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Analyzing Teacher's Speech Acts in a Classroom-based English Learning Video

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ABSTRACT

This current research intends to identify and explain the forms of speech acts produced by the teacher in a learning video published on a YouTube channel. This research applies qualitative descriptive method to respond to the problems studied. The findings indicate that among the various speech acts used, directive speech acts are more produced by the teacher in the video. It can be concluded from the results that 26 utterances produced by the teacher (25.2%) belong to representative speech acts, 52 utterances (50.5%) to directive speech acts, 2 utterances (2%) to commissive speech acts, 23 utterances (22.3%) to expressive speech acts. Directives are mostly produced by teachers inside the classroom while asking and questioning and become the most dominant directive speech acts produced by the teacher. It may happen because, in the learning video, the teacher allows students to study a problem and try to solve the problem independently.

I. Introduction

Language functions as a bridge of communication between one person to another. Language is utilized in the process of social communication in society, whether between people or between groups. Language possesses a magical quality. When we speak or write, we will express our thoughts in a way that is appropriate for the situation and context of the current conversation. Therefore, to use language to communicate well with other people, there are several competencies needed. One of the language components that students must master to be able to speak well is discourse strategies [1]. Discourse strategies or discourse analysis is the process by which a sentence and utterances interact to form expressions and interactions that are appropriate for our social world [2]. As a result, discourse analysis is a method for analyzing written, vocal, or sign language use, as well as any significant event. The study of language in academic essays, presentations, research articles, letters, reports, and meetings is known as discourse. Discourse analysis focuses on a particular type of written and spoken text.

One of the most important aspects of discourse analysis is the speech act [3]. A speech act belongs to the pragmatics field that studies the function of the speaker's utterance [4]–[6]. Speech acts are described as a series of words that react like actions. A speech act is a type of pragmatics in which a speaker says something for a reason other than to say words or phrases [7]. The action performed by the resulting utterance is referred to as a speech act. Moreover, speech act is part of verbal communication, which comes from speech, which is an expression, while act means action [8]. It is believed that learning the speech act is crucial for two reasons [9]. First, it serves as a basic unit in discourse analysis. Second, it serves as an organizational term in language learning.

Speech acts as the fundamental element of language and is necessary for effective communication since it allows people to do numerous behaviors such as apologizing, thanking, demanding, and requesting [10]. This phenomenon of speech acts happens in all environments, including schools. The classroom interaction entails many interactions in which the teacher and students create numerous

utterances, particularly in language class. This specific language employed in the classroom is sometimes referred to as classroom speech acts [11]. Communication between students and teachers is regarded as a crucial component of good learning and may affect the positive relationship between teachers and students [12]. Teachers will make some utterances when communicating with their students to both transfer information and give instructions to the students. Thus, it is not uncommon for teachers and students in the classroom to produce interaction patterns with unique and special speech acts.

Many researchers continue to be interested in the study of speech actions of requests due to their significance in communication [13]. While performing speech acts, the speaker frequently strives to make an impact using certain diction, an effect that could have been achieved with a different action. For example:

It's so hot in here.

The preceding phrase might be interpreted as a command to turn on a fan or open a window. If the listener understands the speaker's objective, he or she will undoubtedly switch on the fan or air conditioner. The environment or circumstance in which the conversation takes place influences the statement.

Searle came up with the following five types of speech acts [14]:

- Representatives - they refer to states or events in the world by asserting, swearing, defining, reporting, and so on.
- Directives are wording that commands, asks for, or invites the listener to do something.
- Commissives obligate the speaker to take action by using words like "undertake," "promise," or "threaten."
- Expressives are words that convey how the speaker feels about the circumstance they are referring to, such as "thank you," "congrats," or "welcome."
- Declarations are Austin's theatrical performances; they are statements that, when spoken, change the world.

Considering the role and impact of the speech produced by teachers to their students during classroom interaction, this study concentrates on the speech act performed by the teacher when teaching English. Before this research, many studies aimed to explore teacher speech during learning. The first previous research found that teachers' speech actions were largely directive, whereas students' speech acts were mostly assertive, i.e. answers to teachers' orders [15]. Second, a researcher who conducted research at SMAN 6 Bandar Lampung on Teacher and Student Speech Acts During Correcting Sessions of Student English Works found that when correcting the students' English works, the teacher generally generated forceful and directive acts. In contrast, the speech acts created by one student to another in complaining, denying, ordering, and demanding clarification are congruent [16]. Eventually, the third research concluded that the teacher frequently did aggressive speech acts because the teacher offered the students to do a test practice and then discussed it [17].

