

**AN ANALYSIS OF SPEECH ACTS IN TUTOR'S INSTRUCTIONS
AND FEEDBACK AT UPB UIN ANTASARI BANJARMASIN**

**By
RIZKA AWALIA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025 A.D/1447 A.H**

**AN ANALYSIS OF SPEECH ACTS IN TUTOR'S
INSTRUCTIONS AND FEEDBACK AT UPB UIN ANTASARI
BANJARMASIN**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

**By
Rizka Awalia
180101030624**

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
BANJARMASIN
2025 A.D/1447 A.H**

STATEMENT OF AUTHENTICITY

I, the undersigned, Rizka Awalia, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 18th June 2025

The writer,



Rizka Awalia

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-317/Un.14/III.1.f/PP.00.9/06/2025

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Rizka Awalia
NIM : 180101030624
Program : S-1
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

An Analysis of Speech Acts in Tutor's Instructions and Feedback at UPB UIN
Antasari Banjarmasin

Hasil Uji Plagiasi : 7 %

Berdasarkan hasil uji plagiasi dengan menggunakan www.turnitin.com bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

“Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas Kinerja dan Pelayanan dengan melayani lebih baik, lebih baik melayani”

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 18 Juni 2025

Ketua Program Studi
Tadris Bahasa Inggris



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

APPROVAL

Title : An Analysis of Speech Acts in Tutor's Instructions and Feedback at UPB UIN Antasari Banjarmasin

Name : Rizka Awalia

SRN : 180101030624

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Language Education

Academic Year : 2024/2025

Place/Date of Birth : Palangkaraya, 30 August 2000

Address : Desa Wirang RT.03

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

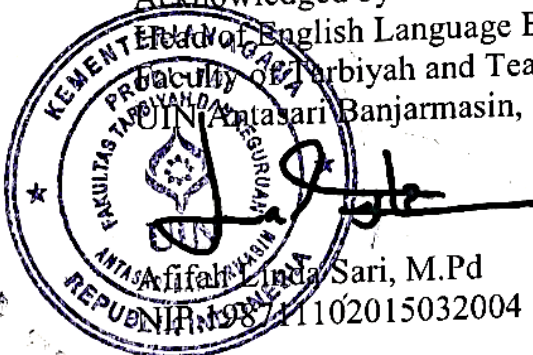
Banjarmasin, 12th June 2025

Advisor



Dr. Rahmila Murtiana, MA
NIP. 197107302005012004

Acknowledged by
Head of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Arifah Linda Sari, M.Pd
NIP. 198711102015032004

VALIDATION

Title: An Analysis of Speech Acts in Tutor's Instructions and Feedback at UPB UIN Antasari Banjarmasin.

Name Rizka Awalia SRN 180101030624 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Wednesday
Date : 25 June 2025
Score : 82,9

Dean Faculty of Tarbiyah and Teacher Training

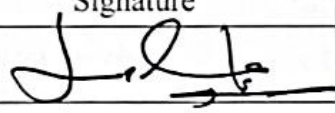
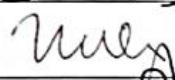
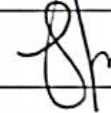
UIN Antasari Banjarmasin



Dr. H. Hamdan, M.Pd

NIP. 196604051993031005

THE BOARD OF EXAMINERS:

No.	Name	Signature
1.	Afifah Linda Sari, SS, M.Pd (Chairperson)	
2.	Dr. Rahmila Murtiana, SS, MA (Member)	
3.	Fajrianor, S.Pd, M.Pd (Member)	

ABSTRACT

Rizka Awalia. 2025. *An Analysis of Speech Acts in Tutor's Instructions and Feedback at UPB UIN Antasari Banjarmasin*. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Rahmila Murtiana, MA.

Keywords: speech acts; tutor instructions; feedback; classroom interaction; elementary English-class

This study investigates the types and application of speech acts in tutor's instructions and feedback during an English language class at the elementary level at UPB UIN Antasari Banjarmasin. The research aims to answer two questions: (1) What types of speech acts are used in the tutor's instructions and feedback? and (2) How does the tutor apply these speech acts in classroom interaction? A qualitative case study design was employed, with data collected through classroom observation and semi-structured interviews. The findings reveal that the tutor used four types of speech acts as classified by Searle (1976): directives, representatives, expressives, and commissives. Directive speech acts appeared most frequently, as they played a vital role in providing clear instructions, managing classroom activities, and guiding students through learning tasks. Representative speech acts were used to explain new concepts, confirm student responses, and facilitate comprehension. Expressive speech acts, such as praise and encouragement, contributed to creating a positive and supportive learning environment. Commissive speech acts, although used less frequently, helped to prepare students for upcoming activities or tasks. In addition, the tutor strategically combined Bahasa Indonesia with simple English expressions to ensure comprehension and reduce student anxiety. The use of the first language (L1) served as a scaffolding tool, particularly useful for elementary-level learners who often rely on their native language to understand new material. The semi-structured interview confirmed that the tutor intentionally employed this strategy to enhance classroom interaction and foster student engagement. Overall, the effective use of varied speech acts in instructions and feedback contributed to a more engaging and supportive learning environment. This study highlights the importance of speech act awareness for tutors, especially in beginner-level English classes, where clear communication and positive interaction play a key role in promoting student participation and language development.

ABSTRAK

Rizka Awalia. 2025. *Analisis Tindak Tutur dalam Instruksi dan Umpan Balik Tutor di UPB UIN Antasari Banjarmasin*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Rahmila Murtiana, MA.

