

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The findings of this study are presented based on the five types of illocutionary acts proposed by Searle (1976) are directive, expressive, representative, commissive, and declarative. These speech acts were identified in the tutor's classroom instructions and feedback during an English lesson at the elementary level in UPB. The data were collected through classroom observation and supported by a semi-structured interview with the tutor. Each speech act type is categorized and described in terms of its function and relevance within the classroom context.

##### **1. Types of Speech Acts Found in Tutor's Instructions and Feedback**

The tutor's utterances were classified into five types of speech acts based on Searle's (1976) framework. The findings show how each type was used during classroom instruction and feedback. The classification helps to understand the tutor's communication style and its function in the teaching process.

Based on the classroom observation, various types of speech acts were identified in the tutor's utterances. The distribution of speech acts is shown in the following table:

**Table 4.1** *Frequency of Speech acts*

<b>Speech Act Type</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Directive</b>	46	58.97%
<b>Representative</b>	17	21.79%
<b>Expressive</b>	12	15.38%
<b>Commissive</b>	3	3.85%
<b>Declarative</b>	0	0.00%
<b>Total</b>	<b>78</b>	<b>100%</b>

As presented in the table, directive speech acts appeared most frequently (58.97%), followed by representative (21.79%) and expressive acts (15.38%). Commissive acts occurred rarely, while declarative acts were not found at all. To better understand the instructional communication patterns, each type of speech act is described in more detail in the following sections.

a. Directives

From the classroom data, it can be seen that directive speech acts were the most common type used by the tutor. These speech acts were used to give instructions, ask questions, guide activities, and manage the classroom. Since the students were at the elementary level, the tutor often used simple and clear language, mostly in Bahasa Indonesia with a few English phrases, to help students understand what to do. The use

of directives helped the class stay organized and focused during the lesson.

**Table 4.2** *Example of Directive Utterances*

<b>Time</b>	<b>Tutor's Utterance</b>	<b>Activity/Situation</b>	<b>Explanation</b>
07:01	"Yang baru datang, silakan langsung buka bukunya ya."	Late students arriving	Giving instruction to latecomers to open their books.
07:07	"Oke, kita lihat contoh kalimat di buku ya."	Transition	Directing students to look at an example sentence in the textbook.
07:24	"Sekarang, kita baca bareng kalimatnya."	Reading practice	Instructing students to read a sentence together.
07:25	"1, 2, 3... ayo ulangi, lebih jelas ya."	Pronunciation drill	Asking students to repeat the sentence more clearly.
07:31	"Kita bikin peta sederhana yuk, siapa mau gambar di papan?"	Classroom activity	Inviting students to draw on the board as part of a learning activity.
07:32	"Oke, Aulia. Coba gambar jalan utama."	Giving task	Assigning a task to a specific student.
07:46	"Oke, lanjut. Open your book page 48."	Transition	Instructing students to open their books to a specific page.

07:50	“Let’s practice giving directions from the bank to the school.”	Instruction	Giving instruction for a speaking practice using the map.
08:02	“Coba kita ulang beberapa kosa kata tadi.”	Reviewing vocabulary	Asking students to review vocabulary previously learned.
08:05	“Oke, untuk tugas minggu depan, kalian buat dialog tanya arah dengan teman ya.”	Assigning homework	Giving homework instruction to create a direction-based dialogue.

As shown in the table, directive speech acts were used in various ways from managing classroom behavior and transitions to giving instructions for tasks and activities. The tutor adjusted her language to suit the students' elementary level, often combining Bahasa Indonesia with simple English phrases. This helped students to follow along and stay engaged. The frequent use of directives indicates that classroom interaction in this context relied heavily on clear guidance from the tutor to support learning and maintain participation throughout the lesson.

b. Representatives

In this classroom session, the tutor also used several representative speech acts. These are utterances used to state facts, give explanations,

or confirm information. This type of speech act helps students understand concepts, vocabulary, and instructions more clearly. The tutor often used examples from students' everyday lives or local places to make the material easier to relate to. Most representatives in this context involved vocabulary explanations, confirming student answers, and giving brief information related to the topic.