The similarity between the current research and the previous research is its goal of identifying each type of speech behavior. So far, researchers have studied teacher speech behavior in the classroom directly. To differentiate from previous research, this research focuses on teachers who are leading the class in an English learning video which is assumed to be different from direct observation. It is hoped that the differences in research subjects and media can emphasize whether or not a particular speech pattern is produced by the teacher during the teaching and learning process in the classroom. The main goal of this current research was to determine which kinds of Searle's speech acts were produced by the EFL teacher in the learning video inside the classroom.

II. Method

This research uses qualitative descriptive methods. The qualitative method is a tool for examining and evaluating the importance that individuals or organizations attach to a human or social event [18]. Furthermore, qualitative research is a type of methodology that yields descriptive data in the form of

an individual's writing or speech [19]. The video in the "Video Pembelajaran HOTS Mapel Bahasa Inggris SMP" from the Romi Siswanto Youtube Channel was utilized as the data source. The runtime of this video is 34.36 minutes. This video has 140,000 views and still growing. The data was gained from the utterances spoken by the teacher in the video. The researchers attentively watched and listened to the video before taking notes on the language that comprises the speech act. Listening and recording strategies are used to obtain data for this investigation. The procedures for collecting the data are illustrated below: The first step is to listen to the use of language in "Video Pembelajaran HOTS Mapel Bahasa Inggris SMP" on the Romi Siswanto YouTube channel. Second, the words contained in the act of illocutionary speech are marked first in the recording technique. Third, once everything has been noted, the words containing the diction are recorded and sorted. Fourth, after all of the research is completed, conclusions are drawn about the findings.

Then, data analysis techniques systematically seek and compile the data obtained so that it can be easily understood and of course informed to others. In this research, the data were analyzed by describing the data from the form of using the teacher's speech acts in the "HOTS Mapel English SMP Learning Video" from the Romi Siswanto Youtube Channel with the markup reading technique.

The Triangulation technique was utilized to assess the data validity in the study as a data-absorbing tool. The triangulation technique examines the authenticity of data by utilizing competent persons in the field to be investigated so that the truth follows the data acquired. The triangulation of investigators is the technique utilized in this study. The investigator triangulation approach is a method of absorbing data that employs researchers or observers to reconfirm the degree of data trust.

In this research, the researchers were involved in the analysis process. After observing the video and making a transcript containing the teacher's utterances, all researchers carried out an analysis by reading the utterances made by the teacher and grouping them into predetermined types of speech acts. Next, the groupings carried out by the researchers are matched and reviewed by each other so that the analysis results are more reliable to show in the research findings.

III. Results and Discussion

After collecting and transcribing the data, the researchers analyze speech acts made by the teacher in the classroom in the form of utterances. The identified speech acts were divided into five types: representatives, declarations, directives, expressives, and commissives. Table 1 indicates the frequency and categories of speech acts produced by the teacher:

Table 1. Speech Act Produced by Teacher

No	Classification	Amount of the Data	Percentage
1	Representatives	26	25,2%
2	Directives	52	50,5%
3	Commissives	2	2%
4	Expressives	23	22,3%
	Total	103	100%

According to the data, there are four different categories of Searle's Speech Acts that the English teacher employed in the instructional video. Throughout the analysis, the teacher used representatives, directives, expressive, and commissives.

A. Directives (50.5%)

The table indicates that directives were the teacher's most dominant speech act with 52 productions, or 50.5% of the total number of utterances. For Example:

Table 2. Directive Speech Act

Utterances	Types of Speech Act
<i>Now, please look at this and I want you to read what we are going to do today. Go ahead.</i>	Requesting
<i>Is there anyone who would like to write the genetic structures of the story on the board?</i>	Ordering
<i>So, after you watch the movies can you tell me what is the story about?</i>	Asking/ questioning

In the requesting act, the teacher employs traditional direct-level tactics concerning preparation conditions when making requests. In other words, she distributed the request directly. In the ordering act, the teacher wants students to do something for her. In this case, the teacher asks any students who are willing to voluntarily write on the board. Moreover, in the act of Asking/Questioning, the teacher asks questions to encourage students to be involved in the discussion. Students are encouraged to use their prior knowledge of the issue under discussion by being introduced to the questions.

