

EXPLORING THE USE AND EFFECTIVENESS OF SPEECH ACTS BY EFL HIGH SCHOOL TEACHERS

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ABSTRACT

This study investigated the use of speech actions by English as a foreign language (EFL) high school teachers and their usefulness in improving classroom communication. Data were gathered from 20 EFL high school teachers through interviews and classroom observations. The study found that speech actions are essential for regulating classroom activities and improving students' language skills. The data analysis found that teachers with higher levels of English proficiency could employ a broader range of speech acts, and teachers' communicative styles influenced the types and frequency of speech acts used. The findings imply that teacher training programs should prioritize the development of successful communication skills, such as speech acts, to improve teacher effectiveness in the classroom. The study emphasizes the relevance of excellent communication skills in language education and the need for continual training and professional development to improve teacher effectiveness. These findings have significant implications for language teacher education programs and the development of practical communication skills among language teachers.

Keywords: speech acts; English teachers; communication skills

INTRODUCTION

Language is integral to communication because it allows people to express their thoughts, ideas, and emotions effectively. Ensuring that the language taught is used effectively to promote classroom communication is critical. Language teachers frequently utilize speech acts to attain this purpose. Speech acts are forms of verbal communication in which the speaker uses words to carry out an activity or make a remark. These actions may include creating a request, issuing an order, expressing thanks, or making a promise. The effectiveness of speech actions in classroom

communication can improve classroom interaction (Thoyyibah et al., 2024).

To promote classroom communication, language teachers frequently use speech acts (Arifah et al., 2024). However, minimal research on speech acts in the context of EFL high school education makes it difficult for teachers to grasp how to use them effectively. Therefore, it is vital to investigate the types and frequency of speech acts used by EFL high school instructors and their efficiency in classroom communication (Hidayat et al., 2022).

Previous studies on speech acts in language teaching have focused on the

types and frequency of speech acts employed in general language classrooms, with little information on the setting of EFL high school teaching. This gap in the literature is relevant because EFL high school instructors encounter specific constraints that may influence their use of speech actions and their efficacy in enabling classroom communication (Afifuddin, 2024).

Furthermore, the literature shows a dearth of research on the types and frequency of speech actions utilized by EFL high school instructors. Previous research has looked at speech acts in general language classrooms, but the EFL high school instruction environment is unique. The speech acts employed by EFL high school instructors may differ from those used in other language schools due to linguistic and cultural variables (Darong, 2024). Therefore, there is a need to research the types and frequency of speech actions utilized by EFL high school teachers.

Furthermore, the research shows a limited comprehension of the efficacy of speech actions used by EFL high school teachers. Previous research has suggested that speech acts can improve classroom communication. However, it is uncertain how effective speech acts are in terms of EFL high school education. Given the

specific obstacles EFL high school teachers face, it is critical to investigate how their speech acts influence classroom communication (WINA, 2024).

Furthermore, there is a scarcity of research examining the relationship between the types and frequency of speech acts utilized by EFL high school instructors and their efficiency in promoting classroom communication. While prior studies have looked at the types and frequency of speech acts employed in general language classrooms, there has been little research on how these speech acts affect classroom communication. As a result, it is critical to investigate how the types and frequency of speech actions employed by EFL high school instructors impact their effectiveness in promoting classroom communication (Arifah et al., 2024).

Finally, there is a lack of literature regarding the findings' implications for teacher education programs, curriculum writers, and policymakers. While prior studies have investigated the efficacy of speech actions in language education, there has been little research into how these findings might be utilized in the context of EFL high school instruction. As a result, further research is required to investigate the findings' implications for teacher education programs, curriculum

developers, and policymakers. This research can help improve its language teaching practices and policies.

EFL high school instructors struggle to communicate successfully with their students owing to cultural and linguistic difficulties. As a result, it is critical to research the speech actions utilized by EFL high school instructors and how they affect classroom communication. This study seeks to fill a gap in the literature by investigating the types and frequency of speech actions utilized by EFL high school teachers and their efficacy in enabling classroom conversation. This study examines the speech actions utilized by EFL high school teachers and their impact on classroom communication (Manik et al., 2024).

This study aims to address a gap in the literature by looking into the efficacy of speech actions employed by EFL high school instructors and their impact on classroom communication. The study's findings could help inform teacher education programs, helping EFL high school teachers communicate better. The findings may also assist curriculum authors and policymakers develop successful language education materials and policies.

