Program IAIN Curup**

Advisor   :   Dr. Leffi Novienty, M.Pd

Co-Advisor   :   Meli Fauziah, M.Pd

This research aims to identify the types of illocutionary acts used in Speaking classes and to analyze how students respond to them. The study was conducted at the English Study Program of IAIN Curup using a qualitative approach. Data were collected through direct classroom observation in three second-semester classes. The findings indicate that the most dominant types of illocutionary acts used by the lecturers were directive and representative, which reflect the lecturers' active role in giving instructions and providing information to the students. Meanwhile, the students' responses varied. Most students tended to be passive, especially in classes with lower levels of language proficiency and confidence. Only two of the three classes showed more active and participative responses. These findings are expected to serve as a reference for lecturers in improving communication strategies in Speaking classes, as well as to encourage students to be more active and responsive in classroom communication activities. it is hoped that teaching strategies that enhance students' responses to speech acts will be examined for future research.

Keywords: *illocutionary acts, speaking class, English Study Program.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the important skills in the English language because speaking is an activity done by people to communicate with others. Speaking also becomes the most important skill because it is always used in daily conversation[1]. Speaking involves more than just using proper grammar; it also involves using the language in a way that makes sense and is appropriate for the situation. The employment of illocutionary acts, or the speaker's intention behind an utterance, is a crucial component of spoken language. Illocutionary activities are essential for promoting interaction between lecturers and students in the classroom, especially in speaking sessions. In addition to imparting knowledge, lecturers utilize them to control the flow of the class, provide guidance, pose questions, promote engagement, and convey attitudes. Additionally, by assisting people in identifying and adjusting to various communication methods impacted by cultural norms, pragmatics promotes cultural sensitivity. It incorporates with other linguistic elements, stressing that meaning comes from the situational context in which language is utilized as well as from

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[1] C Kusumawati, P Prihantoro, and P Gusmuliana, "Students' and Lecturers' Problems in Online Learning Speaking Class (Qualitative Research)" 10, no. 2 (2022): 32–47, http://e-theses.iaincurup.ac.id/id/eprint/1882.

sentence structure (syntax) and logical meaning (semantics), thus promoting more organic and successful communication abilities[2].

This speech act is covered in pragmatic teaching, which addresses the meaning that a speaker wishes to convey based on the circumstances and environment at that particular moment. While defining the meaning of speech while utilizing language for communication, including speech acts, the circumstances and events in issue are one of the factors considered. Speech actions that we frequently come across are those that occur during teaching and learning activities in the classroom. For instance, when teachers and students participate in the learning process, their communication with one another turns into speech events. It is believed that teacher-student communication will serve as a conduit for ideas so that both parties can understand them[3]. Acts of illocutionary speech are a significant component of the study of pragmatics, which concerns the intention and purpose behind an utterance. Illocutionary speech acts serve a variety of purposes in communication, including providing information, asking questions, giving orders, making promises, or expressing feelings. Each act of speech has its own power and purpose, which can affect the interaction between the speaker and the listener.

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[2] Leffi Noviyenti and Khairul Anwar, "Understanding Pragmatics as a Way to Practice Natural Communication Skills in Various Contexts of Interactions," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 1 (2023): 1038–52, https://doi.org/10.35445/alishlah.v15i1.3243.

[3] Siti Mualamah et al., "Tindak Tutur Dalam Pembelajaran Bahasa Indonesia Kelas VII SMP Nahdatul Ulama Bogor," *Journal on Education* 5, no. 3 (2023): 7138–45, https://doi.org/10.31004/joe.v5i3.1503.

According to initial observations, lecturers in IAIN Curup's English Study Program used a range of illocutionary acts in their instruction without even realizing it. These consist of representative activities like elucidating concepts, directive acts like providing directions, expressive acts to inspire students, and so forth. However, how pupils understand and react to these illocutionary behaviors greatly influences their efficacy. While some students in a number of classrooms reacted in a timely and acceptable manner, others either stayed mute, appeared perplexed, or responded slowly. These differences raise questions regarding how students interpret and respond to the communicative goals of their lecturers, which could have an impact on how well learning activities go.

Foreign speakers can improve their communication skills by comprehending illocutionary acts. Understanding illocutionary speech acts can aid foreign speakers in comprehending cultural norms around the use of the target language. The ability to comprehend and use language in suitable social circumstances can be enhanced through speech act studies. Gaining knowledge about illocutionary speech acts also makes foreign speakers more cautious about mistakes or miscommunications. Can be utilized as information by non-native speakers to persuade, influence, and negotiate with others[4]. Understanding and using illocutionary speech acts is very important when learning English, especially in speaking classes.

Learning a language is not only about mastering grammatical structures and vocabulary, but also about how students can use the language in different communication situations. Understanding illocutionary speech acts makes it easier for students to communicate better and in the right context. This is because illocutionary speech acts play a crucial part in facilitating meaningful and successful communication between speakers and listeners. Students can communicate their goals and objectives more precisely and clearly when they comprehend and can employ illocutionary speech acts effectively. They become more perceptive to the meaning and purpose of other people's words, which enhances not just their speaking but also their listening skills.

The fact that not every student has the same level of pragmatic awareness or English competence makes this problem much more serious. Even if they grasp the sentence's precise meaning, students who have trouble understanding the speaker's aim might not respond as expected. Students' comprehension, involvement, and interaction in the classroom can therefore be determined by examining how they react to lecturers' illocutionary behaviors. It also aids in determining if pragmatic gaps or linguistic constraints are to blame for communication breakdowns.

The purpose of this study is to categorize the various illocutionary speech acts that are taught in speaking classes and to examine the potential effects of their application on student learning. This study will specifically look at different illocutionary speech acts that lecturerrs and students

utilize in the classroom, including declarative, directive, expressive, and commissive. Through an analysis of illocutionary speech act usage patterns, this research seeks to shed light on the dynamics of communication in English language instruction.

The use of illocutionary acts in speaking classes has been the subject of numerous research, but because speaking class activities mostly rely on verbal contact, this topic is still pertinent today. If lecturers and students are unable to mutually understand each other through speech acts, the learning process may be interrupted. Without examining student-produced speech, written communication, or media-based interaction, this study focuses on the many kinds of illocutionary acts that the lecturer uses and how the students react to them. Three distinct classes (2A, 2B, and 2C) taught by the same professor participated in the research, which was carried out in the Speaking for Daily Communication course during the second semester. A better grasp of the verbal interaction patterns between the lecturer and students in the speaking class setting is made possible by this narrow emphasis.

The kinds of illocutionary speech acts that most frequently occur in speaking classes will be determined by this research. For instance, directive speech acts are used by lecturers to provide instructions or clarification; expressive speech acts are used to express feelings or attitudes; declarative speech acts are used to make announcements or decisions in specific situations; and representative speech acts are often

used by students to provide information or clarification. This study will make it clearer how each kind of speech act supports the educational objectives of communication.

The illocutionary acts—commands, questions, declarations, promises, and expressions—that are employed by both lecturers and students are the subject of this study. In light of this, it is highly pertinent that this research be done in order to enhance students' speaking proficiency in the IAIN Curup English Study Program and to further the advancement of theory and practice in the broader field of English education. Therefore, this research is entitled **"Illocutionary Acts Used in Speaking Class in English Study Program IAIN Curup"**.

B. Research Questions
1. What types of illocutionary speech acts are used by lecturers in speaking classes at the IAIN Curup English Study Program?

2. How do students respons on lecturers' illocutionary act?

C. Research Objectives
1. The objectives of this research are to investigate the type of illocutionary speech act is used in classroom interactions.

2. Identifying students respond on the lecturers' illocutionary act.

D. Delimitation of the Research
Written communication and other types of contact unrelated to speaking exercises are not included in this study, which is restricted to examining spoken language within the framework of the Speaking for Daily Communication course. Without examining student speech or nonverbal or visual communication, the researcher concentrates

exclusively on the lecturer's illocutionary acts and the students' reactions to those speech acts.

The research was conducted in three second-semester classes—2A, 2B, and 2C—within the English Study Program at IAIN Curup. It aims to examine how lecturers use illocutionary acts such as giving instructions, offering suggestions, and providing feedback, and how students respond to these utterances. By narrowing the focus to verbal interactions in speaking class, this study provides a clearer view of communication patterns that influence classroom dynamics and speaking skill development.

E. Significance of the Research
1. Theoritically Benefits

A deeper understanding of the dynamics of classroom communication is made possible by the thorough analysis of the various types of illocutionary acts employed in speaking classes that this research offers. By identifying the various ways in which illocutionary acts are used, educators can gain insights into the patterns of interaction between lecturers and students and how these patterns affect learning outcomes.

2. Practically Benefits

a. For the Lecturer

The results of this study are expected to assist lecturers in understanding communication patterns in classes. Lecturers can modify their teaching strategies to be more effective in delivering material and sustaining student engagement in learning by being

aware of the different kinds of illocutionary acts that are employed in interactions with students.

b. For the Students

It is anticipated that the findings of this study will improve knowledge of the function of illocutionary acts in classroom engagement, especially in speaking classes. Students can enhance their pragmatic awareness and speaking abilities by identifying the communication intentions of their lecturers. In practice, the results could assist lecturers in creating more engaging and successful lesson plans.

c. For English Language Learning

It is anticipated that this research will help improve the effectiveness of English language learning, particularly in speaking skills. More participatory and communicative teaching strategies can be developed with the help of a thorough examination of illocutionary acts.

d. For Courses

The result of this research will be used as a guide by the English study program to build future pragmatic analysis research, especially with regard to speech acts.

F. Definition of The Key Terms
1. Illocutionary Act

An illocutionary act is a speaking act that expresses the speaker's intent and fulfills a particular communication function, including

requesting, commanding, apologizing, or informing. It has a communicative power that can affect the listener's comprehension or behavior in addition to its literal meaning. Illocutionary behaviors are crucial for effective communication between lecturers and students in the classroom because they influence how messages are conveyed and received.

2. Students' respons

According to this study, students respons are the verbal and nonverbal reactions that students give to the illocutionary acts of lecturer during class interactions. Answering questions, following directions, expressing an opinion, or showing understanding or not. Responses from the students were examined to determine how well the lecturer's speech actions were understood and how they impacted learning objectives and classroom communication.

3. Speaking Class

Speaking classes are organized learning sessions with the express goal of enhancing students' ability to communicate orally in a target language. Speaking session would include exercises and activities intended to improve students' spoken language comprehension, oral expressiveness, and interpersonal communication skills. In this research, research will be conducted in the Speaking for Daily Communication class in the second semester at IAIN Curup.

CHAPTER II

LITERATURE REVIEW

A. **Review of Related Theories**

1. **Pragmatics**

The study of meaning as it is conveyed by a speaker (or writer) and understood by a listener (or reader) is the focus of pragmatics. This kind of research invariably entails interpreting people's intentions within certain contexts and how those contexts impact their speech. This method also inevitably implies that in order for listeners to understand the speaker's intended meaning, they must draw conclusions from what is said. Research of this kind looks at how much of what is acknowledged as being transmitted even when it is not said. The study of pragmatics examines the interaction between language forms and their users.[5]

Linking language and context, pragmatics focuses on how language use affects meaning. Pragmatics takes into account how language production and comprehension are influenced by context, communication goals, and the speaker's and listener's backgrounds. Pragmatics also examines language's implicatures, presuppositions, and allusions, as well as how it is employed in various social contexts. Pragmatics therefore aids in our understanding of how language is used to communicate in a variety of contexts. as a whole.[6]

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[5] Maria Hasler-Barker, "Pragmatics," *The Cambridge Handbook of Spanish Linguistics*, 2018, https://doi.org/10.1017/9781316779194.021.

[6] Rina Sukmawati and Fatmawati, "Tindak Tutur Ekspresif Warganet Dalam Akun Instagram @Kompascom 'PKS Deklarasi Anies Baswedan Sebagai Bakal Calon Presiden 2024,'" *Jurnal*

Rather than only focusing on the words or phrases that are said, pragmatics place greater emphasis on the context in which speakers are speaking. Thus, it is pragmatics that the listener must comprehend the context of the discourse when speaking. The study of pragmatics focuses on how the listener might understand the speaker's context. Based on the aforementioned description, pragmatics is defined as the study of communication's exterior meaning in addition to language. As an illustration, the speaker in "It is so cold in here" asks the listener to do something for him, such as provide him a jacket. Pragmatics discovers through communication how a listener comprehends, generates, and participates in speech.[7]

Because it sheds light on how lecturers and students in speaking classes employ illocutionary speech acts, pragmatics is highly relevant to this research. The IAIN Curup English Study Program's speaking lessons contain a variety of illocutionary speech acts, which are identified and analyzed in this study. This study uses a pragmatic method to examine the purpose and aim of these utterances in addition to sentence structure. For instance, how students react to directions or queries from professors might be influenced by the distinction between direct and indirect comments. It is easier to create a more dynamic and communicative learning environment where students feel more

Onoma: Pendidikan, Bahasa, Dan Sastra 9, no. 1 (2023): 653–65, https://doi.org/10.30605/onoma.v9i1.2557.
[7] George Yule, "Pragmatics by George Yule," *Spain: OUP Oxford.*, 1996.

comfortable participating and expressing themselves when they are aware of illocutionary speech acts.

All things considered, pragmatics offers a crucial foundation for comprehending language use in authentic situations. In the study "Illocutionary Acts Used by Speaking Class in the English Study Program IAIN Curup," researchers can examine and uncover the intricacy of classroom interactions using pragmatic ideas. This enhances our theoretical knowledge of language use while also offering useful advantages for more efficient and fulfilling English teaching and learning.

