AN ANALYSIS OF SPEECH ACTS USED BY ENGLISH TEACHERS IN CLASSROOM TEACHING AND LEARNING PROCESS AT SMA NEGERI 2 BANJAR

I. A. N. A Swandewi[1], D.P Ramendra [2], P. A. K Juniarta[3]

[1,2,3] Pendidikan Bahasa Inggris, FBS

Universitas Pendidikan Ganesha

Singaraja, Indonesia

noviaariswandewi@yahoo.com [1], dewaramendra@yahoo.com [2],

adiputu108@yahoo.com [3]

ABSTRAK

Penelitian ini bertujuan untuk 1) menyelidiki jenis tindak tutur yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar di SMA Negeri 2 Banjar. 2) Mengidentifikasi sebagian besar tindakan wicara yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar di SMA Negeri 2 Banjar 3) menemukan fungsi pedagogis dari tindakan berbicara yang digunakan oleh guru bahasa Inggris. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif. Ada dua guru sebagai subyek penelitian ini. Data dikumpulkan berdasarkan instrumen seperti observasi penelitian, panduan wawancara, kamera video. Hasil penelitian menunjukkan bahwa, 1) Ada empat jenis tindak tutur yang ditemukan selama proses belajar mengajar. 2) Tindakan berbicara yang paling sering digunakan oleh guru adalah tindakan ucapan direktif yang terjadi saat para guru mencoba memberikan pertanyaan, meminta sesuatu, memberi perintah, menyela, mengundang, melarang, memberi saran dan mengingatkan. Jenis tindak tutur ini menyumbangkan sekitar 133 ujaran dengan presentase sekitar 62%. 3) Fungsi pedagogis yang disajikan oleh tindak tutur dibagi menjadi empat mode. Itu adalah direktif sebagai fungsi kontrol, commissives sebagai fungsi organisasi dan representatif dan ekspresif sebagai fungsi evaluatif dan fungsi motivasional.

Kata Kunci: *Tindak tutur*, *ucapan guru*

ABSTRACT

This study aimed at: 1) Investigating kind of speech acts used by English teachers in teaching and learning process at SMA Negeri 2 Banjar. 2) Identifying the most frequent speech act used by English teachers in teaching and learning process at SMA Negeri 2 Banjar 3) discovering the pedagogical functions of the speech act used by English teachers. This research was a descriptive study by using qualitative approach. There were two teachers as subjects for this research. The data were collected based on the instruments such as research observation sheet, interview guide, video camera. The results of the study show that, 1) there are four kinds of speech act which are found during the teaching and learning process. 2) The most frequent speech act used by the teachers is directive speech act that occurred when the teachers tried to give questions, request something, give command, interrupt, invite, prohibit, motivate give suggestion and remind. This kind of speech act presented utterances about 133 utterances with the percentage about 62%. 3) The pedagogical function served by speech act divided into four modes. Those are directives as a control function, commissives as organizational function and representative and expressive as evaluative function and motivational function.

Keywords: *Speech act*, *teachers' utterances*.

INTRODUCTION

Communication is a way to exchange ideas, attitudes, emotion or information which happens between a speaker and a listener. Dale (1969) states that

"*communication is the sharing of ideas and feelings in a mood of mutuality*". Theodorson and Theodorson (1969) states that "*communication is the transmission of information, ideas, attitudes, or emotion from one person or group to another*". Therefore, communication is commonly used to transfer information or ideas in the form of both oral and written. Communication happens if there is an important thing which support the communication itself that could be understood well by both speaker and listener, it is called as language.

Furthermore, the use of suitable language in teaching and learning activity is the most important thing that influences the teachers' success in reaching the goal in teaching and learning itself (Schleppegrell, 2004).

According to Amidon (1967), teaching i s defined as a communicative process that happened between teacher and students in which there is communication happened and it occurs systematically. In teaching, the teacher shares and gives information or kno wledge by communicating with students through language. In the teaching and learning process, both teachers and students will produce utterances in the teaching and learning activity. They produce utterances in the form of statement, request, question, give order, give thanks, offer apology and so on through utterances. The utterances which are produced by teachers and students may have propositional meaning and illocution meaning. Besides, by the utterances the teachers also want students to do something in the classroom and being active especially in the teaching process. It is generally called as perlocutionary Act. The locution meaning, illocution meaning and perlocutionary are known as an act that a speaker performs when making an utterance or usually called as speech act. Moreover, classroom speech act is classroom condition where language carried out by speech act (Curtis and O'Hagan, 2005, p.48).

Searle (1969) states that speech act is the basic unit of communication. Since the development of speech act's theory, he states that speech act is the central of communication. He places speech act at the very main of the study in language, meaning and communication. Moreover, he also states that the various of speech act have important role in leading a successful interpersonal communication especially in the process of teaching and learning English. In teaching process the teacher has goal to reach the target in learning itself but it will be reached by a good communication between teachers and students. Searle also classifies speech act into five categorizes, as follows: representative, directive, commissives, declaration and expressive.

According to Austin (1962), speech act is an act that a speaker performs when making an utterance. Austin (1962) states that speech acts have three elements: Locutionary act, illocutionary act, and perlocutionary act:

Locutionary act is the act of saying something. According to Austin (1962), the act of locution conveys the form which consist of syntax and lexicon in an utterance. In addition, the locutionary itself known as the form of the utterances. As example, the sentence "*it is cold in here*". What is out from the speaker's mouth is a sentence "*it is cold in here*" and the sentence itself is called as locution. The second is illocutionary act or illocution.

Austin (1962) states that illocutionary act or illocution is seen as the force which carried by words and sentences. As the example, someone tells someone else "*it is so cold in here*", it is actually an act to someone to close the window. In addition, Austin also classifies speech acts into five, those are veridictives, exercitives, commissives, expositives, behabitives.

Perlocutionary act generally creates an effect on the hearer. It is also defined as a change which happens after the utterances were uttered. The effect which is occurred

after the utterances are said is called as perlocutionary Act. For example, someone who says "*it is cold in here*" then someone else takes a move in order to close the window directly after the utterance.

Wells (1985) states that the language use is depending on where the interaction happens. In fact, as English teachers they usually produce English utterances in doing interaction with students in the classroom. Mostly teachers interact and communicate with the students in order to make a good relationship between teachers and students. Besides, it also makes the students are used in listening and speaking through English especially in the English class. The utterances produced by teachers believed can create certain means and functions. In addition, some experts believe that utterances which are produced by teachers are kinds of speech act. Speech act theory is already being a main part of linguistics. That is why speech acts are known as the thing which has significant part in teaching English. Merdana, Seken, & Putra (2013) state that classroom speech acts will determine the quality of verbal interaction in the classroom. It will provide more information about the teaching behavior that is used by the teacher extensively in communicating with the students. Therefore, the teachers can be more communicated and produce certain utterances to make the students become more active and the teaching and learning process becomes more effective as well.

Some researchers have conducted especially in the educational field. Yelfiza (2012) conducted a similar research. The subject of this research was English lecturers at STKIP who taught the fifth semester at 2012 academic year. This research was conducted in order to answer questions about kinds of speech acts used by the lecturers and which speech acts that supported language teaching. The findings showed that speech acts uttered by lecturers were categorized into eight types. They are asserting, announcing, informing, questioning, commenting, clarifying, praising and commanding. There were

kinds of speech acts which were uttered by lecturers also influenced by the lecturers' culture. The more interactive lecturers the more speech acts were produced. Besides, the second investigation is a research which related to speech acts was conducted in SMA N 1 Wates Kulon Progo, the researcher was Kusumo (2015). In this research, Kusumo only focused on the illocutionary acts which produced by the English teacher in classroom conversation. Illocutionary acts are divided into declaratives, representative, directives, expressives, and commissives. Those are the classifications of speech acts based on Searle's Theory. Those types of speech acts have illocutionary functions. In this research, the researcher found that there are some functions which found, such as predicting, declaring, agreeing, disagreeing, thanking, greeting, congratulating, sympathizing, apologizing, commanding, requesting, suggesting, advising inviting, warning, encouraging, promising, offering, threatening and refusing. There was a researcher that investigates about speech act. The researcher was Siska (2016). The findings of this research showed that the participants deliver their intention during the interaction. There are some sentences forms namely declarative, interrogative, imperative, and exclamative produced by the teacher and students to perform various language functions. The findings conveyed that 24.33% of teacher's illocutionary acts and 6.62% of students illocutionary acts which are not congruent between linguistic forms with the pragmatics realization.

Those research showed that, the existence of speech act cannot be avoided in the teacher-students interaction in the classroom. Every utterance which is said by teacher in the classroom has some different functions. So, the use of speech act cannot be avoided during the teaching and learning process because the use of speech act can make the students become more active in the classroom. It also makes the researcher interested to do the same research to find out the functions of every utterance said by the teachers especially in classroom teaching and learning process. Besides, the

researcher also wanted to find out kind of speech act that usually used by the teachers in the classroom interaction. In this research, the research was conducted in SMA N 2 Banjar. SMA N 2 Banjar is one of school which is located in Banjar district, Singaraja Regency. This school is located in the rural area in Singaraja. This research was conducted in SMA N 2 Banjar because some students in SMA Negeri 2 Banjar have a good quality of English, but some of them also still have a misunderstanding about what the teacher's intentions while the teacher explains the material by using English. In contrast, some students still have a willingness to learn English as foreign language. It is known by the researcher's experience after doing preliminary observation at SMA N 2 Banjar.

Based on the preliminary observation, the use of speech acts gave positive impact for the students itself, as example the students can be more active in the teaching and learning process. On the other hand, teachers have an important role because teacher as the central of the learning and as a main speaker in the classroom. Besides, teachers have a responsibility to transfer and share knowledge or information to the students. For every teacher especially as an English teacher, the use of English during teaching and learning process is really important. So that, the use of speech acts especially in teaching English as foreign language are really important for helping the teachers reach the goal in the teaching and learning process.

By knowing the fact that the teachers produced utterances and presenting purposes in every utterances, it is really needed to discover what types of speech act used by English teachers in teaching and learning process and also the intended meaning which are there in the utterances. When teachers conduct the teaching and learning process, they have some educational purposes and functions that they intend through their utterances. Therefore, every utterances which were said by teachers analyzed in order to find out the types of speech act which were used in the teaching and learning activity to reach the goal of the teaching and learning process itself.

RESEARCH METHOD

The research was conducted by using qualitative approach. Crashwell (2012) states that *"a central phenomenon is the key concept, idea, or process studied in qualitative research."* In qualitative, the central phenomenon can be analyzed. According to Best & Kahn (2006), Documents are an important source of data in many areas of investigation. Document analysis is used in Descriptive research. Descriptive qualitative research is kind of research which describes the phenomenon, the data, the situation, as what it is really found. Besides, the qualitative descriptive study is the description of needs presentations of the facts of everyday language. The data which is showed in the finding is the real data that the researcher found during collecting the data and it used to answer all of the research questions that have been formulated by the researcher. The research was conducted in SMA Negeri 2 Banjar. This school is located in Banjar district, Singaraja Regency. The research was done in academic year 2017/2018. The research subjects in this study were two teachers who are teaching English in twelfth grade at SMA Negeri 2 Banjar. Those teachers was chosen as subjects because the researcher wants to discover the use of speech acts in educational field especially in teaching activity by English teachers at SMA Negeri 2 Banjar.

FINDINGS

Kind of Speech Acts Used by English Teachers

Based om the data analysis there are 4 kinds of speech act produced by the teachers in the classroom. Those are representative, directive, commissive, and expressive.

From the data analysis, it showed that there are 213 utterances and there are also four kinds of speech act which are produced by English teachers in the teaching and learning process. In the data above, the first kind of speech act which produced by teachers are directive. The existence of directive speech act recognized by questioning, requesting, commanding, interrupting, inviting, prohibiting, motivating, suggesting, and reminding. As what stated on the table above. The percentage of direct speech act is 62% which consist of questioning 67 utterances, commanding with 46 utterances, requesting with 8 utterance, interrupting with 2 utterances, inviting 2 utterances, prohibiting 1 utterance, motivating 1 utterance, suggesting 2 utterance and reminding with 4 utterances.

And the next is commissive with the percentage about 4% with total utterance of commissive is 8 utterances. And the existence of commissive can be recognized by promising.

Representative speech act occurred with the percentage about 17% with the frequency of all utterances is about 40 utterances. In the representative, there are 4 illocutionary point that recognized the existence of representative. Those are informing, announcing, stating and clarifying. Informing presented about 22 utterances, announcing presented 7 utterances, stating with 8 utterances and clarifying with 3 utterances.

The last is expressive speech act. This kind of speech act presented 32 of total utterances with the percentage about 15%. the occurrence of expressive can be recognized by 6 illocutionary point. Those are greeting, praising, thanking, appreciating, apologizing and hoping. Greeting appeared with 8 utterances, praising with 7 utterances, thanking with 5 utterances, appreciating with 4 utterances, apologizing with 3 utterances and hoping with 5 utterances.

The Most Frequent Speech Acts Used by English Teachers

There are four kinds of speech acts which were occurred in the teaching and learning process. The directive speech act had the biggest percentage among the other kinds of speech acts which were performed by the teachers. It showed by the frequency of directive speech act which had 133 total of utterances with the percentage about 62% out of the data.

Then, the next is followed by representative with the amount of the utterance was about 40 utterances with the percentage about 17% out of the data. It made representative speech act stands in the second place of kind of speech act which was mostly used by the teachers.

The next one is expressive speech act with the total utterances which were produced by teachers were about 32 utterances. And the percentage of expressive speech act was about 15% out of the data. Therefore, teachers needed to express their feeling during the teaching process in order to present certain functions of the utterance.

The last one is commissive. Commissive which was recognized by only one illocutionary point that was promising and presented only about 8 utterances. And the percentage was about 4% out of the data. And the declaration was not preformed by the teachers during the teaching and learning process.

Pedagogical Functions Served by Speech Acts

According to Johnson (1997) interpersonal function of speech act divided into three modes, those are control, organization and motivation. In this research, there are kinds of pedagogical functions were produced by the teachers in SMA N 2 Banjar namely control, organizational, and motivational/evaluative function. Below the researcher provide a table that can lead to the clearer information about the pedagogical function of speech

act in classroom teaching and learning process at SMA N 2 Banjar.

Table 1. *Pedagogical Functions Served of Speech Acts*

No	Pedagogical Function of Speech Act	Kind of speech act	Frequency
1.	Control	Directives	133
2.	Organizational	Commissive	8
3.	Evaluative	Representative	40
4.	Motivational	Expressive	32

From the table above, we can clearly see that there are four pedagogical functions were produced by English teachers in the teaching process. The first is directives speech act which functioned as control function.

DISCUSSION

In this research, there were analysis which analyzed by the researcher was about the teachers' interaction in the classroom. In order to strengthen the analysis, the researcher used Austin's theory or the speech act force. Austin (1962) states that speech act divided into three forces namely: locutionary act, illocutionary act, and perlocutionary act. Locutionary act means the act which produces a meaningful sounds. The next is illocutionary act is the act of issuing and uttering with particular force such as ordering and promising. The last is perlocutionary act which means the actual effect which happens after the utterances are said.

Besides, the researcher also used Searle's theory. Searle proposed that speech act is the basic unit of communication. He states that illocutionary act is the central of communication. Speech act presented an important rule in the teaching process. According to Searle (1969), speech act has five classifications, those are directives, representative,

commissive, expressive and declaration. Therefore, every classification of speech act also divided into the pedagogical functions. Johnson (1997) proposed that the interpersonal aspect of classroom speech act classified into three modes, namely, control, organization and motivation. Directives, declaration and commissive speech acts are used as control and organizational function. Then the representative speech act is functioned as a control and evaluative function. The last is expressive which is functioned as motivational function. Here, the researcher provided the data and the analysis of data which were found by the researcher in SMA N 2 Banjar and as the answers of the research questions.

Besides, there were some kinds of illocutionary used by English teachers in classroom teaching and learning process in SMA N 2 Banjar. In this research, there are only four kinds of speech act which produced by English teachers in teaching and learning process in SMA N 2 Banjar. In this part, the researcher explained and give description about the data found and each of them consist of several illocutionary point.

Example of directives speech acts:

Directive speech act is a speech act which is said by the speaker to the hearer to do such a particular action. Based on the

data was found by the researcher, directives speech act appeared with the percentage was 62% and the frequency of the directives which occurred was about 133 utterances. The illocutionary point that used to recognize the existence of directive speech act were questioning, requesting, commanding, interrupting, inviting, prohibiting, motivating, suggesting, reminding. Below there were several examples of utterance that found by the researcher that produced by English teachers:

Conversation:

T1: Why you don't understand? We have tried. How to discuss it. Okay to make it clear. Each group will consist of 4 students. ***How many students are in this class?***

S: Twenty five.

This question was used to ask about the amount of the students in the class. Besides, this was used by the teacher before divided the students into groups. The utterance has functioned to know the amount of students so the teacher can decide the amount member of one group. This utterance is a part of directive speech act and the illocutionary point is questioning.

Conversation:

T2: It's okay. Jurnal, please. **May I borrow your pen please?**

S: yes.

This utterance said by the teacher when the teacher wanted to ask one student's pen that used to full fill the journal of teaching. Even the form of the sentence was interrogative but that was not one of questioning because the meaning was showing a request of someone.