**Table 4.3** *Example of Representative Utterances*

<b>Time</b>	<b>Tutor's Utterance</b>	<b>Activity/Situation</b>	<b>Explanation</b>
07:02	"Hari ini kita belajar halaman 47."	Starting the lesson	Stating a fact to begin the session.
07:04	"Petunjuk arah, betul."	Confirming answer	Confirming a student's correct response.
07:09	"Yang biasa ada di depan auditorium tu nah, kalau ada acara."	Giving examples	Giving local examples to explain a term.
07:12	"Town itu sama dengan city, sama-sama kota."	Vocabulary explanation	Explaining synonym vocabulary in simple terms.
07:18	"Deposit itu artinya menabung."	Vocabulary clarification	Translating a word into Bahasa Indonesia.
07:19	"Kalau withdraw itu menarik uang."	Vocabulary comparison	Explaining a contrast with previous vocabulary.
07:27	"Kalau 'across from' itu artinya di seberang."	Preposition explanation	Giving a definition of a preposition.

07:28	“Contohnya: The bank is across from the school.”	Providing examples	Giving a model sentence using the new term.
07:51	“First, go straight, then turn left.”	Modeling direction-giving	Providing a model example of giving directions.
08:01	“Kita sudah hampir selesai, tinggal lima menit lagi.”	Time check	Informing the class about remaining time.

Overall, representative speech acts in this lesson helped support students’ understanding by providing clear explanations and confirming their responses. The tutor often gave examples from familiar places and daily situations, making it easier for elementary-level students to grasp new vocabulary and concepts. These representative utterances played a key role in building students’ basic language knowledge and boosting their confidence in using English, even at a beginner stage.

c. Expressives

Expressive speech acts are used by the tutor to express feelings, appreciation, or encouragement. Although they appear less frequently compared to directives and representatives, these utterances play an important role in maintaining a positive classroom atmosphere especially for elementary-level students. Expressive utterances help reduce anxiety, build rapport, and motivate students to participate more actively in class activities. In this class session, the tutor

occasionally expressed appreciation, encouragement, and humor to engage students. These expressions not only made the class more relaxed but also supported students' confidence when practicing English in front of their peers.

**Table 4.4** *Example of Expressive Utterances*

<b>Time</b>	<b>Utterance</b>	<b>Activity</b>	<b>Explanation</b>
07:00	<i>Assalamu alaikum warahmatullahi wabarakatuh</i>	Formal opening	The tutor greets students at the start of the lesson.
07:18	"Coba, buhan ekonomi pasti tahu nih."	Engaging students	The tutor uses humor to encourage participation.
07:36	"Go straight. Good job."	Praise	The tutor praises a correct answer.
07:45	"Tapi santai aja, gak usah tegang."	Reducing anxiety	The tutor tries to ease student tension.
07:49	"Yes, next to the library. Good observation."	Praise and confirmation	The tutor praises and confirms a student's answer.
07:55	"Jangan malu-malu, santai aja."	Reducing anxiety	The tutor encourages students to be more confident.
08:04	"Kalian sudah bisa arah-arah dasar ya, bagus."	Praising progress	The tutor acknowledges students' achievement.
08:08	"Miss percaya kalian bisa."	Motivating students	The tutor shows confidence in the students.
08:09	"Oke, sampai sini dulu. Thank you for today!"	Closing the session	The tutor ends the class with appreciation.

08:10	<i>Assalamualaikum warahmatullahi wabarakatuh.</i>	Formal closing	The tutor closes the session respectfully.
-------	--	----------------	--

These utterances, though fewer in number, contribute to the emotional and psychological support that students often need in elementary English classrooms. The expressions of praise, encouragement, and light humor help create a more supportive and comfortable learning environment.

d. Commisives

Commissive speech acts are used when the speaker commits to a certain future action. In a classroom context, tutors often use commissives to promise, plan, or indicate their intention to carry out specific instructional tasks or activities. Although commissive utterances appeared the least in this elementary-level class session, they still play an important role in classroom management by setting clear expectations and providing students with a sense of direction. In this lesson, the tutor used commissive speech acts to outline future activities such as role plays, quizzes, and upcoming presentations. These utterances serve to prepare students mentally and emotionally for what is expected of them, thereby enhancing their readiness and engagement.