Chart 1: Pragmatics
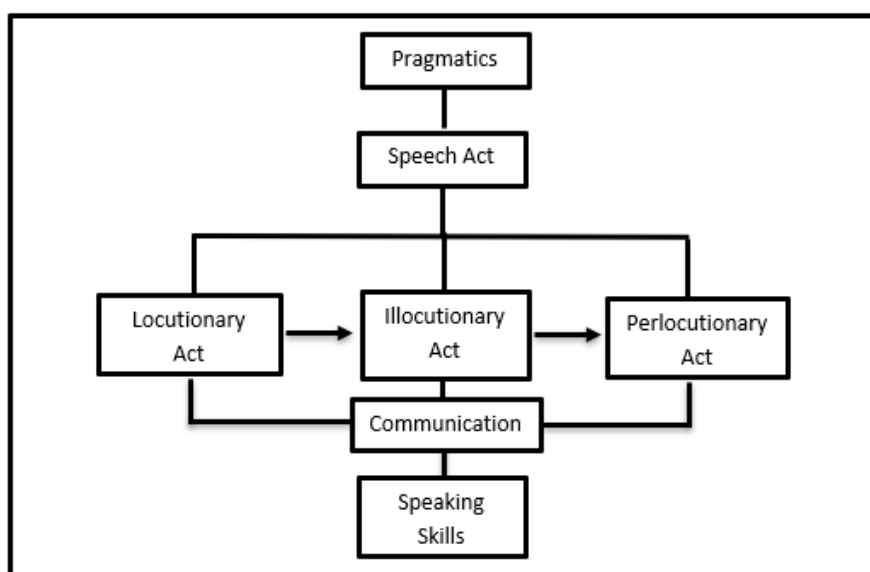
Explanations:

a) Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader).

b) Speech acts are the broad term for actions carried out by utterances.

c) Locutionary act is the basic act of utterance, or producing a meaningful linguistic expression.

d) Illocutionary act is to make a statement, an offer, an explanation, or for some other communicative purpose. Such as commanding, promising, or thanking.

e) Perlocutionary act is a speech's impact on a listener, including any behavioral, psychological, or emotional reactions it may provoke.

f) Speaking skills are closely related to illocutionary act, as succesful speaking often depends on the ability to convey the intent appropriately in a given context.

2. **Speech acts**

Speech acts are the broad term for actions carried out by utterances. In English, these acts are frequently referred to by more precise terms, such as apology, complaint, compliment, invitation, promise, or request. These concepts, which describe various speech acts, are related to the communicative intention of the speaker when they produce an utterance. Normally, the speaker anticipates that the hearer will understand what they are trying to say. The context of the utterance typically aids both the speaker and the hearer in this process. The speech event is the collection of these conditions, along with

additional utterance [8]. In addition to explaining language games between one and two people, the speech theory can also be used to explain other language games. Language intervention serves an action-engaging function in addition to reflecting the speaker's intention, leading to a specific action outcome. [9]

A theory known as "speech acts" in the field of linguistic pragmatics describes how individuals utilize language in a communication setting to accomplish specific tasks. John Searle later extended this idea, which was first presented by language philosopher J.L. Austin in his book "How to Do Things With Words." John Searle categorized illocutionary acts into five types based on their function in communication: representative (stating or asserting something), directive (requesting or commanding), expressive (expressing feelings or attitudes), commissive (promising or committing to future actions), and declarative (uttering something that brings about a change in status or reality).

The main goals of speech acts are to enlighten, solicit feedback, and encourage positive actions in order to make the listener or performer feel good. It is impossible to separate the existence of speakers and speaking partners from speech acts. In the event that one of them is absent, communication is one-sided. Conversely, two-way communication is associated with speech activities. Depending on the

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[8] Hasler-Barker, "Pragmatics."
[9] Zhaoying Chu, "Analysis on the Application of Austin's Speech Act Theory in the Fort-Da Game" 0 (2023): 291–94, https://doi.org/10.54254/2753-7064/4/20220496.

situation of the conversation, the interlocutor may shift positions. There are three types of speech acts that happen during the learning process: illocutionary, locutionary, and illocutionary speech acts. Furthermore, this study shows that teachers and students most frequently utilize the expressive speech actions of apologies, seduction, inspiration, hope, praise, gratitude, thanks, congrats, and criticism. [10]

A component of linguistic communication is speech acts. The meaning of a statement can be inferred from its deeds under specific circumstances. A speaker must use speech acts to express and communicate to his audience the meaning or intent of a statement. The selected speaking act is determined by several things. When communicating a message through speech acts, it's important to consider the several ways that speech acts might be used based on the speaker's position, the speech circumstance, and potential linguistic structures.[11]

In pragmatics, the term "speech acts" refers to a range of actions that are done by using language. This hypothesis was established by linguistic philosopher John Searle, based on prior research by JL Austin. The locutionary act, illocutionary act, and perlocutionary act are the three primary components of speech acts.

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[10] Asia M, Asdar Asdar, and Nursamsilis Lutfin, "An Analysis of Expressive Speech Acts in Online Discussion Through Whatsapp Group," *RETORIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya* 17, no. 1 (2024): 1–9, https://doi.org/10.26858/retorika.v17i1.52814.

[11] Ahmad Zuhri Rosyidi, Mahyuni Mahyuni, and Muhaimi Muhaimi, "Illocutionary Speech Acts Use by Jokowidodo in First Indonesia Presidential Election Debate 2019," *International Journal of Multicultural and Multireligious Understanding* 6, no. 2 (2019): 735, https://doi.org/10.18415/ijmmu.v6i2.760.

a) Locutionary Act

The fundamental act of creating a meaningful statement in language is called a locutionary act. This includes communicating semantic content, articulating sounds, and arranging words in accordance with syntactic norms. Put another way, it is focused on the actual meaning of the words that are spoken, or the "what" of speech. When a teacher says, "Please open your books to page twenty," for instance, the language employed, the sentence's grammatical structure, and the meaning those words express are all included in the locutionary act. Because it supplies the linguistic building blocks for other layers of meaning and function, this act is fundamental.

According to speech act theory, a locutionary act is the fundamental act of making sounds, words, or sentences to express meaning. It entails interpreting what is said literally, disregarding any underlying meanings or intentions. The act of declaring a fact, such as "The sky is blue," is an example of a locutionary act. In this instance, the speaker constructs a grammatically sound sentence that makes sense both syntactically and semantically. The language used is the only thing being considered, not any additional meaning or effect it might have on the listener.

A locutionary act, on the other hand, is only a single component in a larger communication process. Beyond it are the perlocutionary act (the impact on the listener) and the illocutionary act (the statement's intended purpose). Saying "The sky is blue" either suggests that it's a nice day for outdoor activities or serve as an illocutionary description of the weather. None of these extra goals are addressed in the locutionary act itself, though. In this sense, locutionary acts provide the basis of speech, laying the framework for additional meaning layers to surface through interpretation and context.

Chart 2. Locutionary Act
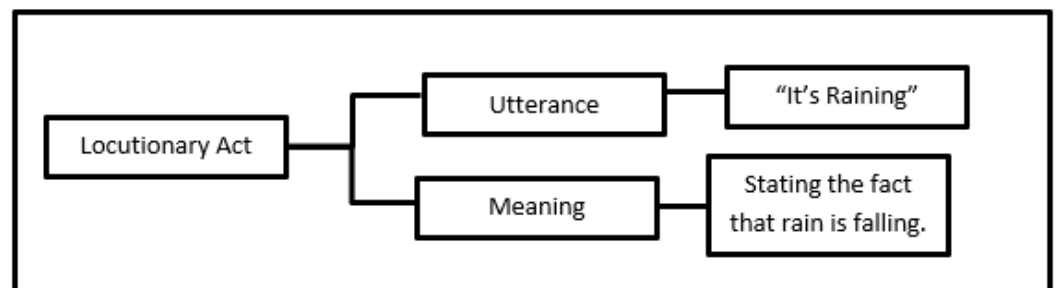
Explanation:

1. **Locutionary Act** is the act of producing speech that includes sounds, words, or grammatical structures.

2. **The main components** are utterance (what is said) and meaning (the literal meaning of what is said).

3. **Example:** "it's raining" stating the fact that it is raining,

b) Perlocutionary Act

A speech's impact on a listener, including any behavioral, psychological, or emotional reactions it may provoke, is referred to as a perlocutionary act. Perlocutionary activities are focused with the results and emotions elicited in the listener, as opposed to locutionary and illocutionary acts, which concentrate on the creation and aim of speech, respectively. Saying, "I believe you can do better on your next presentation," for instance, could be the goal of a speaking class instructor who wants to inspire and drive their students to do better. If the learner is motivated and puts in more effort in their subsequent presentation, the perlocutionary act has been successful. This feature of speech acts emphasizes how communication is dynamic and interactive and stresses the significance of taking into account how words affect people in ways other than their literal and intended meanings. Teachers can improve the effectiveness of their instruction by customizing their communication tactics to elicit the desired reactions by having a better understanding of perlocutionary acts.

Chart 3. Perlocutionary Act
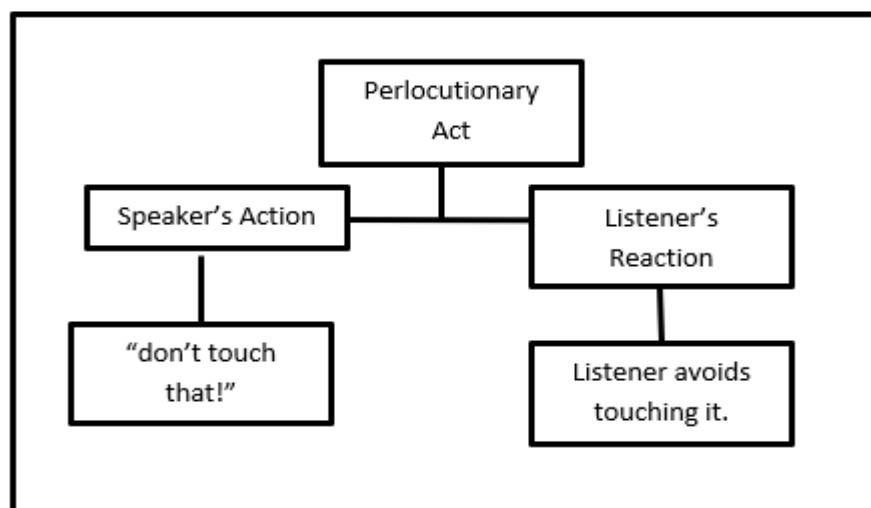
> **Listener's reaction** (a response or effect that appears on the listener)
>
> 3. **Example:** "don't touch that!" the listener does not touch the object in question.

c) Illocutionary Act

The communicative intention of a speech, which includes the speaker's goals for the statement, is known as an illocutionary act. Focusing on the goal and function of the speech, such as making a request, giving an order, asking a question, or providing information, goes beyond just using words (locutionary act). An illocutionary act occurs when a teacher asks a pupil to explain their reasoning, such as when they say, "Could you explain your answer to the class?" Understanding illocutionary acts is

essential in the context of a speaking class because it enables teachers and students to identify the intended communicative purposes of spoken words. This knowledge can enhance classroom interactions by ensuring that students understand the speaker's meaning in addition to the words' literal meanings, which promotes more meaningful and successful communication.

Chart 4. Illocutionary Act
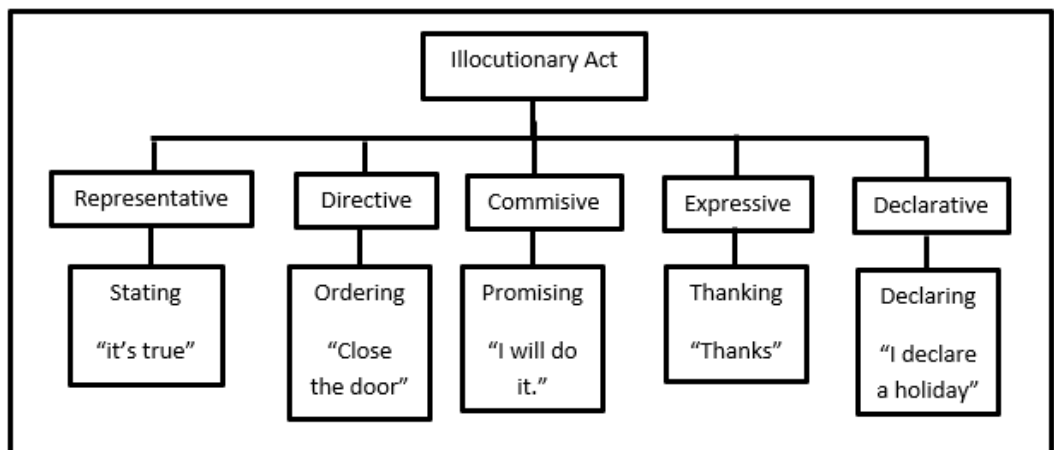
Explanation:

1. **Illocutionary act** is an act that is carried out through the meaning and intent of speech

2. **There are five main types:**

   a. **Representative** is stating something that is considered true.

   Example: "it's true" stating the truth

   b. **Directive** is asking someone to do something

   Example: "close the door!" commanding

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c. **Commisive** is committed to actions

Example: "I will do it" promises.

d. **Expressive** is expressing feelings or attitudes

example: "thanks" thanking

e. **Declarative** is changing the situation through

speech

example: "I declare a holiday" declaring

something.

3. **Illocutionary Acts**

According to Austin, speakers engage in three speech actions at once: the locutionary act, the illocutionary act, and the perlocutionary act. The act of speaking is known as a locutionary act. One can use declarative, imperative, or interrogative sentences. A statement with some force is what is meant by illocutionary conduct. As a result, it is the act that is performed through speech. By expressing something, the goal or purpose is intended. The perlocutionary act is the accomplishment of effects on listeners or receivers by the utterance of a sentence. [12]

An illocutionary act pertains to the actions of the speaker, including but not limited to commands, demands, promises, expressions of gratitude, assertions, offers, threats, and suggestions. The illocutionary act, which is determined by the force that the

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[12] Mohammad Awad AlAfnan, "Uniting for Peace: A Speech Act Analysis of the United Nations General Assembly Resolution 377 A (V)," *World Journal of English Language* 12, no. 6 (2022): 50–58, https://doi.org/10.5430/wjel.v12n6p50.

speakers have sought, is the most important degree of action in a speech act. Interaction conditions may perhaps be best described as illocutionary acts. For this reason, the researcher wants to look into the illocutionary acts that are used in class discussions. [13]

The recognition of the effect of an illocutionary act as well as the assumption that the speaker, the hearer, and the discourse serve as the addresser, the addressee, and the context of the illocutionary act, respectively, become a part of the shared understanding between the speaker and the hearer of the discourse. An illocutionary act is performed with the hearer's uptake, and its conventional effect is imported into the discourse. The speaker invites the listener to react to the produced effect, and when that happens, the conversation moves in the way the speaker anticipated.[14]

1) **Types of Illocutionary Act**

This study adopts John Searle's classification of speech acts to examine the various types of illocutionary acts found in classroom interactions. Searle expanded and refined J.L. Austin's original speech act theory by offering a more systematic categorization based on the speaker's communicative intent, known as

[13] Kristiwi Rewai and Rusdiana Junaid, 'Illocutionary Acts in English Teacher-Student Classroom Interaction at Local High School', Jurnal Sinesthesia , 11.2 (2021), 2021 <https://sinestesia.pustaka.my.id/journal/article/view/ 167>.