B. Representatives (25.24%)

Among the other forms, representative speaking acts came in second. They featured 26 utterances representing 25.24% out of the total utterances. For example:

Table 3. Representative Speech Act

Utterances	Types of Speech Act
<i>Today we're going to learn about the narrative text in the form of fairytales. After we learn these materials, I hope you are able to compare the social function and identify the generic structure of the story</i>	Explaining
<i>I've prepared a flipchart for you now I want you to stick the sentences on the scripture after that please write down the social function of the story and the genetic structure of the story.</i>	Informing
<i>Right now, let's continue to the next one.</i>	Stating

In the act of explaining, the objective of explaining is to provide an explanation, details, or reasoning for something to be clear or easy to understand. The example above shows that the teacher conveys his explanation of the material they will learn and the benefits of studying the material. As for the act of informing, the purpose of informing is to inform someone about something that they are unaware of. The example above shows that the teacher provides information about something. She told the students what material she had prepared. As for the act of stating, it is a form of representative illocutionary act in which the speaker states whether or not something is true. It is usually concerned with conveying information or a viewpoint.

C. Expressives (22.33%)

The occurrence of expressive was shown in 23 instances with a percentage of 22.33% out of the complete speech acts, for example:

Table 4. Expressive Speech Act

Utterances	Types of Speech Act
<i>Oh! Jungle book? That's good.</i>	Stating Surprise
<i>Ok. That's Excelent, Kaisar!</i>	Complimenting
<i>Thank you very much!</i>	Thanking

In the act of stating surprise, the teacher's expression of surprise took the form of a rising interrogative. It qualifies as expressive since the teacher uses the utterance to convey her emotions. Furthermore, in the act of complimenting, the teacher used the word "Excellent," followed by the student's name. She did this to express gratitude to her students for successfully capturing the speaker's words. As for thanking, the term "thank you" was used in all of the expressions of gratitude in this study.

D. Commissives (1.94%)

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Commissive is the least used speech act by the teacher during the English teaching and learning process. They were exposed only to 2 utterances with 1,94% percent of the total utterances, for example:

Table 5. Commissives Speech Act

Utterances	Types of Speech Act
<i>Well, I give you several minutes to complete your worksheet and after all, we are going to discuss the whole answers.</i>	Promising
<i>Next meeting we are going to learn about the language features of narrative text.</i>	Promising

In the act of promising, it is used to tell someone that you will do something. In the example above, the teacher promised her students that she would carry out discussions for all the answers on the worksheet. Moreover, in the next meeting, the teacher promises to explain the language features of narrative text.

Based on the results previously explained above, it was found that teachers produced more directive speech acts than other types of speech acts. This finding is in line with three previous studies which also indicated the high frequency of use of directive speech acts by teachers with their students during learning [15]–[17]. As it is known, directive speech acts refer to utterances that aim to influence the listener to do something. This type of speech act can take the form of an order, invitation, suggestion, or request. With the results of previous research which are then confirmed by this research, it can be concluded that teachers tend to give instructions to students more often when interacting in class rather than just conveying information, expressing personal opinions, or making promises.

Apart from that, the results of this research also found that the second most common type of speech act produced by teachers was the representative speech act type. This is of course natural because one of the main duties of a teacher is to provide material and share facts related to learning. Finally, based on the results of this research, it is known that teachers rarely produce utterances of the commissive speech act type. This indicates that teachers do not usually make promises or commit to doing something in the future for their students.

These findings imply that teachers should not tend to use only one particular type of speech act, but should also pay attention to utterances with various functions. The teacher's consideration of balancing his communication patterns aims to meet the needs of his students which are not only academic but also non-academic, such as forms of praise or encouragement that can increase students' self-confidence and positive relationships between students and their teachers.

IV. Conclusion

After analyzing the data in the "HOTS Mapel English Middle School Learning Videos" on Romi Siswanto's YouTube Channel, the researcher found that teachers engage in four types of illocutionary behavior during the process of teaching and learning. The teacher made 103 utterances. There are representatives, directives, expressives, and commissives.

² In the teaching and learning activity, teachers usually use directive statements. The most potent source of focused activity for the teacher became asking and questioning. This occurs because, in the learning video, the teacher allows students to learn about the problem and identify the answer based on the knowledge they seek and collect. This is also consistent with the use of the Discovery Learning approach in this learning. Students in class IX are being taught English using the Discovery Learning method in semester 2 with the focus being on oral and written narrative texts based on simple and brief fairy tales. It is critical to set directions to keep control over activity procedures. Thus, directives can be used to organize and regulate activities and students when they are being taught and learned during classroom interaction.

Although the results of this research can add input to the theory of linguistics and teacher communication with students in the classroom context, it cannot be denied that this research has limitations. The limitation is that this research only examines one learning video with one teacher so it has a less broad scope and is less representative. Therefore, for future research, it is hoped that many teachers and many classes will be involved so that the research results are more representative. In addition, in this study, the researchers utilized the YouTube platform to examine classroom interactions, so that future researchers can use different and more varied platforms.

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