**Table 4.5** *Example of Commisives Utterances*



<b>Time</b>	<b>Utterance</b>	<b>Activity</b>	<b>Explanation</b>
07:38	“Kita coba main peran nanti, tanya arah sama teman.”	Explaining activity	The tutor expresses intention to conduct a role-play exercise.
07:44	“Nanti di akhir kita coba quiz ya.”	Setting expectations	The tutor commits to giving a quiz at the end of the lesson.
08:06	“Nanti minggu depan kita tampilkan secara bergiliran.”	Explaining future activity	The tutor indicates that students will take turns presenting next week.

Although limited in number, these commissive acts contribute to effective lesson planning and student preparation. They also reflect the tutor’s effort to structure the learning process in a clear and organized manner, which is particularly important for learners at the elementary level.

e. Declaratives

According to Searle (1976), declarative speech acts are utterances that bring about a change in the external status or condition of an object or situation solely by being uttered. Typical examples include pronouncing someone guilty, declaring a meeting open, or naming a ship. However, in the observed classroom session of an English class at the elementary level, no declarative speech acts were found. This is

not unusual, as declaratives are rarely used in ordinary classroom interactions, especially by tutors who are not in positions of institutional authority to make official declarations or perform such speech functions. The absence of declarative speech acts suggests that the tutor's primary communicative goals were centered around instructing, explaining, encouraging, and organizing learning activities functions that align more closely with directives, representatives, expressives, and commissives. In educational settings, particularly in language classrooms, declarative acts are more commonly encountered in administrative contexts rather than in the teaching-learning process itself. This finding is consistent with other classroom discourse studies, which often report that declarative acts are the least frequent among the five types of speech acts identified by Searle.

## **2. How Tutor Applied Speech Acts in Classroom Interaction**

To support the speech acts analysis in the classroom, a semi-structured interview was conducted with Ms. Sila, the tutor of the elementary-level English class that was observed. Her answers showed a strong alignment with the types and functions of speech acts used during the session.

The analysis showed that directive speech acts were the most frequently used throughout the 80-minute lesson, including utterances such as: "Open your book," "Repeat after me," "Look at the picture," and "Coba kalian

pikir.” When asked about her communication strategies in class, Ms. Sila stated:

*“I usually use Indonesian first to help them understand the meaning, then I repeat or insert some English gradually.”*

This supports the high frequency of directive utterances with simplified and bilingual delivery. It reflects her intention to guide and manage classroom activities clearly, which is especially important for beginner students who may lack the confidence to follow instructions in full English.

In addition to directives, the classroom data revealed several representative speech acts, often used to explain vocabulary, confirm student answers, or clarify meanings (e.g., “Deposit itu artinya menabung,” or “The man is in the post office.”). In the interview, she noted:

*“I try to point out their mistakes in a way that doesn’t embarrass them. Sometimes I use examples, or I repeat their sentence using the correct version.”*

This shows that she consciously chooses to clarify and model language in a way that maintains student dignity an approach that aligns well with representative functions in classroom talk.

Expressive acts such as praise and motivation were less frequent but strategically used. Examples include “Very good,” “Good job,” and “Don’t be shy.” Ms. Sila explained:

*“I generally provide positive feedback first, followed by guidance toward the correct answer, in order to help maintain their confidence.”*

She also mentioned that her facial expressions and tone play a role in making students feel comfortable:

*“When the tutor appears too strict or overly serious, students tend to become more silent and less willing to participate.”*

This supports the expressive aspect of her teaching, where language is used to encourage and emotionally support students an important factor in beginner classrooms.

