

## ANALYSIS OF ILLOCUTIONARY ACTS IN CLASSROOM INTERACTION

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### ABSTRACT

Interaction pattern is formed through speech acts uttered by lecturers and students as a means to achieve learning objectives. This study aims to identify the types of illocutionary acts expressed by the lecturer and students during class interaction in Class B of the English Education Department at Universitas Islam Lamongan. Using a qualitative descriptive method, data were obtained through non-participant observation and audio recordings. The recorded utterances were transcribed and examined based on speech act theory. A total of 384 utterances were documented, including 145 assertive, 187 directive, five commissive, and 47 expressive forms. The lecturer demonstrated four categories of illocutionary acts-assertive, directive, commissive, and expressive. While the students produced three: assertive, directive, and expressive. The results reveal the presence of various speech acts during classroom interaction. These findings can be used as a foundation for developing learning activities that foster student engagement and encourage the use of diverse speech acts.

**Keywords:** classroom interaction, illocutionary acts, speech acts

### INTRODUCTION

Through language, interaction enables speakers to convey their intended purpose to listeners through spoken words. In the context of education, language is the primary tool used by teachers to interact with students, which ultimately influences the effectiveness of the learning process (Jannah et al., 2024). Zahroh & Susanto (2022), in their study *Students' Understanding of Teacher's Speech Acts in the Classroom Instructions*, state that the success of learning in the classroom is largely determined by the quality of interaction and communication between teachers and students in conveying and understanding the material comprehensively. Therefore, interactions that produce utterances can be categorised as speech acts, as they contain communicative intentions directed at the listener. In line with this, during the learning process, teachers convey utterances as a form of speech acts that contain specific intentions to achieve learning objectives (Faturrochman et al., 2021).

Interaction is objective in order to meet students' needs during the learning process. Educators build interactions in the classroom to foster social, cognitive, and emotional dynamics that occur during the teaching and learning process. The teaching and learning process provides emotional and cognitive experiences shaped through social interactions between educators and

students (Ippolito & Kingsbury, 2024). Building a positive psychological atmosphere can also help students increase their engagement in classroom interactions, which impacts their learning process (Sun et al., 2022). In reality, many students tend to be passive and only actively engage when directly encouraged by the lecturer or when they have grasped the material (interview with students, 2025). Student passivity in class is often misinterpreted as a barrier to learning, when in fact it could be due to anxiety, a lack of confidence, or a reluctance to speak (Wei & Cao, 2024). Fear and lack of support hinder students from actively engaging. Furthermore, having a good relationship with the lecturer, both directly and through social support and strengthening student self-confidence, as well as creating effective communication in lecturer development, can encourage student participation in classroom interaction (Deep et al., 2024; Erickson et al., 2025; Liu, 2024). This shows that learning effectiveness depends not only on the content of the material but also on how interactions are built in the classroom.

In higher education, the interaction patterns between lecturer and students extend beyond exchanging information to engaging in actions through purposeful utterances, such as giving orders, asking questions, suggesting, and even asserting. This phenomenon is known in pragmatic studies as speech acts, which are illocutionary acts that reflect the speaker's communicative purpose. According to Edmondson, twenty five basic are types of speech acts have been identified through interactional analysis of various examples of real multilingual conversations, demonstrating the diversity of speech functions in everyday communication practices, including in academic context (House & Kádár, 2025). According to Searle, speech acts are used in every form of verbal communication, and one of the most prominent is the illocutionary acts, which forms the basis for understanding the speaker's intent and purpose in pragmatic analysis (Sari et al., 2021). Illocutionary acts reflect how speakers use verbal language to influence, direct, or construct response from the addressee in a specific context.

To identify the types of illocutionary acts used by lecturer and students in classroom interactions, it is important to understand how messages are conveyed and received in the learning context. Analysis of illocutionary acts can help reveal the hidden meaning behind utterances and encourage the application of more interactive and meaningful teaching strategies (Putri et al., 2024). Effective interaction between teachers and students plays a significant role in the success of the learning process, especially when lecturers are able to use illocutionary acts appropriately to build two-way communication (Anisah & Anwar, 2023). Theoretically, this research contributes to the understanding of pragmatic studies, particularly in understanding the types of utterances that emerge in classroom interactions at universities (Searle, 1979 in Putri et al., 2024). Practically, the results of this study are expected to assist lecturers, teachers, and students in recognizing patterns of academic communication and creating a more interactive and collaborative learning environment (Anisah & Anwar, 2023; Putri et al., 2024).

