



# The Most Dominant Speech Act Used by the Teacher in EFL Classroom

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## Abstrak

Penggunaan tindak tutur dalam proses belajar mengajar di kelas EFL telah menjadi topik yang menarik untuk dibahas. Hal ini disebabkan adanya perbedaan budaya antara bahasa asal dan bahasa sasaran. Oleh karena itu, tujuan dari penelitian ini adalah untuk meninjau beberapa penelitian sebelumnya tentang tindak tutur yang paling dominan digunakan oleh guru di kelas EFL. Jenis penelitian yang digunakan dalam penulisan ini adalah penelitian kepustakaan. Metode yang digunakan dalam penelitian ini adalah penelitian kepustakaan dengan menggunakan artikel dari beberapa penelitian sebelumnya untuk dianalisis. Sumber kepustakaan yang digunakan pada penelitian ini yaitu penelitian terdahulu, artikel, dan catatan. Dalam metode penelitian kepustakaan, setelah data terkumpul, data dianalisis dan akhirnya disimpulkan. Teknik analisis data yang digunakan adalah deskriptif kualitatif dan analisis kuantitatif. Hasil penelitian menunjukkan bahwa tindak tutur yang paling dominan digunakan oleh guru di kelas EFL adalah direktif yang juga diindikasikan sebagai model kelas yang berpusat pada siswa. Dengan temuan tersebut kelas dapat dikategorikan sebagai *student-centered* karena guru secara aktif meminta siswa untuk melakukan sesuatu dengan memproduksi tindak tutur direktif.

**Kata kunci:** Kelas EFL, Pragmatik, Speech Act.

## Abstract

The use of speech acts in the teaching and learning process in the EFL class has become an exciting topic to discuss. It is due to cultural differences between the source and target languages. Therefore, the purpose of this study is to review several previous studies on the most dominant speech acts used by teachers in EFL classes. The type of research used in this writing is library research. The method used in this research is library research using articles from several previous studies to be analyzed. The literature sources used in this research are previous research, articles, and notes. After the data is collected in the library research method, the data is analyzed and finally succeeded. The data analysis technique used is descriptive qualitative and quantitative analysis. The results showed that teachers' most dominant speech act in the EFL class was a directive, which was also indicated as a student-centered classroom model. With these findings, the class can be categorized as student-centered because the teacher actively asks students to do something by doing directive speech acts.

**Keywords:** EFL classroom, Pragmatics, Speech Act

## 1. INTRODUCTION

English has become an international language in which many countries from all around the world are learn it or even use it as a language of daily communication (Hajri et al., 2018; Ling et al., 2014; Tanihardjo, 2016). The world Englishes into three concentric circle, they are Inner circle, Outer Circle and Expanding circle (Cao & Wei, 2019; Nguyen & Walkinshaw, 2018). Firstly, the Inner circle (L1) is the native English countries where they use English as first language or mother tongue (Curran & Chern, 2017; Smith et al., 2018). The countries are UK, USA, and Canada. Secondly, the Outer circle (ESL) including the countries which use English as second language, it is usually from the countries of former colonies such as India, Africa, and Nigeria. Thirdly, the Expanding circle (EFL) are the countries in which they use English as foreign language (Ho, 2020; Zhang, 2021). English used as a language communication in important aspects like business, science, technology, education, etc. The countries are for example China, Japan, and including Indonesia.

Indonesia as EFL country, does not treat English as a means of daily communication (Hanifa, 2018; Sulistiyo, 2018). Different from the countries of ESL which English treats as a means of daily communication. Therefore, there are many concerns that are crucial to be

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investigated in teaching English as foreign language. Since the teacher of EFL are basically also a non-native speaker, it may leads to misconception in the speech act uttered in the classroom (Fitri & Putro, 2021; Setyowati & Sukmawan, 2016). Therefore, the analysis of speech act in EFL classroom is needed to be conducted. This research will focus in reviewing previous study about the speech act used by EFL teacher in the classroom. Speech acts itself came up from a philosopher named J.L. Austin in 1962 on his book entitled "How to do Things with Words?" He insists that speech acts appeared from two kinds of utterances, which are constative utterance and performative utterance. Constative utterance is used to describe, to report and to taste the situations around (Franco, 2021; Silverstein, 2010). Then, performative utterance is caused an action from someone the speaker is talk to, or in the other words, it is where the speakers make their interlocutor do something based on what they said. These two kinds of utterance made up a term 'speech acts' (Hariati, 2020; John et al., 2019).

