



## Assertive and Expressive Speech Act Used by English Teachers and Its Implications

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### **Abstract**

*This study focused on the use of assertive and expressive speech acts by English teachers and its' implication in teaching and learning process. The study was done in Senior High School 1 Pinrang. The sample was two English teachers. The sample was taken by using a purposive sample. The sample was chosen because they produced more speech acts in teaching and learning process. In collecting the data, classroom recording, observation checklist and interview were used. In analyzing data from classroom recording and interview, the researcher used qualitative data analysis that consisted of three stages: data reduction, data display and conclusion drawing/verification. The results show that teacher A and B used representative and expressive speech act with a different function. Teacher A used representative speech acts which functions were informing, explaining, asserting and concluding the material, while teacher B used representative speech acts which functions were explaining, informing and asserting the material. For expressive speech act, teacher A used expressive speech acts which functions were greeting, apologizing and pleasure or happy feeling, while teacher B used expressive speech acts in classroom interaction which functions were greeting, taking students' attention, apologizing, and pleasure in terms of thanking. For implication of speech acts are as the way in making the students understood on the teacher's explanation and used English properly. Therefore, it is also as the way to motivate the students, avoid the misunderstanding in learning process, build up the effective communication build up their understanding, know the communicative functions, stimulate each other and would be used to hear and use English.*

**Keywords:** *Assertive, Expressive, Speech Act, English Teachers.*

### **1. Introduction**

Language occupies an important role in human interaction. Language is used to establish and maintain a social relationship. It means that human being needs language in every interaction in their utterance. Language is intentional behavior that should be treated as a form of action. Language is a social activity and language activities include speech act that can be achieved if the people are involved in the communication (Tamara, 2014). In speaking, someone speaks and performs an act. Speech is not just used to designate something, it does something. Speech is the ability of someone in speaking to express an opinion or give an idea about something important. Speech refers to the speech act that it has been a considerable revolution in the development of pragmatics as a discipline. Pragmatics is a linguistics study to quite attractive to learn more about. Pragmatics is the study of speaker meaning, contextual meaning, expression of relative distance, and how more gets communicated than is said (Yule, 1996). Thus, pragmatics is the study of meaning relating to the context in which a person is speaking or writing (Paltridge, 2006).

The speech act is also a major field of discourse that has been applied to the second language acquisition (Johnstone, 2008)

The success in teaching and learning process in the classroom depends on various factors, one of which is the language used by the teacher. The teacher is required to focus on developing both competences to make a student successful in foreign language acquisition and usage. Teacher language used in interaction with learners is likely to elicit learning when it provides an opportunity for negotiating meaning. Thus, learning about culture is also important that has the meaning given chance for students to know, to learn, to understand in depth about the diversity of culture, customs that are seen in their social life (Butarbutar et al., 2019). Besides, students must be taught not only how to produce the speech act but also how to interpret and comprehend a speech act utterance if not, the students know well what someone says, but not be able to understand it. Cohen puts it his opinion about speech act, speech acts are often, but not always, the patterned, routinized language that natives and pragmatically competent nonnative speakers and writers in a given speech community use to perform functions such as thanking, complimenting, requesting, refusing, apologizing and complaining (Cohen, 2008). Speech act theory provides a reliable and valid basis for examining pragmatic patterns that are primarily focused on selected utterances from the discourse. Rathert stated speech act theory plays a significant role in linguistics since it accentuates the difference between form and meaning of a linguistic choice emphasizing linguistic functions (Rathert, 2013). Within the context of the classrooms, EFL learners need to be taught the different forms and responses of speech acts to be able to communicate smoothly and properly with a native speaker of English (Zayed, 2014). Then other experts put the importance of speech act in the classroom are Zhao and Throssell. They stated EFL teachers should use and introduce the speech act theory in teaching and also give the relevant knowledge to help the students become in produce appropriate speech acts in intercultural communication(Zhao & Throssell, 2011).