Several studies on illocutionary acts have been conducted by a number of researchers. Rewai & Junaid (2021) discussed the types of illocutionary acts in interactions between teachers and students in the classroom. Meanwhile, Budianto (2023) aimed to observe only assertive illocutionary acts used by tenth-grade teachers. Additionally, Sari et al. (2021) investigated the illocutionary acts of lecturers in online classroom interactions and their functions. Yulian & Mandarani (2023) focused on the forms of illocutionary acts produced by teachers towards seventh-grade students, while Arditasari (2023) focused on the types of illocutionary acts and their functions performed by English teachers in eighth-grade classrooms. In contrast to these existing literatures that emphasize school-age children and virtual learning formats, our evaluation highlights a distinct conceptual boundary. Based on the above explanation, previous studies have mostly only examined illocutionary acts by teachers in schools. Meanwhile, studies on lecturers have only examined online learning, not offline learning.

Based on the above explanation, previous studies have mostly only examined illocutionary acts by teachers in schools. Meanwhile, studies on lecturers have only examined online learning,

not offline learning. Responding to this gap, this study collected data from classroom interactions between lecturer and students, among students majoring in English education at universities during the teaching and learning process and to identify types of illocutionary acts. This study focuses on analysing the illocutionary acts produced by lecturer and students in the teaching and learning process at Universitas Islam Lamongan. Thus, this study aims to analyse the types of illocutionary acts used by lecturer and students in academic interactions. This study uses a qualitative descriptive method that only identifies phenomena that appear in reality.

Huang said that saying something with a specific purpose is an illocutionary act. According to Searle (1976), illocutionary acts are divided into five types: assertive, directive, commissive, expressive, and declarative (Cutting, 2002; Munna & Kalam, 2021). Classroom interaction is a form of social relationship that occurs during the learning process between teachers and students as well as among students (Zahroh & Susanto, 2022). Teaching is an activity carried out to share experiences or convey information (Rajagopalan, 2019). Learning is an activity carried out by humans that is shaped by personal experiences, cultural background, cognitive awareness, opinions, and environment (Shemshack & Spector, 2020). The process of learning and teaching can be interpreted as a process of transforming knowledge from teachers to students. This process involves various elements, where an educator sets learning objectives, develops learning resources, and applies appropriate learning strategies (Munna & Kalam, 2021).

While the existing literature has provided valuable insights into speech acts, most of the focus has been limited to school teachers or restricted to online classrooms. This leaves a significant gap in our understanding of how lecturers and university students interact in a live, offline academic setting. To bring a fresher and more practical perspective to higher education discourse, this study explores the real intentions behind everyday classroom utterances and how they shape the learning atmosphere. Therefore, to understand the true nature of these collaborative dialogue patterns, this paper addresses the following core question: **What are the types of illocutionary acts used by the lecturer and students in English classroom interaction?**

## METHOD

### Research Design

This study uses a qualitative descriptive design to identify the types of illocutionary acts uttered by lecturer and students in higher education. According to Creswell & Creswell (2018), qualitative research is an approach that aims to explore and understand the meaning behind human experiences through an in depth and holistic approach. Wolcott explains that descriptions in qualitative research serves as a means for readers to imagine what the researcher observed and heard during the research process (Miles et al., 2014). Descriptive research involves fact finding and surveys to report what happened without manipulating variables (Patel & Patel, 2019). The approach allows researchers to present data as it is without external treatment or intervention. Furthermore, qualitative descriptive research is used to explore the context of communication through in-depth description and interpretation. The classification of illocutionary acts in this study is based on John Searle's theoretical framework (1976).

### Research Settings and Subjects

The research was conducted during the teaching and learning process in the Department of English Education, where lecturer and students participated in class. The subjects of this research consisted of one lecturer and seven students who were involved in direct interactions in Class B of the Department of English Education, Paciran Class, at Universitas Islam Lamongan, in the instructional design and media course. The selection of subjects was based on their interaction patterns, which reflected those in higher education, and the uniqueness of the class was that the author observed that interactions tended to use English. However, the author also acknowledged

that communication practices within the classroom could vary depending on the situation, speaking objectives, and participants' comfort levels. The interactions between the lecturer and students in the class are relevant to the research focus, as the utterances produced by the lecturer and students reflect the type of illocutionary acts.

