

## Speech Acts Used By The English Teacher in EFL Classroom

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### Abstrak

Penelitian ini dilakukan di Kursus Bahasa Inggris Mahadikarya. Tujuan dari penelitian ini adalah untuk mengetahui jenis dan fungsi tindak ilokusi yang digunakan guru bahasa Inggris dalam proses pengajaran bahasa di kursus Bahasa Inggris Mahadikarya. Jenis tindak ilokusi dalam penelitian ini adalah, representatif, direktif, komisif, ekspresif dan deklaratif. Fungsi tindakilokusi adalah menyatakan fakta, pernyataan, kesimpulan, uraian, permintaan, perintah, saran, janji, penolakan, terima kasih, penyesalan dan mengumumkan. Desain penelitian ini adalah studi kasus. Subjeknya adalah salah satu guru bahasa Inggris di Mahadikarya. Pengumpulan data dilakukan melalui observasi dan perekaman video. Hasil penelitian ini cenderung lebih menitikberatkan pada pendalaman kualitas makna dialog. Data penelitian ini diambil dari ucapan guru bahasa Inggris selama proses pengajaran bahasa. Instrumen penelitian berupa lembar observasi, rekaman video, dan dokumen. Analisis data tindak ilokusi dilakukan dengan pendekatan deskriptif kualitatif dengan mereduksi data, menyajikan data, menganalisis data serta mengambil kesimpulan dan verifikasi. Penelitian ini menggunakan data triangulasi untuk mendapatkan data yang sesuai dan menggunakan data validator untuk mengecek keakuratan penelitian.

**Kata Kunci:** *Guru bahasa Inggris, Tindak Ilokusi, Proses Pengajaran Bahasa*

### Abstract

This research was conducted at Mahadikarya English Course. The objective of this research were to find out types and functions of illocutionary acts that English teacher used in language teaching process at Mahadikarya English course. Types of illocutionary acts in this research were, representative, directive, commissive, expressive and declarative. The functions of illocutionary act were stating a fact, assertion, conclusion, description, order, command, suggestion, promise, refusal, thank, deplore and pronouncing. The design of this research was a case study. The subject was one English teacher at Mahadikarya. The data collection was conducted through observation and video recording. The result of this research tended to focus on the deep meaning of the dialogue's quality. The data of this research were taken from the English teacher utterances during language teaching process. The instruments of this research were observation sheets, video recorded, and documents. The data of illocutionary speech acts were analyzed using descriptive qualitative approach by reducing the data, presenting the data, analyzing the data and taking conclusion and verification. This research used triangulation of the data to get an appropriate data and used the validator data to check the accuracy of the research.

**Keywords:** *English Teacher, Illocutionary Acts, Language Teaching Process*

### INTRODUCTION

Language plays an important role in society and serves as a means of communication. Most people's problems are expressed through language. In daily communication, people not only say something but also grasp something, force someone (recipient) to do something for you. Therefore, people must be able to interpret the meaning of statements to achieve what is

expected from that communication. Kurdghelashvili (2015:306) argues that, since one of the functions of language is to convey meaning, it is necessary that users of that language know how to use different grammatical or lexical units to interact effectively effective and appropriate way. The study of speaker meaning is called pragmatics because Hang (2012) states that "pragmatics is the study of how language is used in context". It is the study of the meaning conveyed by the speaker and interpreted by the listener. Furthermore, Hornby in Zulianti and Febrianti (2018) defines that "pragmatics can also mean the study of how language is used to express or explain real intentions in a particular situation, especially when the words used have different meanings. Widyaningrum et al (2021) pragmatics is a study that believes that communication is more than just words. As part of the discussion of pragmatics, the function of language has been studied in speech acts.