Speech act was proposed firstly by Austin and developed by Searle. Austin distinguished between locutionary, illocutionary, and perlocutionary acts while Searle focused on the description of illocutionary acts. It consisted of assertive, directive, expressive, commissives and declarative speech acts. The development of speech act theory of Austin and Searle has given hearers a better understanding of the speakers' intent to perform various functions effectively and appropriately in the act of communication. "Speech act theory has stimulated research focusing on speech events and speech acts, the results of which have made the tutors more aware of the interplay of situational, sociolinguistic, and linguistic types of competency" (Eslami-Rasekh & Mardani, 2010). In the classroom, the teacher gives a certain speech act to explain, request, ask questions, greet, etc. Thus, the teacher gave certain speech acts and the students gave responses so the classroom interaction is created. The use of speech acts in teaching and learning process is one factor to reach the goals of the teaching process. The teachers use it to make the students doing or saying something. It also creates interaction between teacher and students or student and student. Interaction in the classroom is an essential part of the teaching-learning process. Interaction of human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal (Nurmasitah, 2010).

Based on the pre-observation, the teachers of SMA Negeri 1 Pinrang used English and Indonesian speech acts in teaching and learning process, but sometimes they didn't realize the functions of it and what types of speech acts based on students' need. In this

research, the researcher not only found out the types but also functions and implications of speech acts. The researcher gave the limitation of this study that focused on assertive/representative and expressive speech acts based on Searle's theory. A representative speech act can be judged for the truth value. The preceding sentence is representative. These acts include asserting, concluding, informing or reporting, and explaining (Hatch, 1992). While according to Ilyas and Khushi, "representative or assertive is speakers commit themselves to something true" (Ilyas & Khushi, 2012). While, Bach and Harnish, Expressive is an utterance used to express feelings regarding the hearer or, in cases where the utterance satisfies a social expectation to express certain feelings and his belief that it does (Bach & Harnish, 1979). Expressive can serve to apologize, condole, congratulate, greet, thank, accept (acknowledge and acknowledgment), and reject functions. Apologize function is an utterance of acknowledgment used to apologize. Condole function is an utterance used to commiserate, to condole. Congratulate function is an utterance used to compliment, to congratulate, to felicitate. They are used by the students to greet their teachers at the beginning of the class and to thank their teachers at the end of the class. Analyzing and knowing how many kinds of speech act there are in the world, it is more practical to see how different meanings are produced within the same set of speech acts because when the people use words to communicate and create meanings, it is reasonable to explore the process of meaning constructions from the basic unit, which is the use of words to create meaning (Hsieh, 2009).

Based on what have been stated previously on the background, the research questions were (1) What types and functions of speech acts are used by EFL teachers in classroom interaction? (2) What are the implications of speech acts use in TEFL? Based on the research questions, the objectives of the research were to find out "the types and functions of speech acts used by EFL teachers in classroom interaction and the implications of speech acts use in TEFL". The results of the research have significant effect on the theory and practice. In theory, this research can build up the understanding using speech acts and also give understanding about the types, functions and implications of speech acts. Beside that it gives understanding about the effective speech acts used by EFL teachers in teaching and learning process. In other hand, this research also gives significance in term of practices for teachers and students that they are expected to use more speech acts in classroom in order create more interaction and communicate appropriately.

## **2. Method**

This study focused on qualitative research. Qualitative research is the collection, analysis, interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon of interest. This study focused on the teachers' speech act in teaching process. The explanation of the result of this study was made in the descriptive form in order readers get the complete information from the research result. This study was conducted in Senior High School 1 Pinrang. Purposive sampling was used in this study that is used to determine the subjects by considering something or criteria. There were two English teachers as the sample. The teachers were chosen because they produced more speech acts in teaching and learning process. The instruments were classroom recording. The classroom recording was almost 90 minutes in a meeting. For teacher A, the researcher was done recording in three meetings or 270 minutes recording. For teacher B also same namely the researcher was done recording in three meetings or 270 minutes recording.