The object of this study is verbal data in the form of spoken utterances produced by lecturer or students during classroom interactions. The focus of this study is to identify types of illocutionary acts based on Searle's classification, namely assertive, directive, commissive, expressive, and declarative. These utterances were recorded and transcribed to be used as primary data for analysis. Qualitative data is typically collected in natural settings and presented in a descriptive manner to reflect real-life behavior and perspectives (Creswell & Creswell, 2018).

**Data Collection Technique**

Data were collected using two main techniques, namely observation and documentation. Observations were conducted directly in the classroom using observation sheets to record the situational context of learning, including participation, location, and ongoing activities (Creswell, 2012). Observation is a method of recording individual activities in a research setting (Creswell & Creswell, 2018). Observations were also supported by audio recordings to obtain accurate data (Hardani et al., 2020).

Documentation was carried out through audio recordings of classroom interactions, which were transcribed and verified to ensure accuracy. This process is carried out systematically, starting from recording, transcription, verification, to the identification of illocutionary acts based on Searle's 1976 theory, which classifies utterances into five types: assertive, directive, commissive, expressive, and declarative. The initial classification of the observation results is presented in Table one.

Table 1  
Classification of illocutionary Acts

No.	Utterances	Exp	Dec	Ass	Com	Dir
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Notes:

Com = Commissive, Dir = Directive, Exp = Expressive, Dec = Declarative, Ass = Assertive

**Data Analysis**

Data analysis consists of three main stages, namely data reduction, data presentation, and conclusion drawing. Data reduction is carried out by sorting and simplifying class interaction transcripts so that only data relevant to the type of illocutionary act is analyzed further. Next, the data is presented in the form of a classification table based on Searle's 1976 theory to facilitate the identification of utterances that arise during the learning process. The final stage of drawing conclusions is carried out by rechecking the data. This analysis process is carried out repeatedly and is interrelated.

The data display is presented in an organized manner to facilitate the author's understanding and drawing of conclusions. The data presentation is done in two forms: a) a table classifying the types of illocutionary acts presented in Table 2, and b) a descriptive narrative presenting selected utterances along with their situational context and analysis of the types of illocutionary acts. In addition, the frequency of occurrence of each type of illocutionary act is also recorded to support the descriptive analysis and provide an overview of the communication patterns that occur in the classroom.



Table 2  
Data processing

No	Types of Illocutionary Acts	Code	Data Utterance
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Notes:

Code = (meeting/participant/number)

M1 = meeting 1, M2 = meeting 2, M3 = meeting 3, L = Lecturer, S = Student-name

**Data Trustworthiness**

To ensure the validity and reliability of the research instrument and the qualitative data gathered, this study applied data trustworthiness techniques, specifically investigator triangulation and member checking (Creswell & Creswell, 2018). Since the primary instrument was the researcher herself, validation was conducted through peer debriefing with English linguistics experts to cross-check the categorization of Searle's (1976) illocutionary acts against the transcribed data matrices. Furthermore, to eliminate personal bias and verify semantic accuracy, the compiled textual transcriptions were continuously re-played and cross-examined alongside the raw audio recordings. This iterative verification process ensured that the contextual interpretation of the classroom utterances aligned perfectly with the actual communication occurring during the live instructional sessions.

**FINDINGS AND DISCUSSION**

The results of this study reveal various types of illocutionary acts used in classroom interactions, including their frequencies and forms which occurred, by both lecturer and students during the learning process in the classroom. The data findings show that there were 384 utterances produced by lecturer and students during the learning process in three meetings, consisting of four types of illocutionary acts, namely representative, directive, commissive, and expressive.

Table 1  
Frequency of Illocutionary Act Types

Illocutionary Act type	Meet 1	Meet 2	Meet 3	Frequency
Assertive	62	53	30	145
Directive	54	63	70	187
Commissive	5	-	-	5
Expressive	2	12	33	47
Declarative	-	-	-	0
Total	123	128	133	384

In face-to-face learning in the classroom, positive interactions between lecturer and students, and among students during activities, demonstrate various types of illocutionary acts. Based on Searle's theory, four main types were identified: assertive, cussion sessions. Meanwhile, directive illocutionary acts are observed when lecturer ask questions or provide advice, such as reminding students of previous material. Interestingly, students also actively use this type when they take on the role of instructors to explain learning materials. This directive form is the most frequently occurring, indicating that classroom communication is two-way and quite interactive.