Pranowo in Anwar (2021) The speech is characterized as follows: (1) paying attention to the atmosphere of the speech partner's feelings so that when speaking it can make the partner's heart agree with the speech, (2) bringing your feelings together with the feelings of the speech partner so that the content of the communication is equally desirable because they are both desirable, (3) taking care that the speech can be accepted by the speech partner because of the speech partner is pleasing to the heart, (4) keeping the speech showing a sense of inability of the speaker in front of the speech partner, (5) keeping the speech showing that the speech partner is positioned in a higher place, (6) ) taking care that the speech always shows that what is said to the speech partner is also felt by the speaker.

The theory of speech acts emerged in the 1960s with the work of British philosopher John Austin, professor at Harvard University in 1955 and was systematized by John Searle (1976). In his book *How to Do Things with Words*, he says that when someone says something, they also do something. According to Levinson in Huang (2017: 199), he believes that the concept of speech act is one of the most important concepts in pragmatics. The term denotes a sense in which utterances do not simply carry meaning but rather, in a very real sense, do things, that is, perform actions. Chaer in Akbar (2018:29) explains that a speech act is a person's ability to speak in a particular situation. This speech act is an individual symptom that arises from the speaker and is psychological in nature. Another definition by Zumaroh (2012) states that a speech act is an action that occurs in the world, that is, it causes a change in the current state.

If we refer to other concepts of speech acts, each utterance essentially contains three dimensions: locution, illocution and perlocution. Locution is what the speaker says, illocution is the purpose of what the speaker says, and perlocution is the result of what the speaker says. Basra and Luthfiyatun (2017:75) said: "Illocution acts are acts of making judgments, asking questions, giving orders, commanding, refusing, praising, apologizing, etc.". In communication, the use of Illocution acts can occur in formal or informal situations such as in everyday life. In formal situations, some teachers may use it to communicate with students in class. Students or teachers in teaching practice can also use illocutionary acts in the teaching and learning process. The interaction between teachers and students will go well if both teachers and students understand the meaning of this statement. In this case, the teacher and student must have the same background knowledge, share the same experiences, and be able to observe the communication context. As Zulianti and Febriyanti (2018) stated: "To understand the meaning of someone's words, it is important that there is a similar understanding between the speaker and the listener or between the writer and the reader so that the meaning of the words or sentences can be clearly understood. In everyday communication, illocutionary acts an important role. The role is very important, especially in the teaching and learning process. In addition, speech act forms are often used by teachers in the classroom. The use of speech acts is one of the factors that determine how the teaching and learning process will take place. According to Schleppegrell in Merdana et al. (2013), using appropriate language in teaching and learning activities is the most important thing that affects teachers' success in achieving their own teaching and learning goals. There are several reasons why the illocutionary action is important. First, illocutionary act is a sign of respect for the other person speaking to us. Second, illocutionary act shows that we know the meaning of what they are telling us. Third, if

we know the meaning of what the speaker is saying, we can act. It can be concluded that illocutionary act is a part of pragmatics that deals with how words are used not only to present information but also to motivate action. Through illocutionary act, we know how to accurately convey and understand intentions and goals.

## **METHOD**

The design of this study is a descriptive qualitative study because the main goal of this study is to describe the phenomenon of language use. More specifically, this study belongs to the case study type. Case study research is a qualitative research method in which researchers focus on a unit of study called a bounded system – such as individual teacher, classroom or school. Airasian (2012) believe that case study is the study of a phenomenon that occurs in a specific context. The goal is to achieve a detailed description and understanding of the entity (“case”). The case study is unique because it is more concrete: the insights from the case study resonate with readers' experiences because they are tangible and illuminating.

The phenomenological situation in this study is the types and functions of linguistic acts performed by English teachers during language teaching in Mahadikarya English classroom. According to Emzir (2012:37) the most commonly used sources are interviews, observations, and documents. In this study, the researcher used observations and documents as research tools.

Participatory observation is observation conducted by a researcher who acts as a member and participates in the lives of the research subject. Meanwhile, non-participant observation is observation that makes the researchers become spectators or witnesses of the symptoms or events that become the subjects of study. In this type of observation, the researcher only sees or listens to certain social situations without actively participating in them, