

CHAPTER I

INTRODUCTION

A. Background of Study

Communication is the process of transmitting information, ideas, and emotions between individuals through verbal and nonverbal means. It serves as the foundation of human interaction, enabling people to share knowledge, express thoughts, and build relationships (West & Turner, 2007). In an educational context, communication plays a crucial role in facilitating learning, as it allows for the exchange of instructions, feedback, and discussions that shape students' understanding. Effective communication is not only about the accurate delivery of messages but also about ensuring clarity, relevance, and mutual comprehension between speakers and listeners. According to Reza et al. (2023), communication in education involves both linguistic and contextual elements that influence how information is perceived and understood.

Effective communication encompasses various aspects, one of which is speech acts. Speech acts refer to the actions performed through language, where speakers convey not just information but also intentions, such as making requests, giving orders, or offering suggestions. These acts play a crucial role in shaping how communication is understood and interpreted in different contexts. The concept of speech acts, as introduced by Austin (1962) and later

developed by Searle (1969), suggests that language is not merely used to convey information but also to perform actions. Tutors in educational settings, particularly in language development programs, frequently use speech acts to instruct, guide, and provide feedback to students. These acts of communication whether in the form of directives, commissives, or expressives play a crucial role in shaping students' learning experiences and linguistic development.

This idea aligns with the message of QS. An-Nahl (16:125), which emphasizes the importance of wisdom and effective communication when conveying knowledge:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِّ لَهُم بِآلَتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ

بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

This verse reflects the significance of communication that is wise, gentle, and persuasive qualities central to teaching and instruction. In relation to this research, the verse highlights the essence of using appropriate speech acts in guiding learners. Tutors, like da'i (preachers), are expected to choose their words carefully to foster understanding and motivate students. The speech acts used by tutors, especially directives, expressives, and representatives mirror the elements in the verse: instructing with wisdom, encouraging through kind reminders, and guiding with thoughtful argument. Thus, the verse serves

as a foundational basis for analyzing speech acts in instructional settings, where tutors play a vital role in shaping student comprehension and engagement.

The verse highlights three key aspects of effective speech: wisdom (*hikmah*), good instruction (*mau'izah hasanah*), and persuasive argumentation (*jidat bi al-lati hiya ahsan*). These aspects resonate with speech act theory, as they reflect the different ways language can be used to instruct, persuade, and influence others. In the context of a language classroom, tutors perform directive speech acts to give instructions, expressive speech acts to provide encouragement, and commissive speech acts to assure students of their learning progress. The effectiveness of these speech acts determines how well students understand and engage with the learning material. Therefore, this verse serves as a reminder of the power of speech in teaching and learning. It underscores the need for tutors to be mindful of how they communicate, ensuring that their speech not only conveys information but also motivates, persuades, and guides students effectively.

In the context of teaching, speech acts play a fundamental role in classroom communication, as tutors use language not only to convey information but also to instruct, motivate, and assess students. According to Austin (1962), speech acts consist of three main components: locutionary acts, which refer to the literal meaning of an utterance; illocutionary acts, which represent the tutor's intended function (such as requesting, commanding, or encouraging); and perlocutionary acts, which describe the actual effect the

utterance has on the listener. In a language classroom, tutors frequently perform locutionary acts when delivering explanations, providing definitions, or introducing new concepts. Their illocutionary acts include giving instructions, offering feedback, or encouraging participation. The effectiveness of these acts is reflected in perlocutionary acts, which determine how students respond—whether they follow instructions, feel motivated, or gain a clearer understanding of the lesson. As effective communication is crucial in teaching, analyzing how tutors use these speech acts can provide insights into improving classroom interaction and student engagement. Several studies on the use of speech acts are found in various contexts. For example, Bahrani et al. (2024) explored speech acts in a TED Talk setting featuring Elon Musk, their focus was on public discourse and persuasive strategies in a media interview. In previous research, Nugroho and Rekha (2020) studied how Indonesian university students used request strategies through DCT, role-play, and FGD, and found that most students preferred conventionally indirect requests. Following this, Dwiana and Syahri (2021) examined how initiating acts influenced refusal strategies among English Education students, showing that social status and the type of initiating act affected the use of indirect refusals. While these studies have provided insights into students' use of speech acts, there is still a lack of research focusing on teachers' speech acts, particularly in how they use directives, instructions, and feedback during real classroom interactions.

