A SPEECH ACTS ANALYSIS OF TEACHERS' TALK IN ENGLISH FOR YOUNG LEARNERS CLASS

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Abstract
The aims of this research are to know the types of speech acts performed by English teachers when talking in the classroom and the teacher's reason for using the most specific kind of speech act. This research used a qualitative research design because the classroom activity became the data source. The participant of this research was 1 English teacher in English Club at SDIT Cordova. The data was collected through observation and interviews. The data was analyzed through four steps: classifications, data reduction, data display, and verification/conclusion drawing. According to the findings, the data showed 71% of the talk used directive. Teachers utilize directive types because they are interested in their students' competencies, whether or not their teachings have been comprehended, and whether or not students can recognize examples of the material they have been given. Meanwhile, the opposite result displayed in the data is declarative. Moreover, the finding also showed that the Teacher produced other speech acts such as assertive, commissive, and expressive. The teacher uses speech acts to ensure that the teaching and learning process runs smoothly and the material is well received by the students.
Keywords: Speech Acts, Teachers' Talk, Young Learners

INTRODUCTION

According to Swastiana et al. (2020), all the utterances teachers produce in the classroom are speech acts. It may become a problem for teachers because it may offer information on what teaching behaviours they frequently use while talking with their students. Speech acts may perform specific tasks depending on the circumstances of the utterance. The teacher and students should acquire the same basic knowledge to comprehend the utterance's meaning that they use in conversations in class. They also have the same experience, grasp the discussion's aims, and be able to notice the context of the conversation, which is suitable for their age. A speaker produces an utterance that may carry a message or meaning (Haucsa, Marzuki, Alek, & Hidayat, 2020). As a result, the listener must effectively interpret the speaker's utterances to comprehend what the speaker meant. Therefore, the speech act is essential for understanding what people say when they talk.

The speech act is divided into three types (Yule, 1996). There are locutionary acts (the literal meaning of the sentence), illocutionary acts (the act of utterances), and perlocutionary acts (the effect of utterances). Nevertheless, the teacher's instruction in the

classroom produces the utterance in the form of language functions related to the concept of an illocutionary act (Widya, 2017). Thus, the study aims to find out what kinds of speech acts are used in classroom conversation. The illocutionary act is also divided into five categories, according to Searle (1969), which are directives, declarations, commissive, expressive, and assertive.

Teachers talk with adult and young learners differently in the teaching and learning process. It is related to the statement from Ikawati (2017) in contrast to adult learners who often have a specific reason for learning a language, such as to obtain a better job; children rarely have such requirements when studying a foreign language. If a teacher cannot create an enjoyable learning environment for their students, then the instruction of young learners is destined to be unsuccessful (Prayatni, 2019). In addition to the study from Pratiwi & Laila (2020), the issue that young teachers in Indonesia face today is dealing with a variety of learners, particularly in terms of the character of their students. Their perspective is shaped by the people constantly in contact with them and in their physical surroundings. It means that teaching-learning to young learners has some challenges in guiding them into the learning process. Therefore, the utterances that are used affect student activities in class. In other words, the teacher must choose appropriate speech acts for young learners.

Some related studies discussing speech acts, such as Santosa & Kurniadi (2020), examined speech act analysis of teacher talk in the EFL classroom. This research is trying to discover the speech act teachers employ in the class at the university level. From their study, the result showed that the teacher frequently used assertive speech acts. On the other hand, research from Merdana et al. (2013) discussed an analysis of speech acts produced by elementary School teachers and students. Their study showed that the teachers mainly had the directive type of speech acts, while the students' speech acts primarily used assertive acts in response to the teachers' directions. Focusing on the speech act produced by the teacher above, according to Oktavia et al. (2020), a directive speech act is a speech act that directs the speech partner to act.

Based on the studies above, the classification of specific speech acts the teacher produced are assertive and directive. Meanwhile, the students showed a tendency to do assertive speech acts. For instance, the research from Santosa & Kurniadi (2020) focuses on finding out the speech act of the teacher. The teacher's utterances during the teaching process are almost entirely composed of assertive speech acts. While Merdana et al. (2013) are trying to discover the speech act between teachers and students, the result is that teachers and students have different speech acts. Meanwhile, this current research will investigate the speech act produced by a teacher in primary school. Meanwhile, this research focused on the speech acts that occur in the classroom while the teacher conducts practice and discussion that may affect the students to still focus on the learning process.

Therefore, this study is interested in conducting the research under the title "A Speech Act Analysis of Teacher Talk in English for Young Learners." Moreover, this research study establishes some research questions:1) What types of speech act is performed by the teacher when talking in the classroom for young learners? 2) Why does the teacher use the most specific type of speech act? This research aims to know the types of speech acts performed by English teachers when talking in the classroom and the reason for using the most specific type of speech act.

Definition of Speech Act

The theory of speech act is concerned with the use of words to perform things, and it proposes a universal distinction between "uttering" and "doing" (Searle, 1969). According to Zulianti & Nurchurifiani (2021), a speech act is an act by performed language. The language teachers and students use in this circumstance may express information such as asking for help, seeking something, providing something, denying something, and so on. In addition, according to Christianto (2020), the speech act emphasizes the speaker's aim or objective in making an utterance. According to Yule (1996), comprehending speech act is divided into three types. There are locutionary acts (the literal meaning of the sentence), illocutionary acts (the act of utterances), and perlocutionary acts (the effect of utterances). After the hearer has listened to what the speaker has to say, there is an expectation that they will carry out some action. As a result, this differentiation is quite significant as it sorts out the utterance that a person produces. Moreover, these three-speech acts, which will often be discussed in this research are illocutionary.

Categories of Illocutionary Speech Act

An illocutionary speech act is categorized into five (Searle, 1969; Yule, 1996) which are 1)Assertive act, according to Pasaribu et al. (2022), the assertive act aims to provide the present information, the data that has existed, and the information that has happened. It can be described as such the utterances assumption from the speaker. An example such as the earth is round. 2) According to Faturrochman et al. (2021), the declarative act is a statement that impacts changing someone's state or situation. An example is, "I choose you to be the group leader." 3)Commissive act is speech acts in which speakers commit to some future action (Febriana & Fajariah, 2018). It conveys the speaker's intention. They make promises, threaten, refuse, and pledge. When utilizing a commissive, the speaker attempts to make the world conform to the words (via the speaker). An example such as "I'll be back for you." 4)Expressive act, according to Pourmousavi & Zenouzagh (2020), an expressive act is the speaker conveys sentiments and attitudes about something, such as an expression of dislike, like, sadness, happiness, etc. An example is, "I am happy because you're here." 5)Directive act is one speech act in which the speaker directs the listener to do something (Oktavia et al., 2020). Furthermore, using directive speech will train the student's sensitivity to the Teacher's instruction. An example such as, "close the door, please!"

Based on the studies and theories presented above, the study focuses on the teacher's speech act which the teacher produces during class. This study examines the teacher's most common speech act classifications during teaching and the reasons for the chosen speech act classification in the teaching and learning activity.

Young Learners

Teaching English to young learners is different from teaching adults. According to Fajarina (2017), young learners lack the motivation to learn and study, unlike adult learners. Young learners only focus on what makes them interested. To address this issue, teachers of young learners should interact with their students in a different way so that the teacher can make the teaching and learning process more exciting and valuable for young learners (Pustika, 2021). Furthermore, the teachers must recognize the characteristics of

young learners so that they may treat young learners in the English classroom as who they are. According to Scott and Lisbeth (1992; as cited in Fajarina, 2017; Putri, 2016), the characteristic of young learners are 1) in the age 8-11, children are mature enough. 2) They view things in a certain way. 3) They can explain the difference between facts and lies. 4) They want to know more, so they ask questions. 5) They believe what is said and happening in the real world to express and understand the meaning. 6) They have very different ideas about what they like and don't like. 7) They're interested in what's going on in the classroom and start asking teachers what they think. And 8) They can work together and learn from one another.