[14] Etsuko Oishi, "Illocutionary-Act-Type Sensitivity and Discursive Sequence: An Examination of Quotation," *Intercultural Pragmatics* 19, no. 3 (2022): 381–406, https://doi.org/10.1515/ip-2022-3005.

illocutionary force. His framework emphasizes not just the literal meaning of an utterance, but what action the speaker intends to perform through it. Searle identified five fundamental categories of speech acts: representative, directive, commissive, expressive, and declarative. These categories provide a clear and practical structure for analyzing how language functions in real-time communication. Searle's theory is particularly relevant for this study because it aligns closely with the types of speech commonly used in instructional settings, especially in speaking classes where intent, context, and interaction play essential roles.

a. Representative

This speaking act is intended to communicate to the audience the speaker's belief that a particular event or statement is true. This exemplar may be an explanation or a judgment. A representative may make claims, make affirmations, or draw conclusions. For instance, Alex remarked, "Raynald took my book." The aforementioned statement indicates that Alex realized Reynald was the one who had taken his book. An illustration of a representative would be this remark. The speaker believes Reynald took the book.[15]

b. Directives

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[15] Karana Jaya Tarigan, Elita Modesta Sembiring, and Veracy Silalahi, "Illocutionary Acts in Ernest Prakasa'S Movie 'Imperfect,'" *Lingua* 18, no. 2 (2022): 227–39, https://doi.org/10.34005/lingua.v18i2.2206.

A speaker using directive illocutionary acts is attempting to persuade the listener to take action. The goal of these activities is to affect the listener's actions or behavior. They consist of directives, orders, recommendations, counsel, and guidelines. The speaker's goal to get the listener to react or take an action is what defines a directive. When a student is needed to practice in a speaking class, for instance, the lecturer asks, "Could you please come to the front of the class and demonstrate this exercise?"

c. Expressives

Expressions that express a speaker's mental state or attitude toward a particular action, event, or circumstance are known as expressive illocutionary acts. The speaker's feelings, emotions, or reactions are reflected in these activities. Expressives share the speaker's inner state rather than trying to influence the listener's behavior.

When a student in a speaking class gives a well-prepared presentation, the instructor could comment, "Great presentation! You performed an excellent job. By expressing admiration and happiness with the student's achievement, the lecturer boosts the student's confidence through this expressive act.

d. Commissive

Speeches that make a commitment to a specific future course of action are known as discursive illocutionary acts. Threats, pledges, vows, offers, and promises are all part of these actions. By expressing a commitment to carry out a particular action, the speaker intends to impose a responsibility on themselves. The main function of this speech act is to show the speaker's sincerity and responsibility for the upcoming action. As an example, the teacher addresses a possible problem in class and says, "If you do not submit your project on time, you will receive a zero." By threatening a bad outcome, this kind deed highlights how crucial it is to adhere to instructions and achieve deadlines.

e. Declarative

Declaratives are the kind of speech acts that can change the situation or condition via utterances. Some categories of declarative speech acts are naming, baptizing, resigning, appointing, and dismissing. The utterance "I here by announce you husband and wife" is an example of declarative speech act because the utterance can change the status of a woman and a man into a spouse.[16]

This study will concentrate on illocutionary acts because it is crucial to comprehend a proverb's content and intent when

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[16] Niken Kurniasih, Muhammad Fadhlan Falaakh, and Nina Setyaningsih, "Illocutionary Speech Act Analysis of Virtual YouTuber's Viewers in Super Chat," *UNCLLE: Undergraduate Conference on Language, Literature, and Culture* 2, no. 1 (2022): 298–308.

learning English. The speaker's communicative goals and act of illocution are important to a productive and meaningful engagement between the lecturer and the learner. It is anticipated that this research will provide deep understanding of the dynamics of communication in the speaking classroom by concentrating on the observation of illusions.

4. **Speaking**

Speaking is the act of generating spoken words to convey information, feelings, ideas, and thoughts. It is an essential human communication ability that includes not just word articulation but also the enhancement of meaning through tone, speed, and body language. To effectively communicate, one must be proficient in vocabulary, grammar, pronounciation, and social and cultural conventions. The speaking is a means of oral communication involving two elements, namely, the speaker who gives the messages and the listener who receives the messages in other words, oral communication involves the productive skill of speaking and the receptive skill of listening.[17]

Speaking imvolves more than just making sounds; it also involves interacting with listeners, reacting to social cues, and changing language according to the situation. It is crucial for communicating goals, building relationships, and swaying other people. Speaking enabless people to communicate complex ideas

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[17] Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

and engage in meaningful interactions with others in a variety of contexts, including formal ones like presentations and informal ones like casual discussions.

a. Functions of Speaking

Speaing serves multiple essential functions in communication, typically divided into three main categories:

1) Interactional Function

Talk as interaction describes interaction that primarily serves a social purpose and is closely related to what we mean by conversation. In order to have a positive impression on the other person, talk as interaction is more concerned with the speaker's appearance than with the content [18]. Maintaining interactions and fostering social relationships are the key goals of this function. It concerns the social component of communication, where rapport-building and preserving social ties are frequently the objectives. Greetings, brief chat, and courteous interactions are typical instances.

2) Transactional Function

When it comes to dealing with cultural and linguistic disparities, talk as transactional offers both

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[18] Steve J New York U, "Language Teaching," *Language Teaching* 35, no. 4 (2002): 235–97, https://doi.org/10.1017/S0261444802211829.

dramatic requirements and problems [19]. Since they are expected to communicate in that second or foreign language on a daily basis. The exchange of products, services, or information is at the heart of the transactional function. Speaking is primarily utilized in this context to precisely and clearly communicate information to accomplish a particular goal.

B. Review of Previous Study

There are three previous studies conducted by previous researchers which are relevant with this research and the following are the explanation of those previous studies. The first research In pragmatics, there have been numerous studies that primarily examined how speech acts are used in various situations. The first was titled "The Illocutionary Speech Acts in Students' Public Speaking" and was conducted by Pipit Rahayu and Epiruddin. The investigation of speech acts, particularly illocutionary acts, was the main emphasis of the research. 22 University of the Pasir Pengaraian's students from the 2021–2022 academic year served as the subject of their investigation. The aim of this study was to identify the different forms of illocutionary speech actions in a formative speech given during the sixth semester of Pasir Pengaraian University's English language education program.

The findings show that the speech act contributed to delivering the meaning to the audience of the information in the speech. The speech act contributed to delivering the meaning to the audience of what the speaker wants in the speech. In this case, the speech act will be the bridge between the speaker and the hearer. In this research, the students sometimes deliver a speech influence, making it difficult to identify the speech act.[20]

The second research was titled "Speech Acts in EFL Classroom Interaction in Speaking Class." By Luthfiyatun Thoyyibah, et al. They research aims to determine the most commonly utilized speech acts in EFL classroom interactions in speaking classes, as well as the preferred speech acts discovered in these interactions based on Searle's idea of speech act classifications. Her study's subject was an 11th grade speaking class student who met the requirements she had developed for a sample. There were a total of the student was 22, consisting of 10 male students and 12 female students and all students as the subject to investigate.

The finding show that using speech acts in classroom settings has a number of implications. Speech actions can enhance the classroom environment and motivate students. Additionally, it creates positive relationships between teachers and students throughout the teaching and learning process. Regarding directive function, commanding, asking, and requesting are used by the teacher. The function of command is to get students focused on learning when the teacher commands them to pay

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[20] Pipit Rahayu and Eripuddin Eripuddin, "The Illocutionary Speech Acts in Students' Public Speaking," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 1 (2023): 834–44, https://doi.org/10.35445/alishlah.v15i1.3158.

attention. The teacher used a asking to test the understanding of the students. The teacher employs a lot of request sentences in the core activities to get students to participate in their learning.[21]

The third research was titled "Verbal and Nonverbal Languages in Online Thesis Examinations: An Illocutionary Act Study" by Hastari Mayrita, et al. They research aim to analyze the use of verbal and nonverbal language in illocutionary speech acts during online thesis examinations. Specifically, the study aims to identify the types of illocutionary acts employed by lecturers and students. Understand how these acts are expressed through both verbal and nonverbal communication, and examine the interaction dynamics in the context of online academic assessments. Additionally, the study seeks to provide insights that can improve communication effectiveness in online educational settings. Especially during the COVID-19 pandemic, and contribute to linguistic and pragmatic theories related to speech acts.

This study found that verbal responses refer to the spokern language used by lecturers and students during online thesis examinations to perform various illocutionary acts. These responses involve specific verbal expressions and verbs that convey the speaker's intentions, such as informing, questioning, requesting, confirming, promising, or apologizing. Nonverbal responses refer to physical behaviors and cues that accompany or substitute spoken communication during online thesis examinations.

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[21] Luthfiyatun Thoyyibah, Wawan Tarwana, and Mela Melati, "Speech Acts in EFL Classroom Interaction in Speaking Class" 1, no. 1 (2024): 8–16.

These include gestures, facial expressions, and other bodily movements that support, emphasize, or clarify verbal messages.[22]

According to the study's findings, students' reactions to lecturers' speech acts during class instruction are expressed not only verbally but also—and perhaps more importantly—nonverbally. This is consistent with the findings of the study "Verbal and Nonverbal Languages in Online Thesis Examinations: An Illocutionary Act Study" by Hastari Mayrita et al. According to the study, reactions to speech acts can take the form of nonverbal language, such as body language, gestures, or facial expressions that support or supplement oral communication, or verbal language, such as direct speech that conveys a specific intention (such as providing information, asking, requesting, confirming, and so on).

The last research was titled "An Analysis of Illocutionary Acts in Beauty Product Advertisements in Television Broadcast" by Nurul Intan Saputri, et al. They research aim to investigate the type of illocutionary acts used in beauty product advertisement utterances in television broadcasts. The research's primary data were several advertisements utterances for beauty products such as shampoo, cosmetics, facial wash, and the other related to beauty product of advertisement.

The results demonstrate that the illocutionary functions present in television commercials for beauty products are entirely of the Searle

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[22] Hastari Mayrita et al., "Verbal and Nonverbal Languages in Online Thesis Examinations: An Illocutionary Act Study," *Qubahan Academic Journal* 4, no. 1 (2024): 167–76, https://doi.org/10.48161/qaj.v4n1a188.

theory variety. These functions include declaratory, directive, expressive, commissive, and assertive functions. The assertive function is most frequently employed in television broadcast advertisements for beauty items, while the commissive function is used the least. This study demonstrates how representative functions predominate in television broadcast beauty product commercials, making a statement to viewers. Something that is expressed as a bodily condition that changes as a result of the products shown in commercials can take many different shapes, ranging from the tip of the hair to the toe.[23]

This study is related to the three that were previously mentioned, but it differs from the others in one significant way: it aims to investigate illocutionary acts in classroom interactions, particularly in speaking classes at the IAIN Curup English Study Program. This study intends to get further into the particular into the particular kinds of illocutionary actions that surface during speaking exercises in the classroom, whereas the other studies examine other facets of speech acts.

In order to better understand how students and teachers use language to perform actions like asking, commanding, promising, or apologizing during speaking practice, this study applies Searle's theory of speech acts, which highlights the significance of illocutionary act types affect group dynamics, communication patterns, and the general efficacy of the speaking class thanks to this theoritical framework. The study will

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[23] Nurul Intan Saputri et al., "An Analysis of Speech Act in Beauty Product Advertisements in Television Broadcast," *JELTL (Journal of English Language Teaching and Linguistics)* 6, no. 1 (2021): 75–84, http://jeltl.org/index.php/jeltl/article/view/483/pdf.

also look into how these illocutionary behaviors help students improve their speaking abilities and their capacity for effective communication in everyday settings. This study offers a distinctive contribution to the field of language learning by concentrating on illocutionary acts in this particular educational context, connecting theory and useful classroom communication techniques.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This is a qualitative research in the field of language research. It will further mentioned that research in the social sciences, psychology, and education has traditionally use the qualitative method. The research is called a language research because it focuses on studying aspect related to language, such as how language is structured, or how it is understood in various contexts. Language research can involve many areas, including linguistics, communication, and social interactions. In this case, examine how language is used to convey meaning, construct identities, or influence behavior. Language research often looks at language as a social and exploring how individuals or groups communicate effectively or understand one another.

This research uses a qualitative approach because it seeks to understand language through detailed descriptions, interpretations, and analysis of non-numerical data. The goal of the qualitative technique is to investigate and comprehend the kinds of illocutionary acts that are employed in speaking classes, how often they occur, and how they affect the process of learning.

Within the field of science, one kind of research is qualitative. For the most part, scientific research is defined as an inquiry that aims to provide an answer to a question, methodically applies a predetermined set of procedures to address the question, gathers data, generates conclusions that

were not predetermined, and generates conclusions that have implications outside the realm of the study. These traits are common to qualitative research. Also, it aims to comprehend a particular study issue or topic from the viewpoint of the community it affects locally. Finding culturally relevant information about the beliefs, attitudes, actions, and social environments of specific people is particularly successful when done through qualitative research.[24]

The descriptive qualitative approach will be utilized in this study because the primary goal of the investigation was to characterize the phenomena of language use. The goal of descriptive design study is to view and comprehend items as though they were real-world phenomena.[25] The utilization of illocutionary acts in speaking classes, how lecturers and students view them, and how they affect student learning outcomes will all be covered in detail via the descriptive qualitative method.

B. Data of The Research and Corpus

A method for conducting in-depth studies of linguistic phenomena, qualitative corpus analysis is based on real-world, communicative scenarios that are digitally preserved as language corpora and made accessible, retrievable, and analyzed by a computer. Researchers who use qualitative corpus analysis as the methodological foundation for their studies take an exploratory, inductive approach to empirically study the ways in which various ecological features of language used for

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[24] Patricia L. Munhall, *Volumes 1&2, The Sage Encyclopedia of Qualitative Research Methods*, 2008.
[25] Moleong, Lexy J. (2018). Metodologi Penelitian Kualitatif. Bandung: PT Rosdakarya.P.87

communication interact with the meanings and functions of linguistic forms found in the corpus[26].