This study employed non-participants observation which also called external observation. According to Gay., et al, non-participants observation is an observation in which the observer is not directly non-involved in the situation being observed (Gay et al., 2006). Next, an observation checklist was also used in the classroom while record the data. The third, interview was used to get the data that supported the results of the observation. The interview focused on assertive speech act namely how the teacher show their feelings in teaching such as happy, sad, apologized, thanking and also how the teachers greet students before and after teaching process. The interview also consisted of assertive speech act namely asserting, concluding, informing or reporting, and describing or explaining. It was conducted after doing the observation. In this case, it was conducted to find out the data about the functions of speech acts that were spoken by the teachers in teaching and learning process. Besides, the teachers were asked about the implications of speech acts in Teaching English as a Foreign Language (TEFL). The content in observation checklist is almost same as the content of interview that include assertive and expressive speech act. In analyzing data from classroom recording and interview, the researcher used qualitative data analysis based on Miles and Huberman's theory which consisted of three stages: data reduction, data display and conclusion drawing/verification (Miles & Huberman, 2012).

### 3. Result and Discussion

The researcher found representative and expressive speech acts used by teacher A and teacher B in teaching and learning process which have different functions from the first meeting until the third meeting. The results of the data from doing the study are as the following extract:

#### 3.1. Function of Speech Act

##### a. Representative/Assertive

A representative speech act is an act that shows the actual state. It includes asserting, concluding, informing or reporting, and describing or explaining.

##### **Extract 1: Giving information and assertion**

In this situation, the teacher A asked the students about the topic of the material. Moreover, teacher A asserted the topic of the material.

T : *Last week, it (is) related to structure, but today (the material) is listening. In this time, we are talking about surprise and disbelieve ya.. disbelieve and surprise... disbelieve and surprise.*

SS : Disbelieve and surprise

##### **Analysis of Extract 1**

Based on extract 1, teacher A used representative speech act in classroom interaction when he told the actual state by saying "*Last week, it (is) related to structure, but today (the material) is listening. In this time, we are talking about surprise and disbelieve ya.. disbelieve and surprise... disbelieve and surprise*". In that utterance, teacher A reported or informed the students about the topic before the teacher explained the material so the students got a better understanding when he explained the material. Besides, teacher A also informed about the topic of the material that he had explained before that was structure. Regarding the context above, the function of representative speech act was giving information. While repeating the utterance happened in classroom

interaction when teacher A said: “disbelieve and surprise”. In this case, the teacher repeated the topic of the material three times. So the function of representative speech act used by the teacher was to assert the topic of the material to get a better understanding. All the utterances supported by the teacher’s statement below:

- R : Okay sir.. ee’, my first question is about representative speech act. What is the meaning of your statement when you say “*Last week we were talking about structure, but today is listening. In this time, talking about surprise and disbelieve ya.. disbelieve and surprise... disbelieve and surprise*”.
- T : Oh.. that is.. ee” at that time, I informed the students about the material that would be explained namely expression of disbelieve and surprise so they understood ee” when I explained the material. Ee” if we directly explain the material without ask the topic of the material, they will be confused. That is as the beginning information before explaining the material.
- R : Oh.. so it's some kind of opening or a small talk. Okay sir. how about this sir.. You repeat the word "disbelieve and surprise" 3 times!
- T : Oh.. yes.. I forget.. here I repeat the word of surprise and disbelieve three times.. ya.. mmmm... actually I said that words three times to make them usual listening it.
- R : Ee" is it also to give an affirmation of the topic of the material sir?
- T : Yes.. ee” I assert that the material is disbelieve and surprise.

### **Extract 2: Giving explanation and concluding**

Teacher A explained or described the material and then concluded the material about the news item.

- T : Why past tense.. because?
- SS: It happened
- T : It happened in the event. Then there is the action verb.. verb needs action... such as hit, [and] strike. Yes that’s all about news item.. there are newsworthy event, background and source.. in the generic structure
- SS: Yes sir
- T : Yes it's all about news items.. in the structure there was a newsworthy event, there continues to be a background and also source”.