Kata kunci: tindak tutur; instruksi tutor; umpan balik; interaksi kelas; pembelajaran bahasa Inggris tingkat dasar

Penelitian ini bertujuan untuk menganalisis jenis-jenis dan penerapan tindak tutur dalam instruksi dan umpan balik tutor selama proses pembelajaran bahasa Inggris tingkat dasar di UPB UIN Antasari Banjarmasin. Penelitian ini menjawab dua rumusan masalah, yaitu: (1) Jenis-jenis tindak tutur apa yang digunakan dalam instruksi dan umpan balik tutor? dan (2) Bagaimana tutor menerapkan tindak tutur tersebut dalam interaksi kelas? Penelitian ini menggunakan metode studi kasus kualitatif, dengan teknik pengumpulan data melalui observasi kelas dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa tutor menggunakan empat jenis tindak tutur sesuai klasifikasi Searle (1976), yaitu: direktif, representatif, ekspresif, dan komisif. Tindak tutur direktif paling sering digunakan, berfungsi untuk memberikan instruksi yang jelas, mengelola aktivitas kelas, dan membimbing siswa dalam proses pembelajaran. Tindak tutur representatif digunakan untuk menjelaskan konsep baru, mengonfirmasi jawaban siswa, dan membantu pemahaman materi. Tindak tutur ekspresif, seperti pujian dan dorongan, berkontribusi dalam menciptakan suasana belajar yang positif dan mendukung. Tindak tutur komisif, meskipun lebih jarang digunakan, membantu mempersiapkan siswa menghadapi kegiatan atau tugas yang akan datang. Selain itu, tutor secara strategis mengombinasikan Bahasa Indonesia dengan ungkapan-ungkapan bahasa Inggris sederhana untuk memastikan pemahaman siswa dan mengurangi kecemasan mereka. Penggunaan bahasa pertama (L1) berfungsi sebagai alat scaffolding yang sangat bermanfaat bagi siswa tingkat dasar yang masih sangat bergantung pada bahasa ibu untuk memahami materi baru. Hasil wawancara juga menunjukkan bahwa tutor sengaja menerapkan strategi ini untuk meningkatkan interaksi kelas dan mendorong keterlibatan siswa. Secara keseluruhan, penggunaan berbagai tindak tutur yang efektif dalam instruksi dan umpan balik berkontribusi dalam menciptakan lingkungan belajar yang lebih menarik dan mendukung. Penelitian ini menunjukkan pentingnya kesadaran akan penggunaan tindak tutur bagi para tutor, khususnya dalam pembelajaran bahasa Inggris tingkat pemula, di mana komunikasi yang jelas dan interaksi yang positif sangat penting dalam mendorong partisipasi siswa dan perkembangan kemampuan berbahasa.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم. الحمد لله رب العالمين. الصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا
ومولانا محمد وعلى آله وصحبه أجمعين. أما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “An Analysis of Speech Acts in Tutor’s Instructions and Feedback at UPB UIN Antasari Banjarmasin”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, S.S, M.Pd, as the Head of English Language Education Study Program for the assistance and motivation.
3. My academic advisor, Nani Hizriani, M.A, for the guidance and encouragement.
4. My thesis advisors, Dr. Rahmila Murtiana, MA, for the advice, helps, suggestion and correction.
5. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
6. My beloved parents, whose love, prayers, and unwavering support have been my greatest source of strength throughout this journey. Thank you for your endless sacrifices, for always believing in my potential, and for being my guiding light in every step I take. Your patience and encouragement have been

the foundation of my success, and I owe everything I have achieved to your unconditional love.

7. My dearest siblings, Yaya and Hauzan, who have stood by my side through every challenge and triumph, thank you for your kindness, encouragement, and understanding. Your words of comfort and acts of love have given me the courage to overcome obstacles and continue striving toward my dreams. You are my safe haven, my inspiration, and my biggest cheerleaders.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulhijjah, 22nd 1446 A.H
June, 18th, 2025 A.D

Writer

CONTENTS

COVER PAGE	i
TITLE PAGE	ii
STATEMENT OF AUTHENTICITY.....	iii
PLAGIARISM CERTIFICATE	iv
APPROVAL	v
VALIDATION.....	vi
ABSTRACT	vii
<i>ABSTRAK</i>.....	viii
ACKNOWLEDGEMENT	ix
CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study	1
B. Definition of Key Terms	6
C. Research Questions	8
D. Objectives of Study	8
E. Significance of Study	8
CHAPTER II	10
THEORETICAL REVIEW	10
A. Communication	10
B. Speech Acts	13
C. Speech Acts in Teaching.....	18
D. Review of Previous Study	21
CHAPTER III	24
RESEARCH METHOD	24
A. Research Design.....	24
B. Research Setting.....	24

C. Participant	25
D. Data	26
E. Technique of Data Collection	28
F. Data Analysis	29
CHAPTER IV	31
FINDINGS AND DISCUSSION	31
A. Findings.....	31
B. Discussion	48
CHAPTER V	54
CLOSURE	54
A. Conclusion	54
B. Suggestions	55
REFERENCES.....	58
APPENDICES	63
CURRICULUM VITAE.....	66

LIST OF TABLES

Table 4.1 Frequency of Speech Acts	32
Table 4.2 Example of Directive Utterances	33
Table 4.3 Example of Representative Utterances	35
Table 4.4 Example of Expressive Utterances	37
Table 4.5 Example of Commissive Utterances.....	38
Table 4.6 Example of Instruction Utterances.....	43
Table 4.7 Example of Feedback Utterances.....	45
Table 4.8 Functional Categorization of Tutor's Speech Acts in Classroom Interaction.....	47

LIST OF APPENDICES

Appendix I Translation of Qur'an.....	63
Appendix II Observation.....	63
Appendix III Interview Guideline.....	64
Appendix IV Consultation Note.....	65