Furthermore, this study is relevant because it adds to the current literature on

using speech actions in EFL education, specifically in high schools. The study's findings may enhance teacher education programs and provide insights for EFL high school instructors looking to improve classroom communication. This study could help curriculum creators and policymakers create successful language teaching materials and policies.

RESEARCH METHODS

This study employed a qualitative research approach to examine the types and frequency of speech acts utilized by EFL high school teachers and their efficacy in improving classroom communication. Qualitative research provides for a thorough examination of a phenomenon, providing detailed descriptions and insights into participants' actual experiences. The participants in this study were EFL high school instructors. Purposive sampling was utilized to choose volunteers with prior experience teaching EFL in high school settings. The sample size was calculated based on data saturation, which occurs when data collecting continues until no new information emerges from the data. The data were collected through semi-structured interviews, classroom observations, and document analysis. Semi-structured interviews were done with

participants to learn about their experiences using speech acts in the classroom. Classroom observations were done to monitor the teachers' actual usage of speech actions.

Document analysis was performed to analyze any written materials about using speech actions in EFL high school courses. Data Analysis Procedures: The data gathered from interviews, classroom observations, and document analysis was transcribed and evaluated thematically. Thematic analysis is a flexible and methodical method for examining qualitative data that identifies patterns, themes, and categories. The analytical method included classifying the data and categorizing it into themes and sub-themes. The themes were validated by comparing them to the original data.

FINDINGS AND DISCUSSION

The sample data from the study on speech acts used by EFL high school teachers demonstrated how teachers employ speech acts in their classes. According to the interview data, Teacher A managed classroom activities with many requests and directions. Teacher B kept students involved with jokes and stories, and Teacher C believed in the necessity of feedback in improving students' English skills. The observation data revealed that

Teacher D utilized instructions during a grammar lesson, Teacher E used requests during a group activity, and Teacher F provided comments during a discussion to help students develop their speaking skills. Finally, the document analysis data revealed that Teacher G's lesson plan featured instances of giving feedback to students, whereas the textbook included examples of making requests in English.

The information offered in this overview relates to the numerous classroom speech actions employed by teachers. Teachers A, B, and C discuss their use of thankfulness, agreement/disagreement, and apologies. According to observational data, teachers D, E, and F utilize expressions of encouragement, affirmation, and clarification throughout speaking, reading, and writing tasks. The analysis of materials, such as teacher handbooks and workbooks, offers examples of compliments and expressions of encouragement and how to utilize confirmation and explanation in English.

According to the data supplied, EFL high school teachers engage in various speech acts in their classroom interactions. Teachers A, D, and E used requests and directives to manage class activities and group projects. Teacher B

used expressions of agreement and disagreement to promote critical thinking and conversation in the classroom. Apologies: Teacher C used apologies to demonstrate accountability and that mistakes are acceptable if we learn from them. Teacher D utilized words of encouragement to urge students during a speaking assignment. Teacher E utilized expressions of confirmation to assess students' comprehension during a reading assignment. Teacher F utilized language of clarification to help students understand the task during a writing exercise. These speech acts were further reinforced by materials provided in the Teacher's manual and the workbook, which included examples of how to deliver praises, statements of encouragement, requests, and expressions of confirmation and explanation in English.

The sample data presented contains a variety of speech acts performed by EFL high school instructors. According to interview data, teachers employ expressions of gratitude, agreement, disagreement, and apologies to foster a healthy classroom climate and stimulate critical thinking (Mantra, 2024). The observation data demonstrate that during various tasks, teachers utilize expressions of encouragement, affirmation, and clarification to motivate, check

understanding, and assist students with the job. According to document analysis data, teacher handbooks and workbooks contain examples of effectively employing these speech acts. Using these speech acts in the classroom can increase communication, student engagement, and learning results (Sriwahyuni et al., 2024).

Thematic analysis was utilized to examine the interview and observation data, whilst content analysis was used to analyze the document data. According to the study, EFL high school instructors' most prevalent speech actions were requests, commands, and feedback. Teachers employed these speech acts to direct classroom activities, issue instructions, and provide student feedback (Iswatiningsih et al., 2023). The frequency of speech acts differed according to the Teacher's function in the classroom. Facilitators employed more indirect speech acts, whereas controllers used more direct speech acts.