### **Analysis of Extract 2**

Based on extract 2, teacher A used representative speech act when he told the actual state which had different functions. Firstly, teacher A explained the material by saying “*Kemudian ada namanya action verb... kata kerja yang membutuhkan action.. seperti memukul, menabrak.*” [“Then there is action verb.. verb needs action... such as hit, [and] strike]. The teacher explained the action verb in news item to get a better understanding of the students.

Moreover, representative speech act happened in classroom interaction when the teacher A said “*Ya itu semua tentang news item.. di structure tadi ada newsworthy event, terus ada namanya background dan juga source..*” [Yes that’s all about news item.. there are newsworthy events, background and source.. in generic structure”]. The teacher repeated his explanation briefly or he repeated his explanation by summary the material to get a better understanding. Therefore, based on the interpretation in that context, the researcher implied that the function of representative speech act was to conclude the

material to get a clear understanding. It is also supported by the teacher's statement as follow:

- R : Oh.. yes sir, what about the word "Then there's the action verb... verbs that require action. It's like hitting, crashing." What does it do there, sir?
- T : I just continue my explanation for my students
- R : What about your utterance that says "Yes it's all about news items.. in the structure there was a newsworthy event, there continues to be a background and also source "?
- T : Oh.. it is as the conclusion.. so it is same as repeating the material so they understand. Concluding the material makes the students understand the main point of the material explanation.

### **Extract 3: Giving explanation of the material**

In this situation, the teacher B explained or described the pattern and the example of future tense.

- T : *S + will/shall + V1 + O/C. So the example.. you will study economy tomorrow.*
- SS: Ya  
[Yes]
- T : How about when I use adjectives?
- S : Will be
- T : Mmmmm?
- SS: Will be
- T : *For example, you will be happy next year.*

### **Analysis of Extract 3**

Based on the extract 3, the teacher B used representative speech act because she told the actual state by saying "*S + will/shall + V1 + O/C. So the example.. you will study economy tomorrow*". In this utterance, teacher B explained the pattern and the example of future tense. Besides, the utterance of explaining was said again by teacher B when she said "*For example, you will be happy next year*", that she gave the example of future tense for using to be. The result is supported by the teacher's statement in the interview section. As the teacher argued:

- R : From my observation.. ee" I find all the type of speech act. Firstly.. I want to ask you about assertive speech act. You said that "*S + will/shall + V1 + O/C. So the example.. you will study economy tomorrow*". You said that "*For example: You will be happy next year*". In these utterances, Do you only give information or ee" is there any other function?
- T : Eee" actually for my utterance at that time. I just gave information to the students.

Other functions of representative speech act used by teacher B are displayed in the next extract.

### **Extract 4: Giving explanation and assertion**

In this situation, the teacher explained and asserted the material about modals auxiliary in terms of "shall" because the students were still confused about that material.

- T : Yes.. I give you ee" the difference of shall. If the meaning of shall is "will happen", there are two subjects use.. only I and we.
- SS: We

T : It means “will happen”. Can you?

S : I Can

T : The meaning is same “it will happen”, but it is divided into some, for promise. There is a promise for obligation, there is also for request. If the function is as to be “will happen”, not as promise and request, we only use two subjects namely I and we.

#### **Analysis of Extract 4**

Based on the extract above, the teacher used representative speech act because she explained the actual state by saying “*saya kasi ee” perbedaanya dek. Kalau shall.. kalau artinya itu yang bermaksud akan berarti cuman dua subject yang kita gunakan.. cuman I dan we*” [I give you ee” the differences of shall. If the meaning of “shall” is “will happen”, there are two subjects that we use.. only I and we”] and “*Kalau akan artinya... kan samaji artinya.. akan, tapi ada yang menyatakan promise.. janji.. (dan itu) terbagi-bagi, ada yang janji untuk ee” obligation, ada juga permohonan permintaan.. request*” [“The meaning is same “it will happen”, but it is divided into some, for a promise. There is a promise for obligation, there is also for request]. In this case, the teacher explained the material about the different subjects in using shall in different functions to get a better understanding by using the Indonesian speech act. Based on those utterances, teacher B used representative speech act which function was explaining.