Lastly, the observation captured a few commissive acts, such as when she said “Next week we will present,” or “Kita akan tampilan secara bergiliran.” During the interview, she acknowledged this planning aspect:

*“I generally inform them beforehand to help them prepare, while maintaining a relaxed atmosphere to reduce anxiety.”*

As expected, no declarative speech acts were identified, which is reasonable as declaratives are often used in formal institutional contexts (like official announcements or declarations) and are unlikely to appear in a routine class session.

In summary, the interview responses support and confirm the patterns found in the classroom observation. The tutor’s awareness of her communication strategies particularly the use of directive, representative,

and expressive acts demonstrates how intentional language choices help manage instruction, explain content, and support student learning.

In this study, tutor instructions were an essential part of the classroom interaction. Since the students were at the elementary level, the tutor needed to provide clear and direct guidance to help them follow the lesson. Instructions were used to manage classroom activities, organize the flow of the lesson, and direct students' attention to important learning points. The tutor employed various forms of instructional utterances, including telling students when to start a task, which page to open, how to pronounce certain words, or when to participate in a particular activity. These instructional utterances played a key role in helping students stay on track and understand what was expected of them at each stage of the lesson.

Moreover, instructions in this classroom were mostly expressed through directive speech acts, which are commonly used to tell someone to do something. This is consistent with the role of the tutor in a beginner-level English class, where students often need explicit direction to complete classroom tasks. Through these speech acts, the tutor was able to maintain classroom order, encourage participation, and ensure that learning activities progressed smoothly. The following table presents several examples of tutor instructions observed during the classroom interaction.

**Table 4.6** *Example of Instruction Utterances*

No.	Tutor's Utterance	Activity/Situation	Speech Act Type
1	"Oke, sebelum kita mulai, siapa yang belum hadir hari ini?"	Attendance check	Directive
2	"Yang baru datang, silakan langsung buka bukunya ya."	Late students arriving	Directive
3	"Oke, kita lihat contoh kalimat di buku ya."	Transition	Directive
4	"Sekarang, coba kalian pikir: 'Where are you from' beda nggak dengan 'Where do you live now?'"	Comparing questions	Directive
5	"Coba baca bareng-bareng."	Pronunciation practice	Directive
6	"Sekarang, kita baca bareng kalimatnya."	Reading practice	Directive
7	"Open your book page 48."	Transition	Directive
8	"Now your turn. Use the map."	Practice instruction	Directive

In addition to instructions, tutor feedback also played an important role in shaping classroom interaction and supporting students' learning. In beginner-level classes, students often rely on feedback to know whether they are using the language correctly and to build their confidence in using English. Throughout the lesson, the tutor consistently provided feedback in response to students' answers and participation. This feedback helped students become more aware of their progress and encouraged them to continue participating actively in class. The tutor used different types of feedback, such as confirming correct answers, providing praise, prompting further responses, and offering positive reinforcement.

The speech acts used to deliver feedback in this class were varied, with many instances of expressive and representative speech acts. Expressive

speech acts were used to show approval and appreciation of students' efforts, while representative speech acts confirmed the correctness of students' answers. Additionally, some feedback was given through directive speech acts when the tutor prompted students to elaborate or continue their responses. The combination of these feedback strategies contributed to creating a supportive classroom atmosphere, which is especially important for beginner learners who may still lack confidence in using English. The following table presents examples of tutor feedback observed in this study.

**Table 4.7** *Example of Feedback Utterances*

No.	Tutor's Utterance	Activity/Situation	Speech Act Type
1	"Petunjuk arah, betul."	Confirming answer	Representative
2	"Google Maps, iya."	Class discussion	Representative
3	"Good. Terus belok ke mana?"	Encouraging continuation	Directive (feedback as prompting)
4	"Yes, next to the library. Good observation."	Praise and confirmation	Expressive
5	"Go straight. Good job."	Praise	Expressive
6	"Perempatan. Betul."	Confirming answer	Representative
7	"Lampu lalu lintas. Good."	Confirming answer	Representative + Expressive
8	"Kalian sudah bisa arah-arah dasar ya, bagus."	Praising progress	Expressive

From the examples of instructions and feedback above, it is clear that the tutor skillfully used a combination of speech acts to support students' learning. The use of directive speech acts in instructions ensured that classroom activities were organized and that students clearly understood what actions to take. Meanwhile, the feedback provided through expressive and representative speech acts served to confirm students' understanding, correct errors, and motivate learners. This balanced use of instruction and feedback helped to create a positive and engaging learning environment, which is particularly important for students at the elementary level.