Additionally, commissive illocutionary acts are seen when lecturer express commitments, such as promising to establish a written exam during the mid-term exam period. Expressive acts are also present, though not as frequently as directive acts; students offer praise and expressions of gratitude when demonstrating the media they have created, and lecturer similarly show appreciation at the end of the lesson. These findings illustrate that classroom learning is not only focused on delivering material but also on creating mutually respectful social relationships. To reinforce these findings, several examples of utterances in classroom interactions can be presented as concrete evidence of the communication dynamics that occur.

## Representative

### *Excerpt 1*

Lecturer : *Jangan banyak-banyak, 10 saja lah.*

Lecturer : *Sepuluh aja ya.*

Student-P : *Itu gimana, Sir?*

Lecturer : **Five for traditional media and then five for modern media.**

Excerpt first contains a statement made by the lecturer that falls under representative speech acts. The lecturer provides information about the number of media that students should create, namely ten media examples: “Five for traditional media and then five for modern media.” This statement shows the lecturer’s view of the ideal number so that the assignment remains focused and not excessive. This situation occurs during a learning session discussing instructional design and media. The lecturer provides informative guidance but also shares personal opinions on how the assignment should be approached.

From this interaction, it can be seen that the lecturer’s role in conveying information while also providing guidance, while the students demonstrate active engagement in the discussion. Although brief, this interaction highlights the dynamics of communication between the lecturer and students in the learning process.

### *Excerpt 2*

Student-An : *Dikategorikan aja, jangan bebas.*

Student-EI : **Bebas aja masih mikir.**

Student-Lid : *Iya, bebas aja masih mikir.*

Student-Lid : *Iya, nanti kalau kategori, ya nggak gitu. Kata-nya lebih kecil lagi.*

In this second excerpt, the student makes a number of statements that fall under the category of representative speech acts, which is utterances that express what the speaker believes to be true or factual based on their own views, knowledge, or experiences. The utterances “Bebas aja masih mikir” (Just be free and think) and “Iya, bebas aja masih mikir” (Yes, just be free and think) These statements represent the factual statements they perceive. These utterances reflect the thinking conditions or experiences the students encounter when given tasks without restrictions. This is another form of representative speech acts, as both convey the reality they experience, where freedom in tasks actually makes it difficult for them to determine direction or choices. This situation occurs in media-based learning presentations, where students respond spontaneously yet remain relevant to the discussion.

This interaction shows how students use representative speech acts to convey their opinions and assessments of task completion strategies. Through this discussion, they not only affirm what they experience or believe, but also demonstrate active engagement in the process of critical thinking and collaborative problem solving.

**Excerpt 3**

- Student-An : **It's just simple material, ya.** Fill in the blank with correct word. So, there is a sentence. We have to fill the blank with the speech.
- Student-P : Yes, match with this sentence.
- Student-Nil : *Berarti kita kan harus ini ya, ngasih tahu beberapa kosakata dulu sebelum belajar.*

This third excerpt show that student made statements that can be classified as representative speech acts. Students conveyed their assessments and information about the learning media they created, namely short-answer questions that had to be completed with the correct words. Statements such as “It’s just simple material, ya” show that students gave their personal opinions or assessments of the level of difficulty of the material being discussed. This situation occurs in the context of interaction among students, when they are demonstrating learning media to build a shared understanding of the form and content of the task to be completed.

From this interaction, it can be seen that students play an active role in the learning process by sharing their understanding with one another. The representative utterances they make help their peers, who are acting as students, to understand the instructions for the questions more clearly. This interaction demonstrates cognitive engagement that supports the learning process.