For giving assertion, it can be seen in conversation when the teacher said “*nah kalau dia berfungsi sebagai ee” to be akan bukan sebagai promise dan request cuman dua subject yang kita pakai.. cuman I dan we*” [“If the function is to be “will happen”, not as promise and request, we just use two subjects namely I and we”]. In this case, the teacher used representative speech act to assert about shall because the students were still confused about her explanation. Asserting is the way of the teacher to make the students get a better understanding by repeating the explanation. The results congruent with the following teacher’s statement of the function of representative speech act.

T : Yes.. of course.. I give information ee” about the different of using shall.. when I say “I give you ee” the different of shall. If the meaning of “shall” “will happen”, there are two subjects that we use.. only I and we and I said again “if there is will (will happen) for promise.. obligation.. and request”

R : What about when you said “*Nah kalau dia berfungsi sebagai ee” to be akan bukan sebagai promise dan request cuman dua subject yang kita pakai.. cuman I dan we*” [If the function is as to be “will happen”, not as promise and request, we only use two subjects namely I and we] in extract two?

T : Here, eee” when I said that I actually asserted about shall because ee” the students were still confused on my mmm” explanation.. they are still confused toward my explanation.. I do it to convince the students toward my explanation.. and they really understand so I assert.

Based on the extracts and the observation, teacher A and teacher B used representative speech acts in classroom interaction. Teacher A used representative speech acts which functions were informing, explaining, asserting and concluding the material, while teacher B used representative speech acts which functions were giving explanation, informing and asserting the material.

## b. Expressive

This speech acts state what the speaker feels, his/her psychological state. These can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. It can be function to greet.

### Extract 5: Feeling happy

Teacher A felt happy because the students answered his question directly and gave the true answer.

T : Masalah.. this is about narrative text. And then ee” how about the text? this text.. how to make this? Do you use present or past tense or present perfect?

[The problem.. this is about narrative text. Then ee” how about the text? this text.. how to make this? Do you use present or past tense or present perfect?]

SS: Past tense

T : Ya.. past tense.. *good*. The text uses simple past tense. These are some comments about narrative text. Actually, I know you have studied about this..

SS: Yes sir

### Analysis of Extract 5

Based on the conversation above, teacher A used expressive speech act because he showed his psychological state when he said “*good*”. He used the expressive speech act namely good because the students answered his question correctly and he was happy. Based on the interview, the purpose of the teacher said good to show a happy feeling, to motivate the students and also to appreciate the students’ answers. This result is supported by the teacher’s statement in the interview section that was conducted to crosscheck it to the teacher.

R : If the word “good” sir after students answer questions.. and the answer is correct?

T : I say good to motivate the students and also to appreciate the students’ answer. So.. ee” praise is a motivation for students so they are stimulated to study. All the students are happy if they get praise and praise is a tool to appreciate the students’ answers.

### Extract 6: Apologizing

In that situation, the teacher A apologized to the students because he forgot that he had collected LKS.

T : Please, take it your LKS

SS: There is no LKS sir... dikumpul pak

[There is no LKS sir.. it was submitted]

T : Okay. *Sorry I forget it.*

### Analysis of Extract 6

Based on the extract above, teacher A asked the students to collect their LKS because he didn’t know if he had collected the students’ LKS. After he realized, he apologized to the students by saying “*Sorry I forget it*”. This utterance showed the teacher’s feelings or psychological states.

Regarding the context or situation in extract 6, teacher A used the expressive speech which function was to apologize for forgetting something. This result is supported by the teacher statement below:

T : I apologize to the students because I forget if I have collected students worksheet



### **Extract 7: Greeting**

Teacher A greeted the students by saying good morning. In this case, it was the second greeting as long as this meeting.

T : Okay.. we start now.. *good morning*

SS: Morning

T : The material today is news item yah.. news item

SS: News item

### **Analysis of Extract 7**

Based on the extract 7, teacher A used expressive speech act when he greeted the students in the beginning of the meeting before he started to explain the material by saying "*good morning*". The function of the teacher used expressive speech act was to greet the students. This result is congruent with the result of the interview which involved the teacher's statement about the function of expressive speech act in teaching section. The teacher's statement is presented as follow:

R : What about the word of "good morning" sir?