Since corpus is not specifically about the study of any one component of language, it is undoubtedly very different from the majority of other linguistics topics you might study. Instead, it is a field that focuses on a collection of steps, or approaches, for language learning. (However, as we shall see, the description of corpus linguistics as a methodology is not accepted by at least one significant school of corpus linguists). Although some of the procedures, like concordancing, are well-established and considered essential to the approach, the procedures themselves are still evolving and remain a vaguely defined collection[27].

A corpus comprises different sorts of text in its composition. It often denotes a national, regional, or subvariety of a language and may contain spoken, written, or both types of material.[28] A corpus is an extensive, logical collection of electronically stored natural language instances. Four main features make up Biber's corpus approach: 1) it is empirical, examining the real patterns of language use in real texts. 2) It bases its analysis on a sizable and well-curated library of natural literature. 3) A lot of the analysis is done on computers. 4) Both quantitative and qualitative analytical methods are involved.

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[26] Victoria Hasko, "Qualitative Corpus Analysis," *The Encyclopedia of Applied Linguistics*, no. March (2012), https://doi.org/10.1002/9781405198431.wbeal0974.

[27] Tony McEnery and Andrew Hardie, "What Is Corpus Linguistics?," *Corpus Linguistics*, 2012, 1–24, https://doi.org/10.1017/cbo9780511981395.002.

[28] Richmond Ngula, "Corpus Methods in Language Studies," *Perspectives on Conducting and Reporting Research in the Humanities*, no. August (2017): 205–23.

A representative collection of language that can be used to draw conclusions about language use is called a corpus. Understanding how individuals use language in diverse circumstances is the focus of corpus linguistics. A collection of a sizable number of examples—or, more accurately, texts—that have comparable situational or contextual traits is called a corpus. To comprehend how language is utilized in these many situations, these texts are then examined collectively. This analysis yields a set of recurring language patterns in the corpus that either explain language use or form the foundation for additional language analysis[29].

Authentic language is essential to this Corpus Approach feature. It has been mentioned that corpora are principled, however it has not been stated what language a corpus is made up of. Textbooks, fiction, nonfiction, magazines, academic papers, works of world literature, newspapers, phone calls made at work or at home, chats on cell phones, business meetings, lectures in class, radio broadcasts, TV shows, and other forms of communication are all included in corpora. To put it briefly, every real-world scenario involving language communication can serve as a corpus.[30]

The corpus of this research consists of illocutionary acts used during Speaking for Daily Communication sessions in the second semester of the English Study Program at IAIN Curup. The study focuses on three different classes—2A, 2B, and 2C—each consisting of approximately

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[29] Eniko Csomay and William J. Crawford, *Doing Corpus Linguistics, Second Edition*, *Doing Corpus Linguistics, Second Edition*, 2024, https://doi.org/10.4324/9781003363309.
[30] Graeme Kennedy, "An Introduction to Corpus Linguistics," *An Introduction to Corpus Linguistics*, 2014, 1–315, https://doi.org/10.4324/9781315843674.

twenty students and taught by the same lecturer. This research investigates the types of illocutionary acts produced by the lecturer and how students respond to them, aiming to understand their function and impact on classroom communication.

C. Techniques of Data Collection
1. Document Analysis

One method of qualitative research that has been underutilized is document analysis. This strategy may be beneficial for several reasons. This approach enables academics to perform investigations that they might not otherwise be able to finish when applied to the analysis of pre-existing texts. It's possible that some researchers lack the time or money necessary for field research[31].

This approach is especially useful since it can evaluate current or historical data without requiring direct participant contact, which makes it both economical and non-intrusive. To answer their study questions, researchers frequently code and classify the data after evaluating the documents' relevancy, authenticity, and believability. Although document analysis provides context and depth, it must be carefully interpreted to prevent bias and guarantee the validity and reliability of the results.

The methodical process of examining or assessing printed and electronic (computer-based and internet-transmitted) documents is

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[31] Hani Morgan, "Conducting a Qualitative Document Analysis," *Qualitative Report* 27, no. 1 (2022): 64–77, https://doi.org/10.46743/2160-3715/2022.5044.

known as document analysis. Document analysis, like other lytical techniques in qualitative research, necessitates the examination and interpretation of data to extract meaning, comprehend, and generate empirical knowledge[32].

The information gathered through a method, specifically observation. The goal of observation, a qualitative technique originating in traditional ethnographic research, is to assist researchers in understanding the viewpoints of the communities under investigation[33]. The audio-video recording procedure will be carried out concurrently with the observation. A cellphone will be used to record the data. Photographs can also be a reliable way to record the educational process.

After that, the data assessed as follows. Initially, the researcher observed and recorded exchanges between lecturers and students throughout two classroom sessions. Transcribing the audio data the researcher will collect is the second stage. Third, play back the tape to confirm that the information is accurate. Fourth, choosing the information from the recording that aligns with the study's goals. In accordance with Searle's illocutionary act theory, the researcher only examines the lecture and the students' actions, which are then

[32] Glenn A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27–40, https://doi.org/10.3316/QRJ0902027.

[33] Peggy Lehman et al., *Qualitative Research Design : An Interactive Approach / J.A. Maxwell*, *English Language Teaching*, vol. 275, 2009, https://www.worldcat.org/title/research-design-qualitative-quantitative-and-mixed-methods-approaches/oclc/269313109%0Ahttps://doi.org/10.1016/j.ecss.2022.107988.

categorized as representational, representative, directive, declarative, commissive, and expressive.

2. Observation

The types of illocutionary acts that the lecturer and students will present will be observed in order to gather field data, which will be obtained by the researcher using observation sheets. Additionally, the study will examine how speakers employ speech acts when they are learning. According to McMillan and Schumacher, the researcher was able to see and hear what was happening organically at the research site through observation. [34] The audio-video recording techniques will be carried out concurrently with the observation.

D. Instruments of the Research

In this research, two main intruments will be used to collect data, namely a checklist and interview guidance[35]. The forms of illocutionary acts that will surface in the interactions between lecturers and students will be noted using checklist during observations in the classroom. Through the use of categories such as declarative, expressive, representative, and commisive that will be assembled using speech act theory.

This research will be employ interview guidance in addition to checklist observation to delve deeper to the opinions of lecturers and students on the use of Illocutionary speech in the speaking class. In order to determine whether there will be communication misunderstandings,

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[34] Daniel J. Palazzolo, "Research Methods," *Experiencing Citizenship: Concepts and Models for Service-Learning in Political Science*, 2023, 109–18, https://doi.org/10.4324/9781003444718-9.
[35] Palazzolo.

how students will react to the lecturer's speech, and how speech actions will impact the efficacy of speaking learning, an interview will be done.

The primary instrument in this study was the researcher herself. This is consistent with the essence of qualitative research, as noted by Bogdan and Biklem, who emphasize that the researcher is the primary tool in qualitative research. In this study, classroom observation served as the researcher's instrument. The observation will be conducted in speaking lessons at IAIN Curup as part of the English Study Program. The researcher also recorded the data with the use of a cellphone. The data sheet served as the tool, assisting the researcher in locating and evaluating the data. The data sheet's format is shown below:

1. Document Cheklist

Table 3.1: The data sheet of the instrument of document checklist of the Illocutionary Acts Used By Speaking Class in English Study Program IAIN Curup.

No	Data	Types of Illocutionary					Context
		Rep	**Dir**	**Exp**	**Com**	**Dec**	

Note:

1. ▭ Rep: Representative
2. ▭ Dir: Directive
3. ▭ Exp: Expressive
4. ▭ Com: Commisive
5. ▭ Dec: Declarative

Table 3.2: indicator of the illocutionary act

No	Types of Illocutionary Act	Indicator
1.	Representative	1. Intended to communicate to the audience the speaker's belief that a particular event or statement is true 2. May be an explanation or a judgment
2.	Directive	1. Attempting to persuade the listener to take action. 2. To affect the listener's actions or behavior. 3. To get the listener to react or take an action
3.	Expressive	1. Expressing the speaker's emotions, feelings, or reaction. 2. Express a speaker's mental state or attitude toward a particular action, event, or circumstance are known as expressive illocutionary acts. 3. Convey the speaker's innermost feelings rather than to sway the listener's actions.
4.	Commisive	1. A commitment to a specific future course of action 2. Expressing threats, pledges, vows,offers, and promises. 3. To show the speaker's sincerity and responsibility for the upcoming action.
5.	Declarative	1. Can change the situation or condition via utterances.

2. Field Note

   This study uses Bach and Harnish's theory, which offers a framework for recognizing both verbal and nonverbal responses, to analyze students' reactions to the lecturer's illocutionary acts. From their point of view, responses can be grouped according to how listeners understand and respond to the speaker's intention, whether through nonverbal clues (e.g., nodding, quiet, bewilderment, hesitation) or direct verbal input (e.g., answering, asking back, agreeing). These markers aid in assessing whether the student has appropriately identified and responded to the lecturer's illocutionary force. Field notes recorded during classroom observations were used to gather information about these replies.

Table 3.3: The Data Sheets of Field Notes on the Illocutionary

Acts Used in Speaking Class.

No	Types of Illocutionary Acts	Response

E. Techniques of Data Analysis

To decide how the data will be presented and discussed in the findings section, additional analysis is required on the observational data. There are three main components to data analysis: data reduction, data display, and conclusion drawing and verification. The description of the data analysis methods used in this study is provided below, this study followed the

framework provided by Miles and Huberman (1994) to define the technique of data analysis.

1. Data reduction

    The process of choosing, concentrating, streamlining, condensing, and arranging the gathered data is known as data reduction. Data reduction makes the enormous volume of raw data for this study more manageable and comprehensible. The procedures for efficient data reduction are listed below:

    a. Transcription

        In qualitative research project, transcription is frequently employed when researchers want a written record of their conversations with participants or from other audio sources, including television episodes, speeches, advertisements, or radio reports, for analytical purposes.[36]

        The analysis process begins by recording oral interactions in class, both in audio and video form, which are then transcribed verbatim. This transcript records every utterance, including intonation, pauses, and context of language use, to ensure the accuracy of the analysis. Futhermore, transcripts were analyzed to find patterns of use of illocutionary acts in learning interactions. The results of this analysis provide insight into the role of illocutionary act in supporting speaking skills, group interaction,

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[36] Meghan Cope, "Transcripts: Coding and Analysis," *International Encyclopedia of Geography*, no. December 2009 (2017): 1–7, https://doi.org/10.1002/9781118786352.wbieg0772.

and learning effectiveness in the Speaking for Daily Communication class.

b. Coding

In order to find and investigate linkages and uncover new connections, coding involves dividing data into smaller bits and then reassembling those components. Coding is becoming more and more acknowledged as a crucial part of analysis, having intrinsic and vital aspects of critical reflection that go well beyond data processing and organizing.[37]

Data is taken from classroom interactions based on audio-video recordings, visuals, and transcript. Which are categorized into five main types: assestives, directives, commissives, expressives, and declarations. This data collection process is carried out by identifying each speech based on the context and intention of the speaker, then labeling it according to its category. For example, utterance like "Thank you for your help" is included in the expressive category. Futhermore, the data was analyzed to see the usage patterns and relevance to the learning objectives, especially in supporting effective interaction in the Speaking for Daily Communication class. The results of this analysis are interpreted to understand the role of illocutionary acts in improving speaking skills and learning dynamics.

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[37] Cope.

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2. Display data

Data display is the process of presenting a condensed, well-organized collection of data so that conclusions can be made. Displays can take the shape of table. The information used in this investigation was given as a table with a description. By presenting the data in a table format, this study makes it easier for readers to understand how illocutionary acts are used in the context of speaking class, while identifying relevant patterns for improved learning.

Table 3.4: Data display

No	Data	Types of Illocutionary					Context
		Rep	Dir	Exp	Com	Dec	

Note:

1. Rep: Representative
2. Dir: Directive
3. Exp: Expressive
4. Com: Commisive
5. Dec: Declarative

3. Conclusion drawing and verification

This process begins by analyzing the pattern of use of illocutionary acts from the data that has been displayed, aiming to draw valid conclusions and ensure the accuracy of the findings based on the data that have been classified into five types of illocutionary acts. These initial conclusions were then verified through comparing

the results of the analysis with observation notes to ensure the accuracy of the context. The end result will show which variations in the use of illocutionary acts favor the dynamics of class interactions.

F. Trustworthiness of Data

Trustworthiness of data is a step to reduce errors in the process of obtaining research data which of course has an effect on the validity of the final results of a research. Aims to produce data that can be occounted for and trusted scientifically and meets a high level of credibility. The study collected data that would be obtained by direct observation from the Speaking for Daily Communication class at IAIN Curup. All classroom interactions are recorded using audio or video to ensure original data is documented. These recordings are then transcribed verbatim for analysis.

Researcher need enough time to analyze the existing transcripts in depth, so that each utterance can be appropriatly classified according to the theory of illocutionary acts the context can be understood without rushing. The researcher also conducts regular discussions with the research supervisor to clarify the findings, deepen the analysis, and get suggestions for improvement. This aims to ensure that the analysis remains directed and increases confidence in the results of the study through expert validation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Findings**

In this section contains the researcher's research findings about the many kinds of illocution speech that occur during speaking lessons in the classroom. Direct observation in three different classes in the Speaking for Daily Communication course in classes 2A, 2B, and 2C in the second semester of the English Language Education Study Program IAIN Curup was used to collect data. Approximately 20 students in each class with various levels of English proficiency filled each lesson.

These three classes were chosen in order to provide a more comprehensive and representative image of how illocutionary speech is used in classroom interactions. Researcher can witness a range of reaction and speech patterns due to students' varying English language proficiency. Which enchances their analysis of the different kinds of speech actions that occur during the teaching and learning process.

1. **Types of Illocutionary Acts Found in Speaking Class IAIN Curup**

In this section, the researcher uses Searle' theory which divides illocutionary speech acts into five categories: directive, expressive, declarative, representative, and commisive. Based on the observation of speech acts produced by lecturer and students during the learning process in English Study Program IAIN Curup. The researcher found five types of illocutionary performed by

lecturer and students during the Speaking Class process according to Searle's which are representative, directive, expressive, commisive, and declarative. Field observations conducted by researcher in researcher found utterances containing illocutionary acts.