**Directive****Excerpt 1**

- Student-P : **Itu dicatat aja ta, Sir? Atau harus membuat?**
- Lecturer : *Oiya, harus membuat. Kita final UAS-nya besok.*
- Lecturer : *Jadi kita akan membuatn event semacam workshop. Jadi kita pajang semua media itu dan kita bisa kayak menerangkan cara menggunakannya. How to use media dan sebagainya.*

In this first excerpt, the student asks a question that falls under the category of directive speech acts. The statement, “Should I just write it down, Sir? Or do I have to make it?” is a form of question that pragmatically serves to request guidance or clarification from the lecturer. In other words, the student is directing the lecturer to provide more specific instructions regarding the form of the assignment to be completed. This situation occurs when discussing the assignment of creating a learning media project. The student appears to want to confirm whether it is sufficient to simply note down the educational media or whether it must be created as part of the final assessment. The question asked not only seek information but also encourage the lecturer to provide a decision or instruction.

From this interaction, it can be seen that student play an active role in the communication process by requesting clarification through directive questions. These statements are conveyed politely and in accordance with the academic context. Meanwhile, the lecturer responds by providing detailed information, resulting in effective two-way communication. This conversation demonstrates collaboration between lecturer and student in understanding the objectives and final form of learning.

**Excerpt 2**

- Student-Nil : **Kalau untuk UTS-nya gimana?**
- Lecturer : *Iya itu tadi, membuat media.*

In this second excerpt, the student asks a question that falls under the category of directive speech acts. Although the utterance “What about the midterm exam?” is phrased as a question, its pragmatic function is to request an explanation or guidance from the lecturer regarding the format of the midterm exam. The purpose of this utterance is to encourage the lecturer to provide information about the midterm exam assignment. This situation occurs in a classroom setting prior to the mid-term exam, where student have not yet received clarity regarding the exam format. By asking this question, the student takes an active role in classroom communication and demonstrates a sense of responsibility to understand the assignment requirements correctly.

In this interaction, the student uses a directive speech act to request clarification from the lecturer, and the lecturer responds by providing the necessary information. This communication dynamic also reflects cooperation in the learning process. The student does not merely receive information passively but actively seeks guidance to perform the task correctly and as expected

### ***Excerpt 3***

Student-P : **By group atau one by one, Sir?**  
Lecturer : One by one.

In these third excerpt, student ask questions that are classified as directive speech acts. The utterance “By group or one by one, Sir?” is a choice question in form, but in terms of pragmatic function, the students are asking for guidance from the lecturer regarding the technical implementation of the teaching practice exam using the learning media they have created. This situation occurs in the context of the upcoming presentation the next day, where student need to know whether the activity will be conducted in groups or individually. Through this question, the student demonstrates an active role in communication by requesting the information needed to prepare themselves.

This interaction demonstrates effective communication between student and lecturer. The students use directive speech acts, while the lecturer responds by providing the necessary information. Although brief, this conversation reflects the active involvement of the students and the responsive attitude of the lecturer in the learning process.

## **Commissive**

### ***Excerpt 1***

Lecturer : **I would like to send some references on WhatsApp group.**  
Lecturer : **I would like to show you a little of the PowerPoint** by your friends in the center of Unisla Pusat.

The first excerpt, it is evident that the lecturer makes a statement that falls under the category of commissive speech acts. The lecturer expresses their intention or plan to perform two actions in the future, namely sending references via a WhatsApp group and showing some of another student’s PowerPoint material. Statements such as “I would like to...” are a form of willingness or commitment that indicates that the lecturer is ready to carry out these actions immediately. This situation occurs in an educational context, where the lecturer aims to provide references and show the PowerPoint presentation to help students expand their knowledge. The lecturer conveys this commitment using expressions that indicate willingness without coercion.

Although there is no direct response from the student in this excerpt, this type of speech act still shows an effort to build two-way communication. By stating what will be done, the lecturer encourages students to prepare to receive additional material or perhaps follow up with questions. This reflects positive communication dynamics in learning, where the lecturer shows responsibility and active involvement in supporting the academic success of students.

**Excerpt 2**

Student-P : *Kalau untuk UTS gimana?*

Lecturer : *Minta apa untuk UTS-nya?*

Lecturer : ***Ya, nanti tak kasih soal untuk UTS-nya.***

Lecturer : ***Saya lebih fokus pada penilaian proses. Okay, I will give you one example of how to apply with media.***

In this second excerpt, the lecturer expresses a commissive speech act. Statements such as “Yes, I will give you questions for the midterm exam” and “Okay, I will give you one example of how to apply with media” show the lecturer’s willingness and commitment to perform certain actions in the future. Both statements contain the meaning of a promise or plan that will be carried out as part of the learning process. This situation occurs during a learning session when students ask for clarification about the midterm exam format. The students’ question, “What about the midterm exam?” indicates a need for information, which the lecturer actively addresses. Although the lecturer responds with the initial statement, “What do you need for the midterm exam?” which can be interpreted as openness to student input, the lecturer ultimately reaffirms their commitment by providing questions and examples.