Overall, the tutor's ability to apply speech acts effectively in both instructions and feedback reflects a communicative teaching approach that promotes active participation and supports language development. By providing clear guidance and encouraging feedback, the tutor was able to foster student confidence and involvement in the learning process. This finding highlights the importance of understanding and utilizing speech acts in classroom interaction, especially when teaching beginner-level English learners.

Although the analysis in the findings section focused on categorizing speech acts by their types (directive, expressive, representative, and commissive), these speech acts can also be understood in terms of their classroom functions. Specifically, the tutor's utterances can be grouped into three functional purposes: to manage the class, to deliver content, and



to engage students. This functional categorization will be discussed in more detail in the next section.

**Table 4.8** *Functional Categorization of Tutor's Speech Acts in Classroom Interaction*

<b>Time</b>	<b>Tutor's Utterance (English)</b>	<b>Speech Act Type</b>	<b>Classroom Function</b>
07:01	Those who just arrived, please open your book right away.	Directive	Managing the class
07:32	Okay, Aulia. Try to draw the main road.	Directive	Managing the class
07:46	Okay, let's continue. Open your book to page 48.	Directive	Managing the class
08:05	For next week's task, make a direction dialogue.	Directive	Managing the class
07:18	"Deposit" means saving money.	Representative	Delivering content
07:19	"Withdraw" means taking money out.	Representative	Delivering content
07:27	"Across from" means opposite.	Representative	Delivering content
07:28	The bank is across from the school.	Representative	Delivering content
07:51	First, go straight, then turn left.	Directive	Delivering content
08:02	Let's review some of the vocabulary from earlier.	Directive	Delivering content
08:08	Miss believes you can do it.	Expressive	Engaging students
07:55	Don't be shy, just relax.	Expressive	Engaging students
07:44	At the end we'll have a quiz, okay?	Commissive	Engaging students
08:09	Okay, let's stop here. Thank you for today!	Expressive	Engaging students
07:38	We'll do a role-play later, asking directions.	Commissive	Engaging students

The functional categorization of tutor's speech acts presented above demonstrates how language in the classroom serves multiple purposes. Not only do these utterances convey content, but they also help manage classroom activities and build student engagement. Through the combination of directive, representative, expressive, and commissive acts, the tutor strategically facilitated instruction and interaction. These findings provide a strong basis for further discussion in the following chapter.

## **B. Discussion**

This section discusses the research findings in relation to the research questions and relevant theories. It aims to (1) answer the research questions, (2) interpret the findings based on theoretical frameworks and previous studies, and (3) explain the implications and limitations of the study within the context of English language teaching at the elementary level.

### **1. Types of Speech Acts Used by the UPB Tutor**

Based on the analysis, the tutor employed four types of speech acts as proposed by Searle (1976), namely directives, representatives, expressives, and commissives. The declarative type was not identified in the classroom interaction.

Among these speech act types, directive speech acts appeared most frequently, including explicit instructions, questions, and prompts to guide

students throughout the lesson. This aligns with the findings of Amini et al. (2023), who observed that 70% of tutor utterances were directives predominantly requests, commands, and invitations designed to initiate student action or check comprehension. Moreover, in this study, the tutor often used Bahasa Indonesia combined with simple English phrases, making the guidance especially accessible for elementary-level learners. Representative speech acts were used to explain concepts, clarify vocabulary, and confirm students' answers. These utterances supported student comprehension by linking new material to familiar contexts, such as local places or everyday situations. This approach is particularly effective in elementary-level instruction, as it helps reduce cognitive load and makes learning more relatable.