The following are the results of research conducted through observations during teaching and learning process in speaking class. displayed in the table below;

Table 4.1: Types of Illocutionary Act in Class

No	Data	Types of Illocutionary					Context
		Rep	Dir	Exp	Com	Dec	
1.	Yes, no, one by one.		√				Intructions for students to answer one by one, in an orderly manner.
2.	It's not like that one	√					Rejection of the wrong way.
3.	"How are you?" "I'm good" Ah, that's not good enough.			√			Expression of dissatisfaction.
4.	The group that talks really nice, I'll give you a star.				√		Promise to give a reward.
5.	Ladies and gentlemen, today we're goint to continue our study.					√	Announcing the start of learning activity.

Note:

1. ☐ Rep: Representative
2. ☐ Dir: Directive
3. ☐ Exp: Expressive
4. ☐ Com: Commisive
5. ☐ Dec: Declarative

The table above presents an overview of the frequency of each type of illocutionary act used by lecturers during interactions in the Speaking class. Directive speech acts are the most frequently used illocutionary acts in speaking classes because lecturers need to actively guide and initiate verbal participation from students. In the context of this study, which was conducted in the Speaking for Everyday Communication course, lecturers frequently used directives to encourage responses, check understanding, or regulate student behavior.

2. **Students respons on lecturer's illocutionary act**

The researcher made direct observations in three distinct courses throughout second semester in order to get information on how students react to lecturer's illocutionary acts in the Speaking Class. Field notes are used to document students replies, including the kinds of illocutionary acts lecturer use, speeches they give, and the verbal and nonverbal forms of student responses. The students' reaction to the lecturer's illocutionary acts during the learning process is detailed in the field note that follows.

Table 4.2: Result of Observation Students' Respond

No	Types of Illocutionary Acts	Response
1.	Representative	1) Students ask questions to seek clarification on the lecturer's explanation. 2) Students respond with another statement that shows that they

			understand.
			3) Students reconfirm the information conveyed by the lecturer.
2.		Directive	1) Students look at each other to confirm orders from the lecturer.
			2) Some students also ask their friends because they don't understand.
			3) Students are silent, no one immediately raises their hand
			4) Students just keep quiet, not trying to find answers.
			5) Some nodded in understanding
3.		Expressive	1) Students laugh at lecturer's joke.
			2) Some make small comments
4.		Commissive	1) Students appear motivated
			2) Some begin to try to speak more confidently.

Only a few of the students' reactions to the lecturer's speech acts were actually in line with the lecturer's illocutionary goal, according to observation data. In contrast, a large number of responses to directive speech actions were unsuitable, characterized by a lack of clarity, silence, or a failure to explicitly address the lecturer's directions. Although nonverbal cues like looking down or at one another were not included in the table due to their inability to be verbally coded, they nevertheless demonstrated that the majority of students had not fully

comprehended or appropriately responded to illocution, particularly when it was directive in nature.

Based on observations conducted during teaching and learning process, it was found that students' reactions to the lecturer's speech acts were mostly passive, especially in the form of silence, confusion, or delayed verbal responses. This was evident in one class that had a strong passive tendency. For example, some students only glanced down, stared at each other, played with their phones, or laughed when the lecturer asked a question (directive speech act) or offered a command. In order for students to understand the idea, the lecturer had to repeat or change the statement several times.

However, the other two classes responded more actively, although their respective responses remained different. Although not all students in the class participated equally, some students seemed comfortable answering or responding to the lecturer's comments (especially directive and expressive actions). Overall, their efforts to respond to the lecturer's comments were more clearly visible than in other classes, which tended to be more passive.

It is evident from the disparities in reaction levels between classes and individuals that not everyone is equally capable of

reacting to the lecturer's illocutionary activities. Better English speakers are more likely to comprehend the lecturer's points and react appropriately, whereas students with less proficiency are more likely to remain mute or be perplexed. Based on observations, it can be said that overall, students' engagement in the lecturer's speech actions is still quite low in some of them, particularly when it comes to reacting appropriately and spontaneously.

B. DISCUSSION

In this section presents the discussion of the reseach findings. There are two problem statements proposed in this study and the discussion only focuses on them. As mentioned in the previous chapter, the aims of this study are to investigate the type of illocutionary speech act is used in classroom interaction and to identify students' respond on the lecturer's illocutionary act on the academic speaking class of the second semester on the English education department of IAIN Curup.

The researcher then uses the theory to examine the lecturer-student dialogue during the IAIN Curup teaching and learning process. According to Searle's theory, illocutionary acts can be classified as declarative, directive, expressive, representational, or commissive. According to the research findings, the lecturer and students employed a variety of illocutionary acts in their speech during the teaching and learning process. The results are discussed below.

1. **Types of Illocutionary Speech Acts are Used by Lecturer in Speaking Classes at the IAIN Curup English Study Program.**

   The researcher applied Searle's theory to the data analysis. Searle distinguishes between directive, expressive, declarative, representational, and commissive illocutionary acts. Based on observations made in February and March of 2025, the researcher discovered five different kinds of illocutionary behaviors that lecturers engaged in throughout the academic speaking learning process of the second semester of the English Study Program at IAIN Curup. They were representative, directive, expressive, commissive, and declaratuve. Further explanation will provided below;

   1) **Representative**

      In classroom conversations, lecturer delivered their teaching materials. There were three types of representative functions found in the data. Those were stating fact, stating opinion, and describing.

      a) **Stating fact**

         This was used to state or truth which accepted in general. The example of stating fact could be seen in the following utterance:

         L: **The question is very simple, "how are you?"**

         The utterance is categorized into representative and the illocutionary force was stating fact. This sentence is a form of statement or disclosure of facts by the speaker.

b) Stating opinion

This stating opinion is used when expressing one's opinion, assessment, or point of view about something. Examples of stating opinions found are:

> L: **English is not translate Bahasa to English, it's totally wrong**

This sentence is included in the representative act with the stating fact category. Because it states the speaker's opinion or assessment about something.

c) Describing

Describing in representative act is conveying information or conditions factually according to the speaker. For example:

> S: **I'm doing well, thankyou for asking, I have been busy with my studies**

This sentence is a representative act with the describing category because the speaker is telling about himself in the form of information.

d) Reporting

Reporting is conveying information or statements that reflect the speaker's beliefs, assertions, or descriptions about the world. For example:

> S: **My cat just died yesterday.**

This sentence is a representative act with the reporting category because the speaker aims to convey the truth that has occurred.

e) **Stating**

Stating is conveys information or expresses a belief about particular situation or fact. For example:

<p style="text-align:center">L: We learn from our mistakes</p>

This sentence is a representative act with the stating category because the speaker aims to state something.

2) Directive

Directive is a type of speech act that aims to make the listener do an action. There were six types of directive functions found in the data. Those were request, command, suggestion, warning, and asking.

a. Request

Request is asking the listener to perform a certain action or to fulfill a specific need. For example:

L: **Can you close your book and just put it in your bag including your mobile phone, please?**

The sentence shows that the speaker asks the student to speak more slowly. This sentence is included in the request category because it aims to influence the listener to do something, but in a more subtle way.

b. Command

Command is instructs the listener to perform a particular action. For example:

L: **When I say I'm very happy. You have to make sure that you invoke yourself to my happiness.**

`   This sentence is included in the command category because the speaker directly makes or influences someone to do a certain action.

c. Suggestion

Suggestion is offers an idea or recommendation for the listener to consider. For example:

L: **Let's do this.**

This sentence is included in the suggestion category because the speaker recommends an action that the speaker considers beneficial for the listener.

d. Advice

Advice is expressing a belief that the listener would benefit form following the recommendation. For example:

L: **Put aside your culture when speaking English.**

This sentence is included in the advice category because the speaker suggests an action that is believed to help the listener.

e. Warning

Warning is aims to alert listener to a potential danger, risk, or undersirable outcome. For example:

L: **But the, for those students cannot revert the speaking you can stay out and you can enjoy your life outside.**

This sentence is included in the warning category because it is a warning and confirms something.

f. Asking

Asking is a requesting information, clarification, or action from the listener. For example:

L: **And we talk about one or two minutes, right?**

This sentence is included in the asking category because it is a question that aims to make the listener provide information.

3) Expressive

Expressive aims to express the psychological condition or feelings of the speaker towards something, for example happy, confused, sad, etc. One example is:

S: **I'm feeling fantastic and energic**

This sentence is included in the expressive sentence because the speaker conveys a positive mood.

4) Commisive

Commisive is a type of speech act in which the speaker commits to doing something in the future.

a. **Promise**

Promise is speaker commits to performing a specific action in the future. For example:

L: **I'll give you a star**

This sentence is included in the promise, because the speaker is committed to doing something in the future that will benefit the listener.

b. **Threat**

Threat is nvolves a commitment to perform an undesirable action that may cause harm or negative consequences to the listener. For example:

L: **I'm not going to kill you today, but I don't know tomorrow.**

This sentence is included in the threat category, because the speaker is committed to carrying out an action that will harm the listener.

c. **Stating intention**

Stating intention is where the speaker expresses their plans or goals for the future without necessarily making a formal promise. For example:

L: **I'm going to call mechanic for doing this**

This sentence is included in stating intention because the speaker really has that intention..

5) **Declarative**

Declarative aims to change the status or state of something just by saying it. For example:

L: **Ladies and gentlemen, today we're going to continue our study.**

This sentence is included in the declarative because after this statement is uttered by an authorized person, the speech announcing the start of the learning activity.

The study's findings show that, with 148 and 106 usage, respectively, directive and representative speech acts are the most common in the Speaking class interaction at IAIN Curup. It was discovered that when students are learning to speak, lecturers frequently utilize language to actively deliver directions, commands, invites, and to directly communicate facts, viewpoints, and arguments. This pattern illustrates how lecturers are in charge of class interactions in addition to serving as facilitators. This result strongly supports the findings of a study by Luthfiyatun Thoyyibah et al., which found that the most common speech acts in EFL classes are directive ones, particularly when they take the shape of commands, requests, and questions meant to focus students' attention and promote active engagement. According to the study, speech actions also help to

improve the rapport between lecturers and students, which makes learning more engaging and targeted.[38]

This study differs significantly from that of Pipit Rahayu and Epiruddin, however, in that the latter study focused on the employment of speech acts in individual student speeches rather than in two-way classroom communication between lecturers and students.[39] Speech acts are typically one-way, and pupils utilize more expressive or representational language to express their thoughts and emotions. This contrasts with the classroom setting, where lecturers play a crucial role in directing the flow of communication and making directions more prevalent in their capacity as class managers.

According to a study on television beauty product ads by Nurul Intan Saputri et al., the most common speech act is forceful, which is classified as representational. This makes perfect sense given that the advertisement's context is one-way communication with the goal of persuading the viewer of the product's advantages through assertions, claims, or explanations.[40] Directive and expressive speech acts are less common since there isn't the same direct engagement between the speaker and the listener as there is in a classroom.

The difference lies in the power dynamics inherent in each context. The majority of communication in advertising is one-way and

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[38] Thoyyibah, Tarwana, and Melati, "Speech Acts in EFL Classroom Interaction in Speaking Class."
[39] Rahayu and Eripuddin, "The Illocutionary Speech Acts in Students' Public Speaking."
[40] Saputri et al., "An Analysis of Speech Act in Beauty Product Advertisements in Television Broadcast."

persuasive, with the speaker and the audience having equal standing and the speaker using claims and statements to inform or persuade. On the other hand, classroom engagement is by its very nature hierarchical, particularly in speaking classes, where the lecturer actively directs the flow of conversation and holds institutional power. This enables instructors to employ directive acts—such as orders, requests, or instructions—which are crucial for controlling student involvement and academic results. This teacher-student power dynamic highlights the unique communicative roles of illocutionary acts in various discourse contexts and explains why directive actions predominate in the educational setting.

From the standpoint of the theory employed, this study makes reference to Searle's theory, which clarifies that illocutionary speech acts represent the social role of speech in communication in addition to being in the form of words. In addition to teaching the content, the lecturer in this study also establishes a framework for the discussion, offers encouragement, and even fosters interpersonal relationships by using language like compliments, recommendations, and criticism. This demonstrates how speech acts in the Speaking class influence the dynamics of communication and learning. Although the majority of students in this study still give passive or limited answers, the Speaking class actually demonstrates a two-way communication pattern that is largely dependent on student replies, in contrast to the

one-way nature of formal speeches or advertising. As a result, this study makes a distinctive addition by directly addressing the educational setting and highlighting the significance of pragmatic awareness in the teaching and learning of English.

2. Students' Respond on Lecturer's Illocutionary Act.

The findings of the observation show that students' reactions to lecturers' illocutionary activities during class interactions varied noticeably. One important discovery is that a sizable portion of students gave passive answers, particularly when presented with directive speech acts like inquiries or commands. According to the findings, one class's students tended to avoid eye contact, be confused, stay silent, or engage in distracted behavior like uneasy laughter or phone use. both responses point to a lack of instantaneous uptake, which is a key idea in Austin's and Searle's theories of speech acts. According to both theories, the effectiveness of an illocutionary act depends on the hearer's comprehension and appropriate response in addition to the speaker's goal.

Furthermore, during the observation, it was found that among the five types of illocutionary acts, declarative acts did not receive any noticeable response from students. This is likely because declarative acts—such as announcing or declaring—do not inherently require or expect an immediate response from the listener, as they often function to change a status or state through speech itself (e.g., "Ladies and

gentlemen, today we're going to continue our study"). In such cases, students tend to accept the declaration as final and proceed accordingly without verbal or physical feedback, highlighting the distinct nature of declarative speech acts in comparison to others that prompt interaction.

Bach and Harnish's theory also supports this research, which looks at how pupils react to the lecturer's illocutionary activities. The idea states that illocutionary acts relate to the meanings that the speaker intends to convey. An illocutionary act is one in which the speaker intends to convey a particular attitude. The reason this aim is reflexive is that the speaker wants to be recognized (for instance, the speaker wants the listener to understand that the warning is deliberate). According to this viewpoint, all that is needed for effective communication is for the listener to identify the reflexive attitude that the speaker is trying to convey.[41]

Students' reactions to lecturers' speech acts varied significantly, according to observations and an examination of learning transcripts from multiple sessions. When lecturers utilized directive speech actions, such as commands, reprimands, or rhetorical inquiries, students frequently looked quiet, displayed perplexed looks, or exhibited even nervousness. This quiet and perplexed response suggests that some students do not fully comprehend the lecturer's

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[41] Leonard Abbeduto, "Linguistic Communication and Speech Acts. Kent Bach & Robert M. Harnish. Cambridge: M.I.T. Press, 1979, Pp. Xvii + 327.," *Applied Psycholinguistics* 4, no. 4 (1983): 397–407, https://doi.org/10.1017/s0142716400004768.

speech acts, both in terms of their literal meaning and the pragmatic implications they contain.