Example of representative speech act:

Representative is a speech act that commits the speaker to the truth of expressed proposition. Representative was found about 40 utterances. Representing 17

% out of total utterances. The illocutionary point that performed by the teachers were informing, announcing, stating and clarifying.

Conversation:

T1: so, **we have 10 minutes more time before the time is up.** Is there one more group who want to present?

S: Tidak (No).

From the utterance above, the teacher wanted to inform the students that the time to finish their works was almost up. So, the teacher wanted ask students who wanted to present their works before they finished the class. This utterance also known as informing illocutionary point. Another example of respresentative can be seen as follows:

Conversation:

T1: **you are so lazy to practice. That is your problem**. So, *apakah kalian sudah menyiapkan problemnya/issuenya?*

S: *Belum* (not yet).

From the utterance said by the teacher, the teacher wanted the students knew the truth of them that they were actually too lazy to practice English in the classroom and that was a big problem for them. Besides the teacher wanted students to know their duties in the learning process. This kind of utterance belongs to stating illocutionary point of speech act.

Example of expressive speech act:

Expressive is speech act that showed the speaker's attitude and emotions by the proposition. Therefore, the paradigm of expressive verbs are congratulating and apologizing and thanking that used to recognize the expressive itself. Besides that, several illocutionary point that also used to recognize the existence of expressive itself were greeting, praising, thanking, appreciating, apologizing and hoping. Expressive speech act appeared

about 32 utterances and the percentage was about 15%.

Conversation:

T1: **Good morning students,** how are you today?

S: Fine.

This kind of greeting usually found in the beginning of the lesson. The teacher said this kind of greeting in order to build a positive atmosphere between teacher and students itself before continuing to the next step of learning. After that the teacher also usually greeted the students by using two kinds of expression of greeting, it can be seen as follows:

Conversation:

T2: **Good, Dewi.** Give applause to Dewi. Thank you Dewi to make a good picture and explanation.

The utterance was said in order to make the students could be more motivated in the teaching and learning process because the teacher could give praise of whta they have done. So, it was making the students to feel motivated to do better in the next occasion.

Example of commissive speech acts:

Promising is the only one illloctionary point of commissive speech acts that produced by teachers in the teaching and learning process. Promising is used by the teachers to tell the students about the future plans that might be done by teachers. In this research, the researcher found only 8 utterances of promising which produced by teachers in teaching and learning process. The percentage of promising was about 4% out of all utterances.

Conversation:

T2: okay I will bring one example has already finished by your friend. Okay wait for 5 minutes, **I will be back.**

teacher leaves the class for taking an example to the students

At that time, the teacher promised the students that he will be back after taking the example of their assignments.

Conversation:

T2: please open your book page 66. Pro and Cons. Is this the correct writing? Okay sorry. Look at the slide, **I will show you some slides**. It is hot today. Could you tun on the van please?

S : listriknya mati.

From the utterance above, the teacher promised the students to show some slide that related to the material to make them more understand about the material given.

The Most Frequent Speech Acts Used By English Teachers

Directives as the most frequently illocutionary force used by the teachers in the learning process represented 62% with the total all directives utterances that occurred in the teaching process 133 out of total utterances.

The highest directives illocutionary point that occurred in the teaching process is questioning. Mostly, the teachers used this kind of illocutionary act in order to make the students become more active in the teaching and learning process. By asking for question, there will be more interactive process that happened between teachers and students.

The second place followed by commanding. This kind of illocutionary point occurred in order to give command to the students and usually used to control the teaching and learning process. By giving command the teachers tried to make the learning process ran properly and become more effective.

The third most frequent speech act used by the teacher is requesting. The teachers usually used this kind of speech

act in order to request or ask something to the students.

The next is reminding. The teacher used reminding in order to make the students to remind something. For example the most utterance that said by the teachers was to remind them about the previous meeting. It was used by the teachers to make the students remember about the last material that they already learned before.

The next one is interrupting. Interrupting usually used by the teachers to make the classroom become more conducive. The next is inviting. The teachers usually invited the students when the teachers wanted the students to come in front of the class and presented their works. Suggesting is one of illocutionary act that used by the teachers to give suggestion to the students to make their work become better. Prohibiting is the kind of illocutionary that used by the teachers to prohibit the students to not do do something bad in the classroom. The last is motivating. The teachers usually used motivating in order to give students more motivation in the teaching and learning process.