T : Ee" actually that word is to greet someone. It is also as our habit when we enter the class.. yes.. greeting.

The expressive speech acts were also used by teacher B in classroom interaction, it can be seen in the next extract below.

### **Extract 8: Apologizing**

In this situation, teacher B apologized to the students because she didn't come last meeting.

T : Two days ago, I didn't come to your class

SS: Yes

T : *I am so sorry..* so the material so late.. and now... have you finished your homework?

SS: No

SS: Yes

S : I have finished it miss

### **Analysis of Extract 8**

Based on the extract above, teacher B used expressive speech act which formulated utterance of apologizing like "*I am so sorry..*". This utterance showed the teacher's feelings or psychological states. She used the expressive speech act namely "*I am sorry*" because she attempted to apologize for didn't come last week so the material was so late. This result is also supported by the teacher's statement in the interview section that was conducted by the researcher to crosscheck it to the teacher. As the teacher argued:

R : Next.. in your meeting.. I listened you say "*I didn't come last meeting.. I am so sorry.. so the material is late.*"

I : Yes, I apologized.. I realized if I didn't come.. at that time my students waited me so I was really sorry and make the material is late.

### **Extract 9: Thanking**

Teacher B was happy because the students did the dialogue better than before.

- S1 : Okay. A few minutes later  
S2 : Here's the change... Three thousand rupiah  
S1 : Thanks...bye  
S2 : Bye Mr. Alex. Have a good time  
T : *Okay.. thank you.*

### **Analysis of Extract 9**

Based on the conversation above, teacher B used expressive speech act when she said "*Okay.. thank you*". That utterance showed the teacher's feelings or psychological states. He used the expressive speech act namely thanking because the students did the dialogue better than before and she was happy. Based on the interview done by the researcher, the teacher said "*thank you*" to motivate the students and also to appreciate the students' answers. So the function of expressive speech act was involved in extract 9 was to show the happy feeling and it was as motivation or appreciation for the students.

- R : What about when you said "*Okay.. thank you*" after the students did the dialogue?  
T : I say thank you so they are motivated and I appreciate their answer because I think the way they do the dialogue is good

### **Extract 10: Greeting**

The students greeted the teacher as an appreciation at the beginning of the class. Then the teacher also greeted the students as a way to appreciate and took their attention.

- S : Stand up please...say greeting to our teacher  
SS: Good morning miss and assalamu alaikum wr.wb.  
T : *Good morning too and waalaikum salam wr.wb*  
S : Sit down please.. let's pray together  
SS: (Praying)  
T : Ya.. listen your name  
SS: Yes miss  
T : (Calling the students in absence)  
T : *Ya.. assalamu alaikum wr.wb.*  
SS: Waalaikum salam wr.wb  
T : *And good morning*  
SS: Morning

### **Analysis of Extract 10**

In extract 10, teacher B used expressive speech act which formulated the utterance of greeting. The utterance of greeting was used by the teacher when she said "*Good morning too and waalaikum salam wr.wb*", that teacher B attempted to respond to the students' greeting at the beginning of the class. Then, the teacher greeted the students again after she took the students' attendance by saying "*Assalamu alaikum wr.wb*" and "*good morning*". In this case, greeting happened two times and based on interview, the teacher used greeting after took the student's attendance was to take the students attention.

Based on the interpretation in the extract 10, the researcher implied that the function of expressive speech act was to greet the students and to take the students' attention.

This result is congruent with the following statement that was proposed by the teacher in the interview section.

- R : Okay in the next extract .. here you greet the students by saying “*Good morning too and waalaikum salam wr.wb*”,
- T : For that case, I attempt to response the students’ greeting at the beginning of the class.
- R : What about when you greet the students again after you took the students’ attendance by saying “*Assalamu alaikum wr.wb*”, and “*good morning*”. Ee” greeting happened two times after took the student’s attendance
- T : Okay.. well ee” I not only greet the students but also attract the students’ attention. Then this is our habit to start the lesson. Eee”... Actually we should ask the students’ condition and also ee” attract them to speak firstly. For Example good morning and they answer good morning too.. so I practice their pronunciation.