Therefore, this study aims to fill this gap by analyzing how tutors at UPB perform speech acts in instructional and feedback settings.

In English language teaching, communication between tutors and students plays a vital role in the learning process. The way tutors use language such as giving instructions, asking questions, or providing feedback can be analyzed through speech act theory, which focuses on how language performs actions. This study was conducted at the Unit of Language Development (UPB) of UIN Antasari Banjarmasin because it offers a structured English learning environment with active tutor-student interaction. The researcher chose to focus on speech acts due to a strong interest in classroom discourse and pragmatics, as well as personal teaching experience that showed how tutors' communication significantly affects student understanding. By analyzing the speech acts used by UPB tutors, this study aims to explore how language use contributes to effective classroom interaction.

This study aims to examine the application of speech acts in a language learning environment, focusing specifically on the instructions and feedback provided by tutor in English class at the Unit of Language Development (UPB). The purpose of this research is to analyze how tutor's use of locutionary, illocutionary, and perlocutionary acts influences students' understanding and engagement in the classroom. By investigating these speech acts, the study seeks to uncover how tutor's communication methods can support or hinder language acquisition and contribute to students' academic development.

Furthermore, the research aims to provide insights into how the principles of speech acts can be utilized to enhance teaching strategies and improve the overall learning experience in language development programs at the university level. This analysis will offer valuable information to both language educators and researchers interested in effective communication practices in higher education. The title of this research is **"An Analysis of Speech Acts in Tutor's Instructions and Feedback at UPB UIN Antasari Banjarmasin."**

B. Definition of Key Terms

1. Speech Acts

Speech acts refer to the actions performed through utterances in communication, such as requesting, commanding, questioning, or giving feedback. According to Searle (1969), speech acts can be categorized into locutionary, illocutionary, and perlocutionary acts.

2. Instruction

Instruction refers to the verbal or non-verbal directives given by tutor to guide students in the learning process. In this study, instruction includes commands, explanations, and procedural guidelines provided in English classes at UPB.

3. Feedback

Feedback is the response given by tutors to students' performance, aiming to reinforce learning or correct errors. It can be positive, negative, or constructive, influencing students' motivation and understanding.

4. Tutor

A tutor in this study refers to an English language teacher at UPB who is responsible for facilitating learning in the elementary-level English class. The tutor acts as a classroom guide who not only presents new material but also supports students' understanding through clear instructions and meaningful feedback. In the context of elementary-level classes, the tutor helps students build basic English proficiency, including learning the alphabet, common vocabulary, and simple sentence structures. The lessons often incorporate interactive activities such as guided dialogues, pronunciation practice, vocabulary games, and structured exercises where students can apply what they have learned. One example of such practice is when the tutor leads students through controlled speaking drills or written exercises related to everyday topics. The role of the tutor is especially important in beginner classrooms, where clear, supportive communication helps reduce students' anxiety and encourages active participation (Brown, 2007).

5. UPB

UPB is the language learning unit at UIN Antasari Banjarmasin, where students are required to take English classes at different proficiency levels.

C. Research Questions

1. What types of speech acts are used in UPB tutor's instructions and feedback?
2. How do UPB tutors apply speech acts in classroom interaction?

D. Objectives of Study

1. To identify the types of speech acts used in UPB tutor's instructions and feedback.
2. To explore how UPB tutors apply speech acts in classroom interactions during the teaching process.

E. Significance of Study

1. For English tutors at UPB, this study offers insights into how speech acts are used and how they can be improved to enhance teaching effectiveness and classroom interaction.
2. For English language teaching, this study provides useful insights into how speech acts, particularly in tutors' instructions and feedback, can influence students' learning experiences. By understanding how different types of speech acts are used in the classroom, English teachers can develop more effective ways to communicate with students, especially in beginner-level classes. The findings may also help teachers create a more supportive and

interactive learning environment, which can enhance student engagement and comprehension.

3. For future researchers, the findings can serve as a reference for similar studies related to classroom discourse, teacher communication strategies, or speech act analysis in language education.