METHOD

Research Design

The researcher used a qualitative research design because the activity in the classroom became the data source. As stated in the previous section, the purpose of this research was to learn about various kinds of speech acts and the implications of the most particular type of speech act from the teacher. This research collected the data when the teacher was in the teaching and learning process, so it was going on naturally (Bogdan & Bilken, 1992). Furthermore, this research followed the guidance from Creswell (2012), which suggested that the qualitative case study be utilized to acquire analysis and knowledge of particular phenomena in the field. In addition, according to Alamri (2019), the qualitative design is extremely important for measuring thoughts, opinions, and viewpoints in order to convey information collectively.

Participants

This research was conducted at SDIT Cordova. This research involved one female English teacher in English Club for primary school, selected by purposive sampling. This research was conducted on November 22, 2022. The English club is divided into two categories: lower class and high class. The students in the lower class consist of 1st-3rd grade, while in the high class consists of 4th -5th grade: Furthermore, the researchers conducted this research on the lower class to conduct the observation.

Instruments

This research instrument used observation and semi-structured interviews. According to Creswell (2012), information is gathered by the researchers on many instruments, such as evidence, data, and rational considerations, shape knowledge based on measures that observations recorded by the researchers. Meanwhile, the semi-structured interview allows the researchers to include or exclude any component of the pre-planned questions. The semi-structured interview is made up of a few essential questions that help to define the areas that are being investigated by the research (Alamri, 2019). On the interview session, the researcher was trying to find out the teacher's knowledge about speech acts. Afterwards, the researcher provides an understanding of speech acts and types of speech acts. Then, the researcher asks about approximately what types of speech acts are used by the teacher, what are the benefits, and what are students respond when using the types of speech acts used by the teacher.

Data Collection

The procedure starts by conducting an observation. The data in this research is a speech act produced by teachers talking in an offline meeting in the lower class that the researchers observed. A video recording was taken when the teachers were in the teaching and learning process. After that, the researchers conducted a virtual interview to get more data related to the topic of speech act.

Data Analysis

The researchers analyzed the data using an interactive data analysis model by Miles & Huberman (1994). There are fourth steps in analyzing the data: classifications, data reduction, data display, and verification/conclusion drawing. Before doing the steps, the researchers transcribed the utterances during the dialogue or interaction between the teacher and students inside the classroom. Afterwards, the researcher classifies the and reducing the utterances. After choosing the utterances, each is grouped into some significant characteristics outlined. The data were categorized and classified according to the features. The final steps are matching the teacher's answers from the interview with the data taken from the observation. After that, a synthesis was performed to address the research questions that led to the findings.

RESULTS AND DISCUSSIONS

The researchers used the speech act classification from Searle (1969). According to him, speech act classifies into five types: directive, assertive, declarative, commissive, and expressive. Furthermore, the study found 172 utterances from the teacher when conducting the observation, which leads to the speech act. Moreover, the directive is the most type that the teacher uses in the classroom. The data showed 71% of the talk used directive. Meanwhile, the opposite result displayed in the data is declarative. From the data, the teacher in the classroom does not use any declarative talk.

Table.1 Teacher Talk in The Classroom Using Speech Acts' Perspective

No	Classification	Frequency	Percentage
1	Directive	122	71%
2	Assertive	29	17%
3	Declarative	0	0%
4	Commissive	7	4%
5	Expressive	14	8%
	Total	172	100%

1. Directive

The directive speech act is a speech act that states action. The directive speech act requires the speaker to persuade the hearer to act (Ashfira & Hardjanto, 2021). The direction that fit is going in is world-to-word, which means that it is trying to get the world to match up with propositional content, and the success of fit depends on the hearer, such as ask, command, order, beg, and request. The utterances conveyed by the teacher to students in communicating orders are as follows.

Table 2. Teacher Talk in Directives Speech Act

Utterances	Directives Categories

Can we start now?	Asking
How are you today?	Asking
Please, open this one (asking the students to open the book according to what the teacher already showed.)	Command
Okay, now it's Qonita's turn	Order

2. Assertive

In the classroom, the Teacher is more likely to use assertive speech acts. An assertive statement expresses an opinion or perspective, whether or not it is supported by evidence. According to Rosaldo (1982), the assertive is employed in a performative way, particularly in formal dialogue. Such as stating facts, arguing, and claiming.

