

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.

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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.