Although less frequent, expressive speech acts served an important role in maintaining a positive classroom atmosphere. Expressions of encouragement, praise, and reassurance were used to build students' confidence and reduce anxiety. This supports the idea of communication as a dynamic and interactive process, as proposed in the transactional model by Barnlund (2008), where both emotional and instructional aspects are essential for effective classroom interaction.

Commissive speech acts were limited in number but showed the tutor's effort to prepare students for future tasks, such as role plays or

presentations. These utterances helped set expectations and provided a sense of structure to the lesson.

No declarative speech acts were found in the data, which is consistent with other classroom discourse studies. Declaratives, which typically involve formal changes in status or conditions (e.g., declaring a session open or making an official announcement), are not commonly used in regular classroom interactions, especially by tutors without institutional authority.

In the classroom interaction, the tutor's instructions and feedback were the main contexts where different types of speech acts occurred. Directive speech acts were predominantly used in instructions, guiding students through the lesson stages. Meanwhile, representative and expressive speech acts often appeared in feedback, serving to confirm students' answers and provide encouragement. This reflects how speech acts function not only to transmit information, but also to manage interaction and support learners emotionally and cognitively.

## **2. Application of Speech Acts in Classroom Interaction**

The findings also reveal how the tutor applied various speech acts strategically to manage the class, deliver content, and engage students. The frequent use of directives indicates the tutor's central role in organizing activities and keeping students focused. Instructions such as “Sekarang kita

baca bareng, ya” encouraged student participation in a non-threatening manner.

Representative speech acts were used to explain meanings and confirm correct responses. Utterances like “Deposit itu artinya menabung” helped bridge the gap between English terms and students’ prior knowledge. This strategy is particularly helpful for elementary-level students who rely heavily on the first language for understanding.

The tutor’s use of expressive acts, including phrases like “Good job” and “Miss percaya kalian bisa,” contributed to a supportive learning environment. This reflects Barnlund’s (2008) model, which views communication as a reciprocal process involving both content and emotional elements. Such expressions helped the tutor respond to students’ non-verbal cues, such as nervousness or hesitation, and maintain positive interaction.

Even though commissives were few, they played a role in providing students with a preview of upcoming activities, helping them feel more prepared and less anxious. The tutor used informal language to convey future plans in a relaxed tone, which suited the elementary-level classroom context.

In addition, the tutor’s frequent use of the first language (Bahasa Indonesia) and occasional Banjarese expressions served as an effective scaffolding strategy to support student comprehension. In elementary-level

classes where students have limited English proficiency, the use of L1 helps clarify meaning, reduce anxiety, and facilitate understanding. Nazari and Allahyar (2021) found that both teachers and learners perceive the use of L1 in low-level English classes as beneficial for improving engagement and comprehension. Similarly, Sali (2020) emphasizes that appropriate use of the first language in EFL classrooms can promote a positive learning environment, especially for beginner learners. In this study, the tutor's use of Bahasa Indonesia alongside simple English expressions allowed students to better understand instructions and feedback, thereby fostering more active participation and interaction.

### **3. Implications and Limitations**

The results of this research suggest that elementary-level English tutors benefit from using a combination of speech acts, particularly directives and representatives, to manage instruction and support comprehension. These speech acts were primarily realized through classroom instructions and feedback, which played a central role in facilitating interaction and promoting learner engagement. Occasional use of expressives and commissives adds emotional support and structure to the learning process. The absence of declaratives is understandable, as this type is not typically required in regular classroom interactions.

However, this study has several limitations. The data were collected from a single tutor and one classroom session, which may not reflect broader patterns across other classes or levels. Additionally, this study focused solely on the tutor's speech acts, without analyzing students' responses or perceptions.

Future research could explore how students respond to different types of speech acts and whether certain types are more effective in improving participation or language development. Comparative studies across different proficiency levels or instructional contexts may also provide deeper insights into the role of speech acts in language learning.