EFL is regarded as English as a Foreign Language, it is means the language which used outside the country (Anam & Stracke, 2020; Badash et al., 2020). By learning a foreign language, the learner has a purpose such as communicating with native speakers, reading foreign journals, tourism and so on. Then, he distinct EFL by its environment, EFL means learning English in non-English-speaking countries (Sulistiyo, 2018; Tovar Viera et al., 2020). In addition, EFL is where the learners before they learn English are taught with their mother tongue (non-English) first. Indonesia is one of the EFL country since Bahasa Indonesia is use as mother tongue (Khusniyah & Hakim, 2019; Rosmiati, 2019; Wahyudin et al., 2020). Also the people in Indonesia are not using English to communicate daily. Unlike in its neighborhood countries such as Singapore and Malaysia, where English is widely spoken as a second language, English in Indonesia is more likely to be taught and learnt only as a foreign language (Effendi M., 2016; Friantary & Martina, 2018; Suhandra, 2018). English in Indonesia is only taught in formal education. It means that the learning and teaching English occurs mostly in classrooms, rather than during daily communication (Liyana & Kurniawan, 2019).

The speaker's or writer's choice of language influenced by their knowledge and awareness of the community accepted norms (Andrade et al., 2014; Wingate & Harper, 2021). Pragmatics dealing with the meaning as communicated by a speaker and interpreted by a listener (Alba-Juez, 2021; Liu & Kinginger, 2021). Pragmatics is the linguistics subfield which deals with context in utterances determine the meaning. Pragmatics into four areas which it concerned with. First, pragmatics is the study of speaker meaning (Belligh & Willems, 2021; Tsepilova & Mikhaleva, 2015). Third, is pragmatics is the study of how more gets communicated than is said. It shows that in pragmatics explores how the ability of listener to make inference from the unspoken words as the part of what is communicated. Last area is pragmatics is the study of the expression of relative distance. It means that the closeness between the speaker and the listener whether it is physically or socially implies shared experienced. So it will determine the spoken or unspoken stuffs in communication (Andrade et al., 2014; Kleinke, 2010).

Speech acts also can be classified into direct speech acts and indirect speech act. Directs speech act is conventionally transmitted while the indirect speech act is having an extra actual in the way how it is transmitted (House et al., 2021; John et al., 2019). Further, direct speech act as where the structure and the function of utterance are similar (Putri et al., 2019). Besides, there is no conformity between structure and function of the utterance in indirect speech act. Therefore, the purpose of this study is to review several previous studies on the most dominant speech acts used by teachers in EFL classes.

## 2. METHODS

The type of research used in this paper is library research. Library research is a research that used library sources to get the data (Supriyadi, 2016). Library research is considered as a research methodology which in collecting the data it uses library sources, such as books, previous researches, articles, notes, etc. in library research method, after the data were collected, the data were analyzed and then finally concluded. In conclusion, library research is a research method in systematical way that use the library sources like books, notes and previous research article in collecting the data. The data collected from library sources then analyzed to be concluded. This is in accordance to this research that used previous related articles in conducting the research. The technique used to analyze the data is descriptive qualitative and quantitative analysis.

## 3. RESULTS AND DISCUSSION

### Result

The result of this study shows several previous research articles that have been reviewed. Several previous research articles being reviewed are have similarities, they are discussed about the speech act based on types of illocutionary act from Searle's theory used by the teacher in EFL classroom. Then, the result of this study shows six previous articles discussing about the speech act used by teacher in EFL classroom, they are as follow, first, a research entitled *A Speech Act Analysis of Teacher Talk in An EFL Classroom* by (Basra & Thoyyibay, 2017). Second, a research entitled *Speech Acts of Classroom Interaction* by (Azhari et al., 2018). Third, a research entitled *An Analysis of Teacher's Speech Acts in Teaching and Learning Process* by (Andewi & Waziana, 2019). Fourth, a research entitled *Speech Acts Used by English Teachers in EFL Classroom* by (Azizah et al., 2019). Fifth, a research entitled *Speech Act Analysis Of English Teacher Talk at SMP Negeri 1 Rangkasbitung* by (Sumedi & Rovino, 2020). Sixth, a research entitled *Speech Act Analysis of Teacher Talk in EFL Classroom* by (Santosa & Kurnadi, 2020). The percentage of speech act classification from each previous study is presented in Table 1.

