CHAPTER V

CLOSURE

A. Conclusion

This study examined the use of speech acts by an elementary-level English tutor at UPB, focusing on two research questions: (1) What types of speech acts are used by UPB tutor's instructions and feedback? and (2) How do UPB tutors apply speech acts in classroom interaction? Based on the findings and analysis, the following conclusions can be drawn:

1. Types of Speech Acts in Instructions and Feedback

The findings revealed that four out of five speech act types proposed by Searle (1976) were identified in the tutor's instructions and feedback: directives, representatives, expressives, and commissives. Among these, directive speech acts appeared most frequently, demonstrating the tutor's role in managing classroom activities and guiding student participation through clear instructions. Representative speech acts were used to explain concepts, clarify vocabulary, and confirm student answers, thus supporting comprehension. Expressive speech acts provided emotional encouragement, helping to create a positive and supportive learning environment. Commissive speech acts, though limited, reflected the tutor's

efforts to prepare students for future classroom activities. No declarative speech acts were identified, which aligns with the informal and interactive nature of classroom discourse.

2. Application of Speech Acts in Classroom Interaction

The tutor's speech acts were primarily applied through classroom instructions and feedback, which served as the main vehicles for communication and interaction. Directive speech acts guided students through lesson stages and classroom tasks, while representative and expressive acts were embedded in feedback to affirm understanding and motivate learners. The tutor adapted these speech acts to suit the students' elementary proficiency level by combining Bahasa Indonesia with simple English expressions, making classroom communication more accessible and less intimidating. The interview data further confirmed that the tutor intentionally used varied speech acts to enhance student engagement, reduce anxiety, and foster an interactive and supportive classroom atmosphere. Overall, the effective application of speech acts in instructions and feedback contributed positively to the learning experience in the elementary-level English class at UPB.

B. Suggestions

Based on the findings and limitations of this study, the following suggestions are offered:

1. For English Tutors:

   English tutors, particularly those teaching at the elementary level, are encouraged to continue employing a balanced combination of speech acts in their instructional practices. The use of directive speech acts is essential for providing clear and structured guidance, while representative speech acts help clarify concepts and confirm student understanding. In addition, incorporating expressive speech acts such as praise, encouragement, and reassurance can foster a positive emotional climate that supports student confidence and motivation. Tutors are also advised to remain sensitive to students' proficiency levels by adjusting their language and combining Bahasa Indonesia with simple English expressions, as demonstrated in this study. This approach may help lower students' affective barriers and promote greater engagement during classroom interaction.

2. For Future Researchers:

   Future research is encouraged to build upon the findings of this study by exploring student responses to different types of speech acts. Investigating how students perceive and react to various forms of instruction and feedback could offer deeper insights into the effectiveness of communication strategies in language classrooms. In addition, conducting comparative studies across different tutors, classrooms, and proficiency levels could broaden the understanding of how speech acts function in diverse instructional contexts. Longitudinal studies may also provide

valuable data on how consistent use of certain speech acts influences student progress over time.

3. For UPB or Institutional Curriculum Developers:

   Institutional curriculum developers at UPB may consider providing targeted professional development opportunities for tutors, with an emphasis on the role of pragmatic competence in effective language teaching. Training sessions could focus on raising tutors' awareness of speech act usage, particularly in instructional and feedback contexts, and on developing strategies for enhancing classroom interaction. Furthermore, curriculum materials may benefit from integrating more explicit guidance on pragmatic elements of communication to support tutors in delivering more engaging, contextually relevant, and student-centered lessons.