Table 3. Teacher Talk in Assertive Speech Act

Utterances
The color of the banana is yellow
The game is you have to guess what your friend said about the color
The blackboard is supposed to be black
It can be green; it can be red

3. Commissive

Commissive are types of speech acts that the speaker uses to ensure to do something in the future. They say what the speaker wants to say, according to Sobirova (2014), indicating that the speaker is committed to carrying out a specific action by declaring a purpose. The goal of fit is to get the world to match the content of the proposition, and it is essential to adhere to the speaker to make this happen. Such as promise, guarantee, and assure.

Table 4. Teacher Talk in Commissive Speech Act

Utterances
I will review the material that we discussed yesterday
Those who let it slip in Indonesian will be punished by moving forward
Bye, see you, see you next week

4. Expressive

Expressive speech acts are those that show how the speaker feels. They show how people think and can be about pain, pleasure, likes, dislikes, happiness, or sadness. It is related to the statement from Mukhroji et al. (2019) expressive are utterances that show how sincere a speech is, like when you show sympathy or make an excuse.

Table 5. Teacher Talk in Expressive Speech Act

Utterances
Thank you
Good Job, high five
That's why Miss doesn't like sharing

From the interview with the teacher, the teacher argues that the most dominant type of speech act produced by her is the directive speech act. It is the same as the researchers have observed in class. The teacher said:

> "Directive act, before starting the class, I usually ask the students, such as "Have your lunch?" For example, suppose the students are in time to go home and continue extracurricular activities and have not already eaten. In that case, I usually instruct, "I will give you five minutes to eat something.""

The teacher thinks that the use of the directive speech act has some advantages for young learners. It is written below.

> "From that, they can know simple directions, which are very common with children. For example, I tell my students, "Ara close the door please?" from the habit of directing that I always say that way; sometimes they get used to it, and students can think that "close the door!" I was told by Ms. May to close the door, and another question like "Have your lunch?" "Who is absent today?". Mostly, for primary school, they don't know yet, so they often repeat it to get used to it."

Other advantages that the teacher said in the interview.

> "In elementary school-age children still need to learn how to obey orders given."

From the result, it can be concluded that the directive speech act became the most dominant type of speech act used by the teacher in the classroom. Some previous studies also have similar results, such as Sari (2019), Faturrochman et al. (2021), and Widiasri et al. (2019). Their research also has the same result: the directive is the most dominant type of speech act. Furthermore, the data from the video recording showed that the teacher uses almost use directives in teaching and learning activities. It is because the teacher often asks the student to do something. It is related to the idea from Hidayat et al. (2022), the strategy of asking listeners to start doing something for speakers as the use of directive speech acts. It is also stated in the previous study by Merdana et al. (2013) that teachers used question directives to ask for specific information, and this showed that the students actively participated in the teaching and learning process. In addition, Merdana et al. (2013) also stated that asking questions can engage the students in the learning process and create opportunities for two-way communication. They also explained that the reason the directive speech act became the dominant types because the process of teaching and learning involves the use of instructions by teachers in order to persuade students into performing certain actions, such as answering questions or behaving in a manner that the teacher prefers.

Moreover, according to Pratiwi & Laila (2020), using directive utterances in parenting style allows the child to do something. When children do something, they become more independent. It is also related to the interview with the teacher. She said that when we use directive utterances such as a simple direction, "close the door, please!" from the habit of orders that the teacher always says, sometimes they get used to it, and students can think that "close the door!" it was told by the teacher to close the door. It helps them to adapt this sentence means to ask them to close the door. On the other hand, the students sooner or later will become familiar with the simple direction.