PEDAGOGICAL FUNCTIONS SERVED BY SPEECH ACTS

Trosborg (1994) state that the teachers in the classroom has a big responsibility in leading the teaching and learning process. The teachers expect to educate and expertise the students in the certain subject for gaining the aims of the learning process itself. Besides that, the teachers have responsibility in choosing and developing the topic to be discussed. It is needed to be done by the teachers to have the communicative and evaluative feedback in the learning process. Therefore, in the teaching and learning process the teachers have to transfer knowledge to the students. In addition, when teacher asks question, the teacher may tend have particular answer in mind. According to Johnson (1997) interpersonal function of speech act divided into three modes, those are control, organization and motivation. In this research, there are kinds of pedagogical functions were produced by the teachers in SMA N 2 Banjar. Those are control, organizational, and motivational/evaluative function.

There are some utterances which functioned as a control and organizational to make the teaching process ran properly. As what stated before, there are four kinds of speech act that found in the teaching process according to Searle's theory. Then, they are divided to their pedagogical functions. Directives and commissive as control and organizational function. And next, evaluative and motivational function that can be found in representative speech act. The last is expressive speech act which has motivational function.

a) Control function

Directives:

Conversation:

T2: **Please open your book page 66.** So you have to pay attention to the slide. It is hot today. Could you tun on the van please?

S: listriknya mati.

The example above showed that the utterance said by teachers wanted to control the class by giving command to the students.

b) Organizational function

Commissive:

Conversation:

T1: Okay, for those who give questions or additional argument, I **will give you additional or special score.** Please mention your name.

Actually, commissive is functioned to express the future acts. Therefore, this kind of speech act can be used to organize the classroom. The teachers uttered this kind of speech act to make students knew about what they would do and happened later on.

c) Evaluative function

Representative:

Conversation:

T1: so, **we have 10 minutes more time before the time is up.** Is there one more group who want to present?

S: Tidak (No).

Representative speech act actually has functioned to deliver materials and give information to the students. It means, representative can be used as control and evaluative function.

d) Motivational function

Expressive:

Conversation:

T1: **Give applause to your friends.**

everybody claps their hands

In the example above, the teacher tried to give appreciation to the students so they feel motivated in the learning process. Expressive speech act used to express the teachers' feeling and the main function is to make students feel motivated in the classroom. The other example of expressive as motivational function can be seen below, as follows:

Conversation:

T2: okay, very good. **Okay thanks for your performance Srik.** You are excellent! Okay the next student is?

teaching and learning process was paused because all of students were praying

From the example above, the teacher tried to give appraisal to the student for the participation during the class. It was also used the teacher to make the students felt motivated during teaching and learning process.

Based on the previous research, they believed that every utterances have different functions and purposes. In order to discover every utterance which were produced by the subjects, they were taking similar topic with this research. The previous research The researcher was Siska (2016). The findings of this research showed that the participants deliver their intention during the interaction. There are some sentences forms namely declarative, interrogative, imperative, and exclamative produced by the teacher and students to perform various language functions. The findings conveyed that 24.33% of teacher's illocutionary acts and 6.62% of students illocutionary acts which are not congruent between linguistic forms with the pragmatics realization.

Another research conducted by Kusumo (2015). In this research, Kusumo only focus on the illocutionary acts which produced by the English teacher in classroom conversation. Illocutionary acts are divided into declaratives, representative, directives, expressives, and commissives. Those are the classifications of speech acts based on Searle Theory. Those types of speech acts have illocutionary functions. In this research, the researcher found that there are some functions which found, such as predicting, declaring, agreeing, disagreeing, thanking, greeting, congratulating, sympathizing, apologizing, commanding, requesting, suggesting, advising inviting, warning, encouraging, promising, offering, threatening and refusing.

CONCLUSION

Based on the purpose of the study which provided in the first chapter and the findings and discussion which provided in the previous chapter, the researcher can conclude that:

There are four kinds of speech act in term of illocutionary force which are found during the teaching and learning process at SMA Negeri 2 Banjar. There are directives, commissive, representative, and expressive.

From those kinds of speech act, there is directive which is found as the most frequent speech act that used in the teaching and learning process at SMA Negeri 2 Banjar. The existence of directive speech act is recognized by the absence of questioning, requesting, commanding, intterupting, inviting, prohibiting, motivating, suggesting, and reminding.

There was also found by the researcher that the pedagogical functions served by speech act that produced by the teachers divided into four modes, those are control, organizational, evaluative or motivational functions. Directives found as control function, commissive as organizational function, representative and expressive known as evaluative or motivational functions.

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