Nonetheless, some students are also able to react to the lecturer's discourse with suitable words or body language, such as answering questions, obeying directions, or demonstrating an interest in the speaker's subject. This demonstrates that some pupils get the lecturer's purpose and words quite well. For instance, some students respond with a socially and culturally appropriate expression of gratitude or joy when the lecturer offers praise or expresses hope.

Some pupils appeared reluctant or delayed their responses because they were uncertain of their English proficiency or were scared of making mistakes. Additionally, students find it difficult to comprehend the lecturer's genuine meaning because of their communication style, which can be sarcastic, impromptu, or humorous at times.

According to George Yule, an illocutionary act involves the listener's understanding of the speaker's purpose as well as the speaker's own. If students do not respond or comprehend what the lecturer is saying, it may indicate that the illocutionary force is not being effectively communicated in the classroom. Students may be suffering from a lack of pragmatic competence if they can understand the words linguistically but are unable to interpret the statement's intended meaning or purpose pragmatically. Students who react slowly or ambiguously interrupt the intended flow of communication,

indicating that they might not fully understand whether the lecturer is making a request, giving an order, or waiting for a response.

According to the study's findings, students' reactions to lecturers' speech acts during class instruction are expressed not only verbally but also—and perhaps more importantly—nonverbally. This is consistent with the findings of the study "Verbal and Nonverbal Languages in Online Thesis Examinations: An Illocutionary Act Study" by Hastari Mayrita et al. According to the study, reactions to speech acts can take the form of nonverbal language, such as body language, gestures, or facial expressions that support or supplement oral communication, or verbal language, such as direct speech that conveys a specific intention (such as providing information, asking, requesting, confirming, and so on).[42]

There were similarities in the pattern of student responses even though this study was conducted in a face-to-face class and Hastari's research was conducted in an online thesis exam. According to this study, students were more likely to use nonverbal cues such nodding, reluctant smiles, silence, or confused facial expressions than to directly respond verbally when lecturers performed speech acts, particularly directive or representational forms. This research supports the notion that students use nonverbal cues more often than spoken words in

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[42] Mayrita et al., "Verbal and Nonverbal Languages in Online Thesis Examinations: An Illocutionary Act Study."

academic interactions, particularly when they are feeling insecure or perplexed.

The notion that language competency is crucial to classroom pragmatics is further supported by the comparatively better responses shown in the other two classes. Higher-level English-speaking students seemed more assured and capable of participating in the lecturer's speech acts, particularly when reacting to expressive and directive statements. A more dynamic and engaged learning environment was indicated by the fact that some students were able to react impulsively, ask clarifying questions, or even respond humorously. This is consistent with earlier study that found that students' capacity to understand and react correctly to speech acts is directly linked to effective communication in EFL courses.[43]

Students' motivation to participate may be impacted by the classroom atmosphere and the teacher-student relationship, thus these aspects should also be considered. In a more dynamic classroom, the instructor's tone, repetition strategies, or encouragement might have prompted students to take chances and respond even when they weren't sure. However, participation in a more passive classroom may have been hindered by low self-esteem or a fear of making mistakes. These results demonstrate that the success of an illocutionary act depends not

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[43] Yule, "Pragmatics by George Yule."

only on its linguistic form but also on the listener's social and psychological readiness to comprehend and react to it.

In conclusion, even though lecturers constantly use a variety of illocutionary acts to encourage communication and education, students' responses differ significantly between courses and people. This highlights the need for teachers to be more aware of their students' language readiness and pragmatic understanding and perhaps employ more adaptable and supportive teaching strategies to promote active participation. Additionally, it highlights the importance of teaching pragmatic awareness in EFL lessons explicitly so that students can understand not only words but also their meaning and function.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

It can be inferred from the data analysis and discussion results that lecturers in the Speaking class of the English Study Program at IAIN Curup employ a variety of illocutionary speech acts in their learning interactions. The two sorts of illocutionary speech actions that lecturers utilize the most are directive and representative, out of the five categories identified by Searle's classification: expressive, declarative, commissive, directive, and representative. This demonstrates how lecturers' attempts to give students information, instructions, and guidance directly dominate classroom discussion.

It was discovered that most students tended to be passive while responding to lecturers' speech acts, particularly in one class when verbal engagement was low. Many students remained silent, perplexed, preoccupied with their phones and books, or delayed answering the lecturer's queries or instructions. Although there was some individual diversity, the other two classes demonstrated very active engagement. This demonstrates how students' comprehension and reactions to lecturers' speech acts are significantly influenced by their proficiency in the English language and their level of confidence.

B. Suggestion

Based on the findings and conclusions previouly discussed, several suggestions can be offered for future research as well as for teaching and learning process in speaking class.

First, lecturers are encouraged to focus more on the speech acts that are employed in the classroom and modify their language style according to the proficiency of their students. Students can comprehend the speech's intended meaning and react correctly with the use of simple sentences, repetition, and contextual clarifications.

Second, students should be able to respond to many kinds of speech acts that come up throughout learning, particularly by developing their pragmatic awareness. In order to better comprehend the lecturer's goals and react accordingly, students are also encouraged to enhance their overall English proficiency. Regular practice speaking and listening in English might help them become more courageous and communicate more effectively.

Lastly, it is hoped that teaching strategies that enhance students' responses to speech acts will be examined for future research. Additionally, the scope of the study will be expanded to include more classes and institutions, or triangulation techniques like interviews will be used to gather more thorough and in-depth data.

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APPENDIXES

Appendix of Data Observation 1

Note:

1. ▮ Rep: Representative   4. ▮ Com: Commisive
2. ▮ Dir: Directive   5. ▮ Dec: Declarative
3. ▮ Exp: Expressive

No	Data	Types of Illocutionary					Context
		Rep	**Dir**	**Exp**	**Com**	**Dec**	
1.	Yes, no, one by one.		√				Intructions for students to answer one by one, in an orderly manner.
2.	Remember, I just want to have something new, right?		√				shows the desire for particiants to give something different.
3.	Not just say "I'm fine, thank you", remember that.		√				Prohibitions or limitations on cliché answer
4.	I need a new greeting style		√				Explicit requests for variation in greetings.
5.	Remember you are a really ordinary person	√					Express an opinion on the student's abilities.
6.	I hate with the way you talk because it's just feel like you just still in Bahasa Indonesia and you translate to Bahasa Inggris			√			Expressing dislike for students' speaking styles.
7.	It's not like that one.	√					Rejection of the wrong way.
8.	I give you one minute to find out and think that you need to force yourself to answer my question "how are you?", just that.		√				The urge to force yourself to answer.
9.	Remember, I need a new one, the previous one is Bahasa Indonesia to English, now I		√				Demand for a new style of greeting.

	need English originally.					
10.	Or I will send you out, and you will thinking at outside this class and coming back after that.		√				Threats or consequences of non-comliance.
11.	The question is very simple, "how are you?"	√					Affirms that the task is not difficult.
12.	"how are you?" "I'm good" Ah, that's not good enough.			√			Expressions of dissatisfaction.
13.	Talk to me, please		√				Direct request to speak.
14.	Kalau you cannot answer my question, your place is outside		√				Harsh reprimands with consequences.
15.	Just enjoy your life		√				Provide positive feedback
16.	Oh! That can't be that bad			√			Reaction to complaints, giving reinforcement
17.	You know what? I love to eat human meat			√			Joking expressions, to melt the atmosphere
18.	I feel depressed			√			Revealing their emotional state
19.	Who teach you? Who make you depressed?			√			Dig into the causes and express concerns
20.	Because we don't finish my assignment last night.	√					Convey the factual reason for emotional condition.
21.	That's why you need to manage your time wisely, right?		√				Provide advice.
22.	I see that. Anyway, you like pink?		√				Light questions that into students' preferences.
23.	I really like pink but I'm not going to wear it.			√			Personal expressions that contain elements of humor.
24.	I'm feeling fantastic and			√			Conveys a positive mood

No.	Utterance						Description
	energic						
25.	Because just finished my homework	√					Explanation of the reason for feeling good
26.	I hope the result will be fine and you'll get the best result			√			Good expectations regarding learning outcomes.
27.	Your teaching process is so interesting			√			Praise for lecturer
28.	Nice to have you here			√			Shows hospitality and closure.
29.	I feel sad, because my mother is sick			√			Convey feeling, such as sadness
30.	Just take your mother to the doctor		√				Giving advice/direction to others.
31.	Did you have some struggle with your job?			√			Asking about the condition of the lecturer
32.	Thank you for this nice conversation.			√			Expression of gratitude
33.	I'll give you a star				√		Promise of a reward performance
34.	Since you're stay in English departement student so it's better for you to have oxford dictionary not Hasan Sadily dictionary.		√				Tries to get the listener to do something.
35.	You get influenced by your opener speaker	√					Observation of student performance
36.	You can go outside if you're ready		√				Flexible intruction to students
37.	I'm doing well, thankyou for asking, I have been busy with my studies	√					Stating conditions and busyness
38.	It's not great to be honest, I didn't get enough sleep because of my tasks	√					Conveying conditions and reasons

No.	Utterance						Description
39.	Sorry to hear that. But I think everything will be fine.			√			Sympathy and positive hope
40.	Oh my god, it's really quite busy, right? I hope you will have a good day today.			√			Giving a good wishes
41.	Who teach you? Who make you depressed?		√				Asking and exploring causes.
42.	Because we don't finish my assignment lasy night	√					Giving factual reasons
43.	Oh, poor you. That's why you need to manage your time wisely, right?		√	√			Sympathy and giving advice.
44.	I feel nervouse because this is my first meeting with Mister.			√			Expressing nervousness.
45.	That's good. Because you're not a robot so nervous is a normal. But, things can't be that bad, right?			√			Validate feelings
46.	I feel happy because I can meet Mister, your teaching process is so interesting.			√			Feelings of pleasure.
47.	I feel happy because I'm wearing favorite color			√			Expressing the feeling of happiness that is felt
48.	I can see that. Anyway, you like pink? Why you like pink? Is it fresh?		√				Asking several questions aimed at obtaining information from the conversation partner about the reasons for liking the color pink.
49.	Nice, it's good, I really like pink but I'm not going to wear it.			√			Personal opinion and light jokes.

No.	Utterance						Explanation
50.	I feel sleepy because I just finished my task about philosophy and I feel a little bit nervous because I'm waiting for the result.			√			States the condition.
51.	Oh, I hope the result will be fine and you'll get the best result.			√			Expressing positive hope and concern for the outcomes that the counterpart will receive.
52.	I'm feeling fantastic and energetic because I start my day by listening to wonderful music			√			Convey positive feeling.
53.	Me too! I feel that I'm hot today. You know what? I'm hot. Am I hot? No, no, I mean the weather, right?			√			Jokes and warm up the atmosphere
54.	It's okay. Nervouse is normal because you're not a robot, you're a genie. No, I'm just kidding.			√			Validation and humor to lighten the mood.
55.	I'm doing great, thanks for asking. It is a beautiful day, I take a new challenge.	√					Expresses personal condition and enthusiasm.
56.	Philosophy task, what happened to this task? Is it too difficult or what?		√				Digs deeper into reasons or experiences.
57.	In life you need to have priority. Your priority is English. Just forget about the		√	√			Suggestion that mixed with joke

No.	Utterance						Description
	philosophy. No, just kidding.						
58.	That's good. That's how you say hello to your friend	√					Evaluation and explanation of interaction function.
59.	Every morning you need to change that habit. Found, write down, every day you will find a new word, new vocabulary.		√				Suggestion on how to study.
60.	You coming back to say, "how about you?", "how's your condition?" for example		√				Exemplifying the expected form of interaction.
61.	You need to tell something about your friends, tell something happy.		√				Intruction to share positive things about friends
62.	I feel fantastic today, because I have two classes in a row, a little bit busy today.			√			Expressing his feeling of happiness about the activities he did that day
63.	I hope sir… everything will run well			√			Hope or prayer for the condition of the lecturer.
64.	That's good, nice. Anyway, I really love your Batik, I like your Batik.			√			Praise for appearance.
65.	Yes, of course. These are very expensive shoes you know, thank you anyway.	√					Stating fact
66.	Oh, everything is under control. Thanks God. Anyway, I have to go, thank you. See you soon.	√		√			Conveying condition, saying thankyou and closing the conversation.

67.	I feel nice today, because I need all of you, and this is really nice, I enjoy my class.			√			Expressing feeling and impression about the classroom atmosphere.
68.	What do you think about me, sir?		√				Request for personal assessment.
69.	Oh, you look so good. I like that flowerist Batik, that's really nice color, blue, red, purple.			√			Compliment on the student's appearance.
70.	Oh, I think your shirt is really cool			√			Praise back from student
71.	Yeah, because the point is expensive, right?	√					Giving information
72.	What time did you go to sleep?		√				Asking personal information to encourage further conversation.
73.	Did you have some struggle with your job?		√				Asking more about teaching experience.
74.	Oh, no. actually I really fun with my job and every single job that I took today is really nice.			√			Stating pleasant experience.
75.	Make sure you have a new vocabulary, say 'hello', don't forget to say 'thankyou'		√				Intruction to greet and thank when receiving praise.
76.	I give you three minutes to prepare that		√				Setting a time to prepare for the task.
77.	The group that talks really nice, I'll give you a star.				√		Promise to give a reward.
78.	You can go outside, enjoy your life. Make conversations outside, come back when ready.		√				Permission and instructions to practice outside the classroom.

No.	Utterance						Description
79.	You have to make a conversation, one by one, I'll give you a score.		√				Follow-up instructions with assessment.
80.	Put aside your Indonesian style		√				Instruction to abandon literal speaking style.
81.	Movie is really working for us.	√					Expressing opinion about effective learning methods.
82.	We're not Indonesian to English, we're English to English	√					Statement of learning principles.
83.	That's why, since you're stay in English departement student so it's better for you to have oxford dictionary not Hasan Sadily dictionary.		√				Technical advice on learning.
84.	Next time, stay outside before class, I'll decide if you're good to come in.		√		√		New rules and commitment to implement them.
85.	Find words connected to greetings. I just want to have something new week per week.		√				Exploratory task and expectation for variety and development.