**Table 1.** Percentage of Speech Act Classification from Each Previous Research.

No.	Previous Research	Searle's speech act classification				
		Represe ntative	Directi ve	Expres sive	Commis sive	Declara tion
1.	Basra & Thoyyibah (2017)	21%	70%	6%	3%	-
2.	Azhari et al. (2018)	42%	43%	12%	2.5%	-
3.	Andewi & Wiziana (2019)	21.2%	71.8%	3.8%	3.2%	-
4.	Azizah et al. (2019)	31.9%	57.7%	6.6%	3.8%	-
5.	Sumedi & Rovino (2020)	14%	68%	8%	10%	-
6.	Santosa & Kurniadi (2020)	57%	40%	25%	1%	-

The result of this study found six articles being reviewed. Those articles then analyzed to know which type of speech act is mostly used by the teacher of efl classroom. This analysis will also indicate what type of learning process whether it is student-centered or teacher-centered is mostly conducted. Five articles being reviewed and analyzed showing that the most dominant speech act used by teacher in efl classroom is directive. First, showed the result as follow: directive 70%, representative 21%, expressive 6% and commissive 3%. Second, showed the result of directive 43%, representative 42%, expressive 12% and commissive 2.5%. Third, showed the result of directive 71.8%, representative 21.2%,

expressive 3.8% and commissive 3.2%. Forth, showed the result of directive 57.7%, representative 31.9%, expressive 6.6% and commissive 3,8%. Fifth, showed the result of directive 68%, representative 14%, expressive 8% and commissive 10%. From the explanation above can be seen that directives are the most frequent type of speech act the teachers used in efl classroom. By those findings the classroom can be categorized as student-centered because the teachers actively ask the students to do something by producing directive speech act.

Meanwhile one of the six studies being reviewed showed that the most dominant type speech act used by efl teacher in classroom is representative of 57%. The other type showed as follow: directive 40%, expressive 25% and commissive 1 % (Santosa & Kurnadi, 2020). This finding showed that the classroom is teacher-centered because the teacher mostly produced a representative speech act which has a mean to state or to deliver the idea of the teacher itself. When the teacher is more dominant than the students in classroom, the classroom can be categorized as teacher-centered.

## Discussion

The EFL classroom become a main tool in learning and teaching English in Indonesia (Hanifa, 2018; Kamelia, 2019; Raynesa, 2019). Besides, as English in Indonesia is taught as a foreign language and learnt mainly in classrooms, the role of teachers is important because they are responsible as the main source and facilitator of knowledge and skills of the language (Liyana & Kurniawan, 2019; Noge, 2019). the EFL teachers are classified into three domains, namely; as a worker, as an instructor, and as a learner. The EFL teachers as they taught their non-native language may also face a lot of concerns due to the distinct cultures between their origin and the target language (Lan & Lam, 2020; Parvarehbar & Ghoorchaei, 2016). Teachers have to master a communicative competence in order to speak accurately and appropriately (Khalil, 2018; Prasojo et al., 2020). This is needed to avoid the misunderstanding and misconception of the context of the target language being taught.

The meaning that the speakers have is more than the words they say (Alba-Juez, 2021; Andrade et al., 2014). In speech act, the utterance can performed an action. The speaker do not merely use language to say things, but to do things as well. It means, in speech act the utterance being produced may have some intended meaning the speaker want the hearer to fulfill (Gea & Johan, 2020; House et al., 2021; Michelsanti et al., 2019). Speech act as the action performed via utterance. Speech act as a theory to examine the meaning of language based on speech relations with the actions taken by the speaker (Nuryanti, 2019; Putri et al., 2019). To conclude, speech act is a theory focusing on the utterances produced and delivered by a speaker in order to get the hearer to do something. In other words, speech act is the speaker's communicative intention in producing an utterance. Speech act into three acts in which it simultaneously performed when someone uttering a sentence, those acts are *locutionary act*, *illocutionary act* and *perlocutionary act* (Alghazo et al., 2021; Ansari & Gupta, 2021). *Locutionary act* is the structural forms of utterance in which it has the literal meaning. The second related act is *illocutionary act* in which it is the function of the utterance itself.

The results showed that the types of speech act most often used by teachers in class. With these findings, the class can be categorized as student-centered because the teacher actively asks students to do something by doing directive speech acts. The class is teacher-centered because the teacher produces the most representative speech acts that intend to express or convey the ideas of the teacher himself. When the teacher is

more dominant than the students in the class, the class can be categorized as teacher-centered.

#### 4. CONCLUSION

The most dominant type of speech act used by the teacher in EFL classroom is directive speech act. This also indicated that the EFL classroom are mostly conducted in student-centered model of classroom. Since the teacher is actively ask the students to do something by producing directive speech act.

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