

# English Teachers' Speech Acts in English as a Foreign Language (EFL) Classroom Videos

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## Abstract

This research aimed to find out (1) the EFL learners' perception on the application of Simplified Method in learning English when using Your Basic Vocabulary Book at Parahikma Institute of Indonesia (2) the challenges that the students faced in the application of Simplified Method in learning English when using Your Basic Vocabulary Book. This research was qualitative applying case study design. The participants were 10 students of Parahikma Institute of Indonesia from three different departments namely English Education, Islamic Education Management, and Syariah Economic departments. The data were collected by using a qualitative questionnaire and interview. The data collected were analyzed using Miles and Hubermans' theory (2020). The result of this research showed that (1) the students had positive perceptions toward simplified method. The students believed that learning English using simplified method was effective, enjoyable, practical, and beneficial. (2) The challenges faced by the students using this method were low self-confidence, ability to stay focused, nervousness, lack of vocabulary, lack of practice opportunity, learning style preferences, and difficulty in understanding tenses formula.

Keywords: *Speech Acts, Utterance, English as A Foreign Language (EFL), Classroom Videos*

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## 1. Introduction

In the classroom, a communication occurs between teacher and students. Communication is a process of transferring information, messages, and a conversation by one person to another. Communication has main components, there are: sender, message, channel (or medium), receiver and response. Channel or medium in component of communication is language. Language is used by human beings to communicate among one another. Language and human cannot be separated each other. Without language, it is impossible for human to communicate and interact with others well. Everyone makes daily activities using language. Without language, none of these activities would be possible. Language allows you to speak, read, write, listen to others, and even talk to yourself or to think. By language human can express their feeling and thinking.

As we know language is needed to communicate in a society, like in school. The social interaction and communication of ideas or messages can be delivered by using language. Language has relationship with society because it is used to communicate with others. Knowing the way to use language in society is necessary so that we can use language appropriately, and the communication will run well. One of the ways to know language use in society is learning sociolinguistic. Sociolinguistics studies the relationship between language and society. They are interested in explaining why people speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language (Holmes, 2013: 1). While Wardhaugh (2015: 63) states sociolinguistics is the study of language use within or among groups of speakers.

One of sociolinguistics parts is speech Act. Yule (1996:47) proposes that speech acts is performed action via utterance. Speech act is not an event that happens by itself, but has a function, contains specific purposes and objectives and can have an influence or effect on the interlocutor or listener. Speech act is very important in the learning process. It is justified since the acts of transmitting knowledge, organizing

activities, controlling classroom, and giving instructions are done through teacher talks that contain the speech acts and have an influence on the listeners, namely students. The effect given by students is like doing what the teacher instructs, or just listening and experiencing what the teacher says.

In Indonesian, teaching and learning English called EFL classroom or English as a Foreign Language classroom. English as a Foreign Language (EFL) classroom refers to learning and using English in classroom as an additional language in a non-speaking English country, like in Indonesian. English in Indonesia is generally taught as a foreign language. While foreign languages are usually taught as one of the subjects in school with the aim of communicating basic and mastering 4 language skills (listening, reading, writing, speaking) in that language within certain limits. In Indonesia, the policy of teaching English as a foreign language changes over time and policy changes are mostly influenced by economics and politics. The country that uses English as the second language are in Malaysia and Singapore.

Yule (1996:47) proposes that speech acts is performed action via utterance. When speakers are saying words, they not only produce utterance containing words and grammatical structure, but they also perform action in those utterances. Through speech acts, people can perform a single utterance with more than one act. People can perform requests, commands, apologies, promises and so on. Similar to Yule's definition, Austin in Cutting (2002:16) defines speech acts as the actions performed in saying something. By performing speech acts, the speaker is often trying to achieve some effect with those words, an effect which might in some cases have been accomplished by an alternative action. For example: It is so hot in here. The utterance "It is so hot in here" can be regarded as a request to turn on the fan or air conditioner. If the hearer recognizes the speaker's intention, he or she will definitely turn on the fan or the air conditioner.

Korta and friends (2020) says within speech acts, Austin distinguished among locutionary, illocutionary and perlocutionary levels, but speech act theory has been devoted almost exclusively to the illocutionary level, so that 'speech act' and 'illocutionary act' are in practice synonymous terms. Illocutionary force concerns the act the speaker intends to do in performing the speech act. All illocutionary forces, in Searle's version of speech act theory, can be grouped into five classes, according to their basic intention or illocutionary point: assertive, commissive, directives, declaratives and expressive. This research is going to identify the type speech act are performed by the English teachers in EFL classroom videos. And also, to identify the effects of speech acts performed by the English teachers in EFL classroom videos.

## **2. Research Method**

This research apply descriptive qualitative research since the main focus of this research is on describing the phenomenon of speech act that used by English teachers in English as a Foreign Language (EFL) classroom. Based on Sukmadinata in Adhi (2020) revealed that descriptive qualitative research aims to tell and visualize the events that exist.

The data collection is from the following steps, they are:

### **1. Transcribing**

The researcher would listen to the videos carefully, and then transcribe the videos into written data as accurate as possible.