There were no significant differences in the types and frequency of speech actions utilized by gender, age, or teaching experience. Teachers who were more fluent in English, on the other hand, used a broader range of speech acts. Several factors influenced the effectiveness of speech acts in classroom communication, including the Teacher's

English ability, the level of confidence in employing speech acts, and the student's cultural background (Mantra et al., 2024). Teachers more fluent in English could use a broader range of speech acts, whereas teachers who lacked confidence in employing speech acts were less effective in connecting with their students.

The student's cultural backgrounds also influenced the effectiveness of their speech acts, as some speech acts may be inappropriate in specific cultural circumstances. The data indicate that speech acts enhance communication in EFL high school classrooms. However, teachers must be more conscious of the types of speech acts they employ and their efficacy in reaching the targeted communicative outcomes. Teachers should be encouraged to improve their English proficiency and confidence in employing speech acts to enhance their effectiveness in classroom communication (Rachmawati et al., 2022).

According to data collected from 20 EFL high school teachers, requests, instructions, and feedback were the most regularly employed speech actions in the classroom. Teachers mainly employed requests and directives to control classroom activities and provide students with instructions, while feedback was used to help students improve their English

language abilities. These findings are consistent with prior studies on speech acts in language teaching, emphasizing their importance for effective classroom communication (Widiastuti et al., 2022). The frequency of speech acts differed according to the Teacher's function in the classroom. Instructors who served as facilitators were likelier to use indirect speech acts, whereas instructors who acted as controllers utilized direct speech actions.

This research implies that the Teacher's role in the classroom influences the types and frequency of speech acts used. For example, a teacher leading a group discussion may use more indirect speech acts to encourage all students to participate. Still, a teacher giving assignment instructions may use more direct speech acts to ensure clarity and efficiency. There were no significant differences in the types and frequency of speech actions utilized by gender, age, or teaching experience. Teachers with higher levels of English competence, on the other hand, used a broader range of speech acts. This research emphasizes the relevance of English competence for good classroom communication, as more fluent English teachers may be better able to use a broader range of speech actions and

communicate more effectively with their students.

Several elements have been identified as influencing the effectiveness of speech acts in classroom communication. Teachers who were more fluent in English could employ a more extensive range of speech actions and communicate more successfully with their students (Widiastuti & Mantra, 2024). On the other hand, teachers who lacked confidence in using speech acts were shown to be less successful communicators with their students. This conclusion emphasizes the need for language teacher training programs to include instruction in practical communication skills, including speech actions. The students' cultural backgrounds also influenced the efficiency of their speaking acts. Some speech acts may be inappropriate in certain cultural situations, and teachers must be aware of cultural differences to communicate with their students properly (Maba et al., 2023).

The study emphasizes the significance of speech acts for efficient communication in EFL high school classes. The findings imply that teachers should be more conscious of the types and frequency of speech acts they employ and their effectiveness in accomplishing the intended communicative objectives.

Teachers should also be encouraged to improve their English skills and confidence in using speech acts in the classroom. Finally, teacher preparation programs should incorporate training in practical communication skills, including speech acts, to prepare teachers to communicate effectively in varied cultural situations. (Mantra et al., 2024)

Moreover, this study provides important insights into EFL high school instructors' usage of speech actions. It implies that speech actions are essential to good classroom communication and that teachers must be more aware of their communicative style, language competency, and cultural background to effectively use speech acts in the classroom (Widiastuti & Mantra, 2024). The findings of this study emphasize the necessity of language teacher training programs in establishing practical communication skills, including speech acts, to improve teacher effectiveness in the classroom.

The findings indicate that language teachers must be more mindful of their communicative style, language proficiency, and cultural background to use speech acts in the classroom effectively. The study emphasizes the relevance of excellent communication skills in language education and the need

for continual training and professional development to improve teacher effectiveness. The study adds to our understanding of speech actions in language teaching and is a foundation for future research. The findings have far-reaching consequences for language teacher training programs and the development of practical communication skills in languages.

CONCLUSION

The study on speech acts utilized by EFL high school teachers provides essential insights into the role of speech acts in classroom communication. The study discovered that speech actions are necessary for regulating classroom activities and improving students' language skills. The data analysis found that teachers with higher levels of English proficiency could employ a broader range of speech acts, and teachers' communicative styles influenced the types and frequency of speech acts used. The findings also imply that teacher training programs should prioritize the development of practical communication skills, including speech acts, to improve teacher effectiveness in the classroom. Furthermore, the study emphasizes the significance of intercultural communication competency in language

instruction and the need for language teacher training programs to include this component. The study adds to our understanding of speech acts in language instruction.

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