Students take the initiative to ask questions, while lecturer respond with a commitment to provide materials and guidance. This shows that commissive action not only plays a role in conveying promises but also in building trust and clarity between lecturer and student in the academic process.

**Excerpt 3**

Student-Lid : ***Oiya, Sir. Nanti aku akan chat ya.***

Lecturer : *Oke, bisa hubungi saya.*

In these third excerpt, the students make statements that fall under the category of commissive speech acts. The utterance “Yes, Sir. I will chat with you later” shows the student’s intention and willingness to perform a certain action in the future, namely contacting the lecturer via private message. This situation leads to interpersonal communication between students and lecturer, such as when a class session is about to end. The utterance shows the student’s initiative to continue communicating privately, reflecting responsibility and active involvement in the learning process.

This is student who actively maintain academic communication outside of formal forums. Through commissive speech acts, students demonstrate their commitment to staying connected and resolving matters that need to be discussed, while lecturer provide a space that allows such interactions to take place smoothly. This brief conversation reflects an open, supportive, and communicative learning environment.

**Expressive****Excerpt 1**

Student-P : Maybe someday one will have material like this. **Thanks for your material, Anwar.**

Student-Lid : ***Makasih, Anwar.***

Student-P : Maybe *ditutup dulu*, War.

In this first excerpt, students make several statements that fall under the category of expressive speech acts. Statements such as “Thanks for your material, Anwar” and “Makasih, Anwar” directly express gratitude and appreciation for the contribution of a classmate who has presented learning materials and media. These utterances reflect the speaker’s positive attitude

and are classified as expressive because they reveal feelings or emotional attitudes towards a particular situation. This situation occurs in a classroom forum where students are given the freedom to respond to material presented by their classmates. This interaction reflects a close social relationship and a supportive learning environment, where students feel comfortable expressing their gratitude, expectations, and suggestions openly.

The expressive speech act in this quote shows that communication among students is not only academic but also interpersonal and emotional. Such expressions strengthen social bonds in the learning process and encourage the creation of a classroom atmosphere of mutual respect and support.

### ***Excerpt 2***

Student-Lid : **Oh my god**, *kok aku nggak kepikiran. Nggak, soalnya aku beli*

Student-P : *Oh, mainan gitu? Ayo tolong dijelaskan!*

Student-Lind : *Itu mainly kayak biasa.*

In this second excerpt, student demonstrate several utterances that fall under expressive speech acts, particularly in the form of spontaneous responses, personal feelings, and expressions of attitude towards the situation at hand. There are utterances forms of spontaneous expressions of surprise and regret. This sentence shows that student feel surprised or unprepared for the ideas or information being discussed. This interaction takes place in a discussion setting during a class presentation forum, where student share ideas or explain the educational media, they have created.

This shows that expressive speech acts play an important role in creating a lively, friendly, and supportive learning atmosphere. The expressions of surprise, enthusiasm, and spontaneity that emerge in this conversation illustrate the students' emotional involvement in the communicative and collaborative learning process.

### ***Excerpt 3***

Student-Lid : **Hallo everyone!**

Student-All : **Hallo!**

Student-Lid : So, Eee... I make puzzles, verb puzzles, both regular and irregular. *Perintahnya Adalah fill in the crossword puzzle below using the verb two from of the given verbs. Jadi, di sini ada 'across' and 'down'.*

In this third excerpt, the students express several utterances that can be categorised as expressive speech acts. "Hello everyone!" is a form of greeting that is social and friendly. This greeting reflects the students' readiness to begin interaction and shows respect and concern for their classmates. The response "Hello!" from other students is also expressive, as it is a form of response to the greeting that shows familiarity and acceptance. This situation occurs in the context of a presentation of learning media assignments. Expressive speech acts at the beginning of a conversation play an important role in breaking the ice, building audience engagement, and showing the student's mental readiness to convey ideas.

The interaction illustrates the important role of expressive speech acts in the learning context. Greetings, tone of voice, and spontaneity in delivery show that students are not only speaking to convey information but also to create a positive atmosphere and build connections with their classmates. This reflects a learning process that is participatory, humanistic, and communicative.