Appendix of Data Observation 2

No	Data	Types of Illocutionary					Context
		Rep	**Dir**	**Exp**	**Com**	**Dec**	
1.	We continue our meeting.					√	Starting and directing the session
2.	Speaking is about questions and answers	√					Explanation of concept
3.	Put aside your culture when speaking English.		√				Giving advice
4.	English is not translate Bahasa to English, it's totally wrong.	√					The expresses their opinion or judgment.
5.	Get out!		√				Explicit command
6.	I feel better today. But, you know i have three meetings in a row today and i feel a little bit exhausted.			√			Expressing their current physical and emotional state
7.	You'll get the star and put it on the paper.		√				Instructing or directing the listener to do something
8.	Bring your mobile phone		√				giving a command or instruction
9.	Remember, complete conversation.		√				reminding or instructing the listener to do something
10.	We learn from our mistakes	√					stating a general truth or belief about learning from past experiences.
11.	What good things happened to you?		√				asking a question
12.	Yes, I really love holidays too.			√			expresses a personal feeling or preference
13.	You have to say your first name.		√				gives an instruction or requirement
14.	Nice to have a conversation with you.			√			expresses a positive emotion or appreciation about the interaction.
15.	Can I try again?		√				Asking permission.

No.	Statement						Description
16.	My mother hospitalized yesterday.	√					Giving information about what happened.
17.	My condolences, I feel sorry to hear that.			√			Expressing sympathy and sorrow for something unfortunate that happened to the listener.
18.	I broke up with my boyfriend.	√					Stating a fact or reporting an event.
19.	My cat just died yesterday.	√					Reporting a fact or event that happened in the past.
20.	We're going to talk about culture and habits in greetings.	√					Explains the topic of the day.
21.	You need to understand how culture influences the way we say hello.		√				Instructions for understanding cultural context.
22.	In Japan, people bow instead of shaking hands.	√					Gives examples of cultural facts.
23.	Now, please create your own conversation in pairs.		√				Instructions for pair activities.
24.	Try to include cultural differences in your greeting.		√				Directions for integrating the material into the assignment.
25.	I'll walk around and give you some feedback.	√					Lecturer's commitment to guide.
26.	After 5 minutes, I want you to perform in front of the class.		√				Follow-up instructions with deadlines.
27.	I feel embarrassed but I'll try my best.			√			Show the speaker's emotion or feeling.
28.	That's a good effort, thank you.			√			Appreciating the students' efforts.
29.	In Indonesia, sometimes we avoid eye contact when greeting elders.	√					Conveying local cultural facts.
30.	Could you add a handshake to your role-play next time?		√				Requesting performance development.
31.	Would you like to volunteer for the next turn?		√				Inviting participation.
32.	I appreciate your confidence in speaking.			√			Praise for students' attitudes.

No.	Utterance						Description
33.	That's the challenge when learning a new language.	√					Comment on the learning process.
34.	It's okay to make mistakes. That's how you learn.			√			Emotional/ motivatinal support.
35.	Do you have any questions before we end?		√				Allowing space for questions and answers.
36.	Let's play a quick game to close the session.		√				Instructions for closing activities.
37.	I'll prepare a similar activity next week.				√		Promise from the lecturer.
38.	Before we go, I want each of you to say one new word you learned today.		√				Reflection-based evaluation.
39.	Please don't forget your homework about greeting styles.		√				Reminder of assignment.
40.	I'm proud of your progress today.			√			Expression of pride from the teacher.
41.	We'll continue next week with small talk.				√		Promise to continue the next topic.
42.	Just chit and chat and after that just close the activities.		√				Instruction or explanation of the speaking practice format.
43.	If you never try, you don't know your mistake.	√					Reflective/learning statement.
44.	Just question me, I question you back.		√				Explaining the expected question-answer pattern.
45.	It's not just like you read the script and you are an actor	√					Clarifying the difference between rehearsal and acting.
46.	You have to say your name first, right?		√				Instructions on the order of introductions.
47.	Let's pretend you are in a job interview.		√				Roleplay instructions based on real situations.
48.	Tell me something about yourself.		√				Request for personal information in a formal simulation.
49.	I believe I am a good listener and I love languages.	√					Conveying character and motivation.

No.	Utterance						Description
50.	You're hired!					√	changing status fictitiously.
51.	It was a pleasure to meet you			√			A polite farewell.
52.	Body language is important during greetings.	√					Non-verbal knowledge information.
53.	I noticed some of you looked down while talking.	√					Observation of student performance.
54.	What can we do to feel more confident?		√				Reflective question.
55.	Let's change partners and try again with someone new.		√				Exercise variation instructions.
56.	I'm feeling under the weather.	√					Stating conditions with idioms.
57.	I didn't sleep well last night.	√					Stating reasons for conditions.
58.	It's okay, thanks for sharing that.		√				Empathy and acceptance.
59.	Take a deep breath and try again.		√				Motivational encouragement.
60.	Speak louder so everyone can hear you.		√				Technical instructions during performance.
61.	You were clear, but maybe too fast.	√					Performance evaluation.
62.	Can you slow down next time?		√				Request for improvement.
63.	You used some great vocabulary!			√			Compliment on content.
64.	Why did you choose to study here?		√				Personal questions in roleplay.
65.	I've always wanted to explore Indonesian culture.	√					Delivering motivation.
66.	Let's give a big hand to our last pair!		√				Invitation to applause.
67.	You may now submit your reflection note.		√				End of class instructions.
68.	Today's class was engaging and fun.			√			expressing their personal opinion or feeling
69.	Goodbye and have a nice weekend!			√			Closing the class.
70.	I'm grateful for today's energy.			√			Gratitude.
71.	Let's continue this spirit next week.				√		Hope or promise to continue.
72.	You have improved so much since week one.	√					Observation of student progress.

73.	Keep practicing at home, okay?		√				Advice for independent study.
74.	I'll bring new material next session.				√		Promise from the lecturer.
75.	Don't forget to rest.		√				Advice to stay healthy.
76.	This is your journey, enjoy the process.	√					Motivational reflection.

Appendix of Data Observation 3

No	Data	Types of Illocutionary					Context
		Rep	Dir	Exp	Com	Dec	
1.	Let's do this.		√				inviting to do something together
2.	I'm going to say hello to you.	√					stating the intention/action to be taken
3.	If you cannot answer my questions, it's better for you to get out		√				implied threat if you can't answer
4.	Just say something that you need to say.		√				instruction to speak
5.	Remember that I'm just saying hello and answer my question.	√					explaining the intention of his/her action
6.	If you answer my question correctly, then you stay here.		√				providing conditions for an action
7.	You stay away. Stay outside for a while.		√				command
8.	How can you find the answer?		√				pressure to think/find an answer
9.	Do you understand what I mean?		√				asking for confirmation of understanding
10.	Get out!		√				commands the listener to leave
11.	See what happened to you.		√				directs the listener to observe or reflect on what has happened to them
12.	You never watch movie, right?			√			sarcasm or disapproval
13.	You can stay and continue that.		√				giving permission
14.	I give you one minute to find it.		√				instructing the listener to perform a task
15.	What are you doing standing here?		√				implies that the listener should not be standing there and should do something else.
16.	I force you to find the answer.		√				Command
17.	God damn, find the		√				commands the

No.	Utterance						Description
	answer!						listener
18.	Not convinced that you can enter to the class	√					expresses a belief or judgment
19.	No, only three, only three students will get a start for today.	√					stating a rule or fact
20.	But the rest you need to struggle with your destiny. Yeah, you have to struggle with your destiny.		√				urging or instructing the listeners to accept and deal with the consequences themselves
21.	You know what, you control When you speak in front of people, you open a speaker, you control the the situation, right?	√					asserting a belief or observation
22.	You don't have to say something that you don't know. Do not bring yourself too far from what you mean.		√				gives advice or commands to avoid speaking without knowledge and to stay focused on their intended meaning.
23.	I feel bad today because you know what? I lost my key.			√			shares their emotional state
24.	I have three classes in a row. It's a bit exhausting			√			expressing their feeling of exhaustion
25.	I'm going to give you a variation of answer. Then you can replay my statement.				√		commits to providing a variation of answers.
26.	Sorry to hear that, Sir. I hope your mother get better soon.			√			Sympathy and good wishes
27.	Trying to find the answer.		√				rtells someone to do something.
28.	I'm happy my mother buy me tickets to watch Taylor Swift concert.			√			shares their happiness
29.	I feel down today because my score is not good.						shares their feeling of being down

Appendix of Data Observation 4

No	Data	Types of Illocutionary					Context
		Rep	Dir	Exp	Com	Dec	
1.	Good morning, today i only want you to know how to say 'how are you?' and how to reply.		√				instructs the listeners on what to learn today
2.	Example sad, disappointed, worry. And you have to give me the replys		√				requesting or commanding
3.	When I say I'm very happy. You have to make sure that you invoke yourself to my happiness.		√				instruction or command
4.	You open the conversation. just answered the questions.		√				commands the listener to take an action
5.	Remember, I teach you how to open the conversation, right?		√				reminding the listener to recall something.
6.	Can you close your book and just put it in your bag including your mobile phone, please?		√				asking or instructing
7.	Remember I give you a week to do this.		√				reminding the listener about a deadline or instruction
8.	All of your stuff on your table in your back.		√				giving a command or instruction.
9.	Just be calm, be careful sometimes and relax. Nobody get hurt today, but I don't know tomorrow.		√				Giving advice or instructions
10.	Give me your best shot.		√				command or challenge
11.	Just calm down. Say something.		√				direct instructions or commands.
12.	I'm a little bit confused with my schedule but I think I'm going to have a lot of classes this morning.		√				stating a belief or expressing a situation
13.	I'm feeling nervous today because it's the first time I take the exercise. I'm afraid that I			√			expressing their feelings of nervousness and fear.

No.	Utterance						Description
	cannot pass it.						
14.	I'm an English man, I'm not Indonesian, so I don't know how you chit and chat with me. Right? Better for you to be an English or speaking.		√				ultimately trying to influence the listener's behavior (to speak English).
15.	I'm little bit tired to the exhausted because I have a lot of jobs to be done, but unfortunately I just finished it.			√			personal feelings of tiredness and relief.
16.	I'm asking you, who are you?		√				requesting information
17.	You see the door? The door is always open, right? That's it, Get out!		√				command telling someone to leave
18.	Actually, I have a problem with my car this morning.	√					stating a fact or situation
19.	I already finished my class this morning and I feel happy about it.	√					stating a fact about something that happened.
20.	Good morning. My name is Alina Smith and may I know your name?		√				sking the listener to provide their name.
21.	Because I'm very confused about my schedule.	√					expressing a state or feeling
22.	Cheer up, everything will be fine and I guess.	√					sharing their hopeful opinion
23.	My life is brilliant.	√					statement expressing the speaker's view or belief about their life.
24.	When you introduce yourself a student, then you have to mention your major and your full university.		√				giving instructions or advice
25.	The something that I need to talk to you, I mean feedback that I give to you for this moment is it's all about your culture.	√					stating or presenting feedback
26.	Remember being an English speaker, professional speaker, It's not like just translate bahasa Indonesia to English. this is not like that one.		√				giving advice or a reminder

27.	How to make the communication automatically when you speak to your opponent speaker?		√				asking for advice or instructions
28.	It's better for you to have time watching like a movie or listening to music or like opening your YouTube channels and don't forget to see or to watch like people talking in English.		√				giving advice or suggestion
29.	Actually, all of you will get the stars, the yellow if you try it hard, right?	√					stating a fact or promise
30.	Make sure that your effort is over the limit.		√				giving instruction or encouragement
31.	I'm from I'm from Indonesia and I'm Indonesian.	√					stating fact about oneself
32.	I'm a student right now of Harvard University.	√					giving information about current status
33.	In my free time, I love to walk around while listening to music.	√					expressing preference or habit
34.	I hope we can get along well.			√			expressing a wish or hope

Appendix of Data Observation 5

No	Data	Types of Illocutionary					Context
		Rep	Dir	Exp	Com	Dec	
1.	Ladies and gentlemen, today we're going to continue our study.					√	Announcing the start of the learning activity.
2.	Previous meeting, now you put the star again, one by one will stand up here.		√				Ask participants to do the activity of standing up one by one.
3.	And we talk about one or two minutes, right?		√				Ask for approval or clarification.
4.	The person who can get the ideas and then continue the speaking conversation and you can stay here very long that you can continue the study, right?		√				Order participants to participate actively.
5.	But the, for those students cannot revert the speaking you can stay out and you can enjoy your life outside.		√				Give a warning to those who cannot speak.
6.	Because I hate stupid person!			√			Expressing dislike rudely.
7.	"Oh my god, that's too rude, sir."			√			Showing objection to a rude statement.
8.	No, yes that's rude.			√			Supporting the statement that the sentence is rude.
9.	Yeah, just prepare yourself, i'm going to check your attendants first.		√				Requesting participant preparation and will check attendance.
10.	Any questions?		√				Inviting questions.
11.	No, that's why i like teaching here, there's no challenges.			√			Expressing dissatisfaction with the lack of challenges.
12.	One by one remember, one by one you have to say something more than one minute!		√				Orders the minimum speaking duration
13.	Make sure that you can answer the questions, give questions and answers, questions and		√				Orders the communication format.

	answers. Remember!						
14.	I just follow your rules, i just follow your where you get me and when i'm talking to you.	√					Explains that the teacher follows the participant's rules.
15.	Uh, i suggest you do not write something on your paper because it's not working well.		√				Provides advice not to write.
16.	It's better for you to... if you have a new vocabulary and then it's better for you to you know say it so apply it in your daily communication.		√				Suggesting to use new vocabulary in daily communication.
17.	If i can suggest you, i do believe that you don't have any group right now, right?		√				Asking and suggesting the formation of a group.
18.	So, it's better for you to make a group consists of five or four person, invite your senior to join with you and let… let's say that you and I meeting three times a week meeting with your senior.		√				Suggesting the formation of study groups and regular meetings.
19.	You open the conversation, you close the conversation.		√				Contains instructions or commands to the other person regarding the task of opening and closing the conversation.
20.	You question, I just reply it.		√				Establishes the rule that the other person is responsible for asking questions, while the speaker will answer.
21.	Just that that is the rule.					√	Establishing a statement as a rule of conversation.
22.	No, You get the wrong person.	√					Giving information
23.	I love Ramadan, because you know, I can get a lot of information about Islam.	√					stating a belief
24.	I feel bad today because I have a problem with my car. My car is not working well. I just push the button, the power			√			expresses personal feelings