Based on the interview, the different functions of expressive speech act especially for greeting form not only is greeting but also taking the students’ attention. Based on the extracts, the teachers used expressive speech acts in teaching and learning process. Teacher A used expressive speech acts which functions were greeting, apologizing and pleasure or happy feeling, while teacher B used expressive speech acts in classroom interaction which functions were greeting, taking students’ attention, apologizing, and pleasure in terms of thanking. In this case, the researcher found the different functions of expressive speech act in terms of greeting used by the teachers. Teacher A greeted the students to greet only, while teacher B greeted the students to greet and to take the students’ attention. There was new function that was not same as the Seale’s theory namely greeting form functioned to take the students’ attention.

### **3.2. The implications of speech acts in TEFL.**

Based on the interview from the two teachers about the implications of speech acts in TEFL, there were 7 questions related to representative speech act and 7 questions related to expressive speech act. They stated that speech acts gave implications on TEFL. According to the findings, it clearly stated by the teachers that speech acts were used in different functions. Speech act which function as asserting and concluding has the implication in TEFL that the students understood on the teacher’s explanation and the students would be used to hear and used English properly. It is related with (Zayed, 2014) that EFL learners need to be taught the different forms and responses of speech acts in order to be able to communicate smoothly and properly with native speaker of English. Therefore to motivate them in learning English, the teacher should use speech acts that showed their psychological state such as pleasure and praising. In this case the teacher B (2015) stated the students are motivated to learn, they are not nervous and bored. Moreover speech acts also avoided misunderstanding in learning process. Speech act also build up the effective communication and knew the communicative functions. As (Rathert, 2013) stated speech act plays a significant role in linguistics since it accentuates the difference between form and meaning of a linguistic choice emphasizing linguistic functions. Being concerned with language in use, the potential importance of speech act in the foreign language classroom is to develop learners’ pragmatic and communicative competence.

So as the conclusion, speech act has the implication in Teaching English as a Foreign Language (TEFL) such as the teacher could direct and motivate the students in

learning process by using appropriate speech act. Moreover, the students could avoid the misunderstanding in learning process, build up the effective communication in English and Indonesian language, build up their understanding, know the communicative functions, stimulate each other and would be used to hear and use English.

#### 4. Conclusion

Based on the findings, teacher A and teacher B used representative and expressive speech act in teaching and learning process with different function. Teacher A and B used representative speech acts in classroom interaction. Teacher A used representative speech acts which functions were asserting, explaining, informing, and concluding the material, therefore teacher B used representative speech acts which functions were informing, giving explanation and asserting the material. Moreover, teacher A and B also used expressive speech acts in teaching and learning process. Teacher A used expressive speech acts which functions were apologizing, greeting, and pleasure, while teacher B used expressive speech acts which functions were greeting, taking students' attention, apologizing, and pleasure in terms of thanking. In this case, the researcher found the different functions of expressive speech act in terms of greeting used by the teachers. Teacher A greeted the students to greet only, while teacher B greeted the students to greet and to take the students' attention. There was new function that was not same as the Seale's theory namely greeting form functioned to take the students' attention.

For the implication of speech act that were used by teachers in teaching and learning process. According to the findings, it clearly stated by the teachers that speech acts were used in different functions. Speech act which function as asserting and concluding has the implication in TEFL that the students understood on the teacher's explanation and the students would be used to hear and used English properly. For expressive, the students are motivated to learn, they are not nervous and bored. Moreover speech acts also avoided misunderstanding in learning process. Moreover, teacher could direct and motivate the students in learning process by using appropriate speech act. Moreover, the students could avoid the misunderstanding in learning process, build up the effective communication in English and Indonesian language, build up their understanding, know the communicative functions, stimulate each other and would be used to hear and use English.

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