### **2. Classifying**

After transcribed all of the videos, the researcher would classify the data (teachers' utterances transcribed) based on types of speech acts.

### **3. Analysis**

The researcher would analyse the speech acts found in the data.

### **4. Concluding**

After all of the data were analyzed, the researcher would draw conclusion based on the result of the data. The videos chosen as source of data for this research can be seen here:

Video 1 : [https://www.youtube.com/watch?v=X0jlnRZw6\\_g](https://www.youtube.com/watch?v=X0jlnRZw6_g)

Video 2 : <https://www.youtube.com/watch?v=d5J1-GIGMDc>

### 3. Findings and Discussion

This research analyzes the speech acts from EFL classroom videos. Speech act have three types, there are locutionary act, illocutionary act, and perlocutionary act. Perlocutionary act in Searle’s version grouped into five classes, there are declaratives, assertive, expressive, directives, and commissive. The researcher found that there are 81 type of speech acts in two videos. The researcher divided those utterance of the first video and second video. The finding of this research can be seen in the following data:

Numbers of Videos	Type of Speech act	Effect
First Video	Directives	- The students do what the teacher instructs, such as answering questions, moving forward, doing assignments, and helping the teacher in front of the class
	Expressive	- Students answer the greetings uttered by the teacher
	Perlocutionary Act	- The teacher makes the students blush when they joke.
Second Video	Directives	- Students do what the teacher asks such as giving ideas, answering questions, coming to the front of the class for presentations, and keeping quiet when their friends are presenting. - Students do not do what the teacher forbids
	Expressive	- Students answer the greetings uttered by the teacher.
	Perlocutionary Act	- The teacher makes students learn it, does it and persuades students to accept any criticism from their friends for the better

In this research, researcher used theory of Schauer and Searle to analyze types of speech acts. Based on Schauer (2009:7), speech act is divided into three kinds, they are locutionary act, illocutionary act, and perlocutionary act. For illocutionary forces, in Searle’s version of speech act theory, can be grouped into five classes, according to their basic intention or illocutionary point: declaratives, assertive, expressive, directives, and commissive from the research finding, the researcher found several types of speech act used by English teacher in EFL classroom. The finding is discussed below:

#### 1. Type of Speech Act that Used by English Teachers

After analyzing the data, the researcher found 6 types of speech acts used by English teacher in EFL classroom videos. They were locutionary act, assertive, directives, expressive, commissive, and perlocutionary act.

The researcher can’t find illocutionary act of declaratives type. In this research, researcher found 81 utterances include that include in speech acts.

From 81 utterances, there are 41 utterances that including in directives. Directives is mostly used by teacher for control the classroom during teaching and learning process. The teacher uses of asking to ideas of asking allowed the students to participate more actively in the lesson.

After that, expressive is the most used type after directives. There are 21 utterances that used by English teacher. In expressive, teachers usually use them when greeting, praising student work, thanking students for following the lesson well, and prohibitions and advice for students.

In locutionary act, there are 9 utterances which the teacher uses to describe what the teacher is actually talking about. in the locutionary act, the teacher explains the real situation without using ambiguous expressions.

In perlocutionary act, the researcher found 5 utterances that contain this type. Perlocutionary act is used by the teacher to influence students such as, make students do it, persuade him, and make students learn.

Assertive type only exists in the first video, when the teacher says that everyone has an idol, including himself. The statement was based on what he believed.

The last in commissive, also only in video 1. There is a commissive type because the teacher gives homework to students and it is intended for future meetings.

Declarative was not found in this research. Declaratives didn't used by English teacher in teaching learning. Declaratives is speech act that can be change the world via utterance. When using this speech act, the speaker has to have a special intuitional. In teaching learning process, it is impossible if the teacher suddenly has a special institutional. In addition, the declarative speech act will successfully perform if it is said by someone who has power or effect.

## **2. Effect of Speech Act for Students**

The effect of the speech act for students from the two videos is almost the same. The speech act that produces effects for listeners are directives, expressive, and perlocutionary act. First, directives are type of illocutionary act that wants an effect from the listener. In directives type, students do what the teacher asks such as giving ideas, answering questions, coming to the front of the class for presentations, and keeping quiet when their friends are presenting. Another effect is, students do not do what the teacher forbids and helping the teacher in front of the class. Second, expressive is the type of illocutionary act. The visible effect of the expressive type is when the student answers the teacher's greeting. And the last, in perlocutionary act can give effect such as, makes the students learn it, does it, persuades students to accept any criticism from their friends for the better, and makes the students blush when they joke.

## **4. Conclusion**

This study focuses on the type of speech act used by the teacher in EFL classroom. The conclusion of the results of this study as follow.

1. After analyzing the data, researcher found 81 utterances that containing speech act. There are 10 utterances in locutionary act, 38 utterances for illocutionary act of directives type, 21 utterances for illocutionary act of expressive type, 2 for illocutionary act of assertive type, 3 for illocutionary act of commissive type, and 6 utterances of perlocutionary act.
2. The effect of the speech act for students from the two videos is almost the same, like doing what the teacher instructs, answering greetings, and learning what the teacher says.

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