No.	Statement						Function
	engine and it's not working.						
25.	I'm so sorry to hear that, Sir.			√			expresses sympathy or concern.
26.	"I hope your car broken forever!"			√			conveys a joke or playful wish.
27.	Actually I love, everything happens today.			√			shows positive emotions or satisfaction.
28.	But you know what? Sometimes life is never flat, right? Sometimes it's going up, sometimes it's going down. Sometimes it's flat, sometimes it's up, sometimes it's down, so that is life.	√					conveys a belief or reflection about life.
29.	I'm really stuck and sometimes it's nothing special.			√			expresses a feeling of being uninspired or lost.
30.	I want to buy some bread in the market after the class.	√					expresses an intention or plan to act.
31.	I'm going to ask about your grandma. How is your grandma? Is she OK?		√				the questions are requests for information.
32.	Is she still smoking?		√				asking for information.
33.	Is she still drinking wine every night?		√				follow-up question for information.
34.	When she go to hospital, doctors say grandmother to not drink again.	√					stating a past event or fact.
35.	Finally, your grandma stopped drinking it.	√					stating a result or event.
36.	Close the door.		√				Command
37.	No, everything is not running right. Yes, because something wrong with my head.	√					Stating personal condition
38.	How I solve the problem?		√				Requesting suggestion
39.	You have to take a break		√				Giving advice
40.	I hope so. I can do that.				√		Expressing intention
41.	Today I feel more healthy	√					Stating fact
42.	Really amazing to have a good condition in the day, right?			√			Expressing joy
43.	Sometimes just, you know… workout in the	√					Describing habit

No.	Utterance	(orange)	(yellow)	(green)	(blue)	(red)	Description
	meantime.						
44.	Thank you for your information.			√			Thanking
45.	I've been bored because my plan is delayed	√					Stating condition
46.	See that you want to?		√				Asking for preference or suggestion
47.	I can't suggest you something because I don't know what what you are interested in.	√					Stating fact
48.	Maybe I want to know what do you like in your free time?		√				Questioning for more information
49.	What do you favorite food do you make?		√				Questioning preference
50.	I like create a wedding cake.	√					Explaining hobby
51.	Maybe you can make wedding cake for my wedding?		√				Request/invitation
52.	I'm just walking with my friends.	√					States a fact about the speaker's current activity
53.	I'm trying to find a cafe here.	√					Describes the speaker's current goal.
54.	Do you love modern art, Sir?		√				Asks for the listener's opinion or preference.
55.	I don't like modern art, it's too boring.			√			Expresses dislike and criticism.
56.	What will you do tonight, Sir?		√				Asks about future plans.
57.	I have to dance tonight.	√					States a scheduled obligation.
58.	I'm just trying to earn money	√					Shares personal motivation.
59.	What do you think about the weather today?		√				Asks for an opinion.
60.	It's better for you to stay at home.		√				Offers advice or suggestion.
61.	Nice to meet someone like you.			√			Shows politeness and appreciation.
62.	That really touched my heart.			√			Shares a personal emotional response.
63.	I'm fine, but I have a problem with my laptop.	√					States personal condition and issue.
64.	Sometimes people skip breakfast in India.	√					Shares cultural habits.
65.	I'm married to two wives	√					States personal relationship.
66.	Are you single, double, triple or 4?		√				(Jokingly) asks about marital status.
67.	I hope you get a husband soon.			√			Expresses a wish for the listener.

68.	I suggest you don't try to find a husband around here.		√				Offers a cautionary recommendation.
69.	India is a good place, but has different culture.	√					Shares perspective and cultural opinion.
70.	I'm going to visit my second wife.	√					States personal plan.
71.	You have to struggle with laziness.		√				Motivational suggestion.
72.	I'm a dancer, in one of my club.	√					stating a fact

Appendix of Data Observation 6

No	Data	Rep	Dir	Exp	Com	Dec	Context
		Types of Illocutionary					**Context**
1.	Thank you for coming here, sorry for being late.	√					Lecturer is stating a fact about his gratitude and apology.
2.	Greeting's actually is not easy when you are a rookie	√					stating an opinion/fact.
3.	You are not in the intermediate level or beginner.	√					tating a fact about the students' level.
4.	Rookie means that is you're in the very basic level in english.	√					defining a term.
5.	Remember you are in the university level so your job is not i'm not as a confider in your class, im just a facilitator.	√					stating facts about their role and the students' level.
6.	You make the expression outside the class.		√				instructing the students.
7.	I'm not going to tell you about the theories, it's not enough, the time is not enough.	√					stating a decision and reasoning.
8.	Plus, we have intruders here. ome people are not supposed to be here, and they are here right now. So it makes the class is overloaded.	√					stating a fact and expressing disapproval.
9.	So, that's why i need you to find out the theoritical in outside the class, like how to greeting people, how to say hello, how to reply someone's conversation, how to give someone questions and answers.		√				instructing the students.
10.	Here you just, you know, practice what you got at home.		√				instructing the students.
11.	If you're good, you can stay here. You're not good, then leave this class.		√				giving permission or command based on condition

No.	Statement						Description
12.	You have to put a lot of things inside your brain, your small brain.	√					asserts the necessity for extensive learning and knowledge acquisition.
13.	When you write done something in your paper, then you try to say it, you will not talk naturally.	√					predicts a negative outcome of relying on written scripts for conversation
14.	Without that paper you're nothing.	√					emphasizes the potential dependence on written aids.
15.	I'm actually waiting my buss, perhaps my buss will be late.	√					explains his current activity and a possibility.
16.	I'm just chilling around and I'm just waiting for my friend to take a food for us.	√					explains their current relaxed state and purpose.
17.	The garden is near my house, so it's just like 5 minute walking from here.	√					describes the proximity of a location.
18.	When you rely on your script, so you don't know what happen next.	√					explains a drawback of script dependence.
19.	Script is not happening when you talk naturally in front of your opponent's speaker.	√					explains why scripts hinder natural conversation flow.
20.	I'm feeling greet today, I think that the weather is cool today and I love the sky.	√					expresses positive feelings and observations about the weather.
21.	Because I'm from Alaska, that's why I don't like warm weather.	√					explains his preference based on origin.
22.	That is our traditional food actually. That is a very popular cuisine from Alaska.	√					confirms and describes the status of a food.
23.	I'm from Malaysia. My traditional food is Nasi Lemak or Nasi Campur.	√					states their origin and traditional food.
24.	Our schedule is not compatible.	√					states the reason for their friends' absence.
25.	It's better for you to introduce yourself at first, because I don't know your name.	√					explains the necessity of self-introduction.
26.	I feel bad today because my mother actually was hospitalized yesterday.	√					explains their emotional state due to a family situation.
27.	Today you are not going to get anything.	√					states a negative consequence for the student.

No.	Statement						Description
28.	You are rookie. You are under amateur.	√					states the students' very basic skill level.
29.	When you just rely on your life, you are very small brain.	√					asserts the negative consequence of superficial learning.
30.	I feel dizzy. I feel my condition is not good enough.	√					states their poor physical condition.
31.	I don't have a home because I'm homeless.	√					states their living situation.
32.	At the end of this semester, you're going to be confused.	√					predicts a future state for unprepared students.
33.	My girl is always giving me a lot of things that I need. Because she's just giving me a lot of attention and care.	√					describes their partner's supportive actions and reasons.
34.	I don't have money to get chicken or food for that It's too hard for me sir.	√					explains financial difficulty.
35.	It's better for you to find out how to overcome this problem.		√				advises students to seek solutions.
36.	I need you to find out the theoritical in outside the class, like how to greeting people, how to say hello, how to reply someone's conversation, how to give someone questions and answers.		√				instructs students on what to learn independently.
37.	Please stand up in the middle of class.		√				Gives specific instructions on how to initiate a conversation.
38.	Remember I just want you to open the conversation and you have to close after that.		√				reminds students of the task structure.
39.	During conversation, you need to ask anything, that connected to our condition, our background, our job.		√				specifies the content students should discuss.
40.	Avoid write something before something on your note, you have to speak, you have to train yourself everyday.		√				advises against writing and instructs daily practice.
41.	Get a Hoe?!		√				asking for clarification.
42.	Practice at home with your friends, every single day.		√				instructs consistent practice.

43.	Can you start from the beginning? Yeah, open the conversation.		√				requests a restart.
44.	Just calm down, people!		√				advises calm.
45.	Pick up your book and you can say goodbye to your friends.		√				instructs to take books and say goodbye.
46.	Just take a break for a while and then you can continue. You can try it one. Slow down.		√				advises a pause and careful continuation.
47.	Practice it until you die.		√				gives a strong directive for persistent practice.
48.	Just try to find out how to solve the problem.		√				advises finding a solution.
49.	Can I know what your favorite food is?		√				requests information.
50.	You have to find someone who can help you.		√				instructs to seek assistance.
51.	Yeah, because she loves you.			√			states a reason for affection
52.	I'm so proud of you.			√			expresses pride.
53.	I love my life today It's so fresh.			√			expresses strong positive feelings about his life.
54.	I'm not going to kill you today, but I don't know tomorrow.				√		makes a humorous, half-serious statement of intent.
55.	I'm going to follow your rules, I'm going to try to blend in your conversation.				√		commits to adhering to the set rules and actively participating.
56.	I'm going to call the mechanic for doing this.				√		states an intention to call a mechanic.
57.	Tomorrow, we'll talk about the meeting.				√		commits to a future discussion topic.
58.	I really hope that your grandma is okay and She can do the activities again.			√			expresses a strong hope, which implies a commitment to goodwill.
59.	Alright, time is up!					√	officially declares the end of the preparation time.

Appendix of Field Note 7

No	Types of Illocutionary Acts	Response
1.	Directive	6) Students look at each other to confirm orders from the lecturer. 7) Some students also ask their friends because they don't understand.
2.	Expressive	3) Students take too long just to find the answer to the question "how are you?" due to lack of English language skills.
3.	Directive	1) Students look confused 2) Ask their friends
4.	Directive	1) Some nodded in understanding 2) Some were busy with their phones and notes
5.	Commive	1) Students start to actively try to speak.
6.	Expressive	1) Students laugh at lecturer's joke
7.	Directive	1) Students are silent, no one immediately raises their hand 2) Looking at each other, hoping someone else will go first
8.	Representative	1) Students laugh, understand the context of humor
9.	Directive	1) Students look nervous 2) Some just keep quiet and lower their heads
10.	Directive + Expressive	1) Students laugh at the lecturer's joke 2) Some make small comments
11.	Directive	1) Students look shocked and silent 2) Some show confusion and fear
12.	Directive	1) Students looked nervous and scared 2) Some looked confused whether it was serious or joking.
13.	Commisive	3) Students appear motivated 4) Some begin to try to speak more confidently.
14.	Expressive	1) Students smile and feel proud
15.	Directive	1) Students nod 2) Some look busy with notes
16.	Expressive	1) Students look shocked 2) Some just smile awkwardly
17.	Representative	1) Students laughed in surprise 2) Some commented on the lecturer's joke

18.	Directive	1) Students look nervous and scared
		2) Some are busy with their cell phones
19.	Directive	1) Students immediately get busy with their cell phones
		2) Some start taking notes.
20.	Directive	1) Students just keep quiet, not trying to find answers.
21.	Directive	1) The students laughed awkwardly and started trying to find an answer.

SK Pembimbing

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

Nomor : 08 Tahun 2025

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1.	Permohonan Saudara Illal Fittya tanggal 9 Januari 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
	2.	Berita Acara Seminar Proposal Pada Hari Kamis, 25 Juli 2024

M E M U T U S K A N :

Menetapkan Pertama	: 1.	Dr. Leffi Noviyenti, M.Pd	19761106 200312 2 004
	2.	Meli Fauziah, M.Pd	19940523 202012 2 003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Illal Fittya**
N I M	:	**21551021**
JUDUL SKRIPSI	:	**Illocutionary Acts Used in Speaking Class in English Study Program IAIN Curup**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 13 Januari 2025

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

31

SK Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
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IAIN CURUP

Nomor : 951 /In.34/FT/PP.00.9/05/2025   14 Mei 2025
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN Curup**

    Di Tempat

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Illal Fittya
NIM	: 21551021
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: Illocutionary Acts used in Speaking Class in English Tadris Study Program IAIN Curup
Waktu Penelitian	: 14 Mei 2025 s.d 14 Agustus 2025
Lokasi Penelitian	: IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

Validation Letter

After verifying the documents' analysis that will be used in the research entitled **"Illocutionary Acts Used in Speaking Class in English Study Program IAIN Curup"** arranged by :

Name : Illal Fittya

NIM : 21551021

Study Program : English Study Program (TBI)

Faculty : Tarbiyah

With my undersigned :

Name : Melli Kusmaningrum, S.Pd.I., M.Pd

Position : Lecturer at IAIN Curup

Confirmed that the Rubric is correctly used to check students' narrative paragraph writing and the assessment results can be reliably accounted for**.**

Curup,   Februari 2025
Validator

Melli Kusmaningrum, S.Pd.I., M.Pd

AUTOBIOGRAPHY

The author, Illal Fittya, was born in Curup, Rejang Lebong, Bengkulu on June 4, 2003. She began her formal education at SD Negeri 08 Curup Timur and graduated in 2015. She continued her studies at SMP Negeri 01 Curup Timur and graduated in 2018, then completed her senior high school education at SMA Negeri 02 Rejang Lebong in 2021.

In the same year, the author pursued her undergraduate studies in the English Education Department (Tadris Bahasa Inggris), Faculty of Tarbiyah, at the State Institute for Islamic Studies (IAIN) Curup. During her time in college, she actively participated in FORMADIKSI (Forum Mahasiswa Bidikmisi dan KIP-K), an organization for students receiving the KIP-K scholarship.

The author successfully completed her studies in 2025 by writing a thesis entitled *"Illocutionary Acts Used in Speaking Class in English Study Program IAIN Curup."* She hopes that this final project will contribute positively to the field of education, expand academic knowledge, and be beneficial for others.