The second most dominant that teacher use in the classroom is assertive. According to Pratiwi & Laila (2020), an assertive speech act is when a speaker conveys their knowledge and beliefs to the listeners through language. From the video recording, the study found that the teacher sometimes explains the correct answer from the student's task. The teacher sometimes clarifies the response from the students, such as "The blackboard is supposed to be black. "To increase the student's understanding of the material. It is also related to Searle (1969) the objective of an assertive statement (which may be deducing or concluding) is to prove that the argument being asserted is valid. In line with the information above, Santosa and Kurniadi (2020) found that in their study, the type is an assertive speech act because the agenda in the meeting activities are practiced and discussed.

Furthermore, expressive became the third dominant that the Teacher used in the class. The researcher found that the teacher usually used the expressive speech act to give an appreciation to students because they were trying to answer the question. The teacher appreciates saying "Thank You." Related to this statement, the study by Santosa & Kurniadi (2020) noted that the expression "thank you" is one of the phrases that the teacher always uses, whether it be after getting something from the students or when the students try to remind her of something. Sometimes the teacher says "Good Job, High Five" to make the student feel the teacher is respectful to them. According to Mukhroji et al. (2019), Expressive are utterances used to convey the authenticity of speech acts, such as sympathy and apologies like thanks, greetings, and compliments. On the other hand, these speech acts are associated with behaviours in which the speaker uses words to describe how they are feeling.

In contrast, the least frequently that the teacher used in the class is commissive. The teacher sometimes will do some activity in the teaching and learning process. Statements that obligate the speaker to execute a specific future action are known as commissive. Examples of commissive include a promise, an offer, a threat, or a vow (Mukhroji et al., 2019). At the beginning of the class, the teacher usually commits to doing some future actions, such as "I will review the material that we discussed yesterday." It is related to the statement from Ashfira & Hardjanto (2021) commissive acts make a personal promise to do something and believe that their words make them do it under certain conditions. On the other hand, when you commit to something such as promising, announcing, etc.

Meanwhile, the type of speech act not performed by the teacher was declarative. According to Widiasri et al. (2019), speech acts that relate the contents of the proposition with the actual world are known as declarative acts. The acts of mandating, firing, and naming are all examples of this type. From the statement, the study did not find the utterances on the video recording. It is also similar to the previous study by Sari (2019). She said teachers didn't use declarative because they are unrelated to teaching and learning.

The teachers are responsible for producing all of the speech acts' instructional functions. The procedures of speech acts are utilized for controlling and arranging the process of appropriate teaching and learning. Furthermore, there is always a question-and-answer activity between the teacher and student during the teaching and learning process. Teachers utilize directive types because they are interested in their students' competencies, whether or not their teachings have been comprehended, and whether or not students can recognize examples of the material they have been given. Moreover, the finding also showed that the teacher produced other speech acts such as assertive, commissive, and expressive. The teachers use directives, assertive, and commissive as speech actions that

serve as control and organizational moves in the classroom. In other words, assertive speech acts serve as ways to control, organize, and judge. The last speech act is expressive, which serves as a motivational function. The teacher uses speech acts to ensure that the teaching and learning process runs smoothly and the material is well received by the students.

CONCLUSION

Based on the findings and discussion, the study concludes that there are four types of speech acts that the teacher produced in the teaching and learning process. Those were directive, assertive, commissive, and expressive. Furthermore, a directive was the most dominant type of speech act that the teacher produced in the classroom. Meanwhile, the opposite result displayed in the data is declarative. There were 172 utterances included in the directive speech act, divided into command, asking, and ordering. The teacher used a directive speech act to lead the students to do something. The teacher said that using the directive speech act helps the students to be familiar with simple instructions and also helps the students to learn to obey the orders that given by the teacher. On the other hand, the teachers argued that the entire teaching process in the classroom, concerning both direct and indirect speech acts, is being carried out for the advantage of the students. Significantly, the advantages of this research for readers are to give them some information that the types of speech act suitable for young learners are directive. It helps to engage the students more actively in the class because there are some two-way communications. Furthermore, the present study suggests that further researchers who are interested about this topic are welcome to examine about speech act in more depth because this research has some limitations, such as this research only concentrating on the speech act that produced by the teacher in young learners' class. Future research can be undertaken by comparing the findings of this study with those of other school levels. This could provide useful insights into the similarities and differences in interactions at school.

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