Based on an analysis of various excerpts from conversations between lecturer and students, and among students in a learning context, the findings show that directive speech acts dominate interactions, as students take turns acting as teacher to present their learning media. Therefore,

requests for guidance or instructions often arise in classroom interactions. Representative speech acts appear when expressing opinions, explaining tasks, or sharing experiences and understanding of the material. Commissive speech acts are identified in the form of promises or commitments, such as students stating they will contact the lecturer or the lecturer promising to provide questions during the exam. Expressive speech acts demonstrate forms of greetings, expressions of gratitude, admiration, or surprise, indicating emotional engagement in the learning process.

Directive speech acts dominated the results of the discussion, namely that directive acts were the most dominant in classroom interactions during learning. Previous findings from research by Siritman and Meilantina also showed that directive acts were the most dominant form of speech acts in classroom interactions. This indicates that lecturers, as the party leading the learning process, tend to direct the flow of communication more than students (Siritman & Meilantina, 2020). Wailissa's research also found that 40.5% of teachers' utterances in the film *Freedom Writers* were directive speech acts, reflecting the importance of linguistic strategies in building authority and student engagement (Wailissa, 2023). However, Zulfa and Haryanti's study on textbooks shows the dominance of representative speech acts, where the context of their use influences various speech acts, but directive functions such as commanding, requesting, suggesting, and offering remain pedagogically significant (Zulfa & Puji Haryanti, 2023). Thus, directive speech acts play a crucial role in classroom interactions as they can create effective direction, structure, and engagement between educators and learners.

These findings indicate that variations in speech acts play a role in creating a more communicative and responsive learning environment. Lecturers can be more conscious in choosing the appropriate type of speech act, such as using directive speech acts when giving clear instructions, or expressive speech acts to build rapport with students. On the other hand, students also need to be trained to be able to express their opinions or ask questions using representative and directive speech acts appropriately. This study has limitations in terms of data sources, which are limited to one class with three sessions, so the results cannot yet be generalised. Therefore, further studies could be conducted on a broader scale, such as comparing interactions across different courses, institutions, or in online and offline learning formats, to gain a deeper and more comprehensive understanding.

Based on the descriptive qualitative analysis of the classroom interactions across the observed sessions, a total of 384 utterances containing illocutionary acts were documented. These utterances were produced by both the lecturer and the students. The distribution and empirical frequency of these speech acts based on Searle's (1976) framework are systematically presented in Table 3.

**Table 3.**  
**Distribution and Frequency of Illocutionary Acts**

No.	Types of Illocutionary Acts	Utterances by Lecturer	Utterances by Students
1	Assertive	112	33
2	Directive	181	6
3	Commissive	5	0
4	Expressive	35	12
5	Declarative	0	0
	Total	333	51

As illustrated in Table 3, directive acts constitute the most dominant speech acts used in the classroom interaction (48.70%), followed closely by assertive acts (37.76%). In contrast,

commissive acts were rarely employed, and declarative acts were completely absent during the observed sessions.

## CONCLUSION

This study shows that directive speech acts are the most dominant form of speech in learning interactions, due to the role of lecturers or teachers and the role of students as learners and teachers in implementing learning media as assignments in courses by lecturer. Thus, directives are often used and can direct the course of communication so that the learning process can be interactive and participatory. These findings highlight the importance of pragmatic understanding in teaching practice to achieve effective learning outcomes. However, this study is limited to a single classroom context and only examines illocutionary acts.

The result on speech acts in classroom interactions shows that the way lecturer and students speak greatly influences the learning atmosphere. For lecturers, it is recommended to use a variety of speech acts, such as giving directions, conveying information, and offering praise. This will make the class more lively and not just one-sided. Lecturers can also use open-ended questions and provide constructive feedback so that students feel valued and motivated. Meanwhile, students should actively participate by asking questions or responding to peers' opinions in a polite manner. This approach will enrich discussions and deepen understanding of the material. For future researchers, studies on speech acts can be conducted in different classes or courses, involving students from various backgrounds. Study can also examine body language, intonation, and expressions to complement the data. Therefore, classroom interactions are expected to become more open, supportive, and encourage all parties to develop, both in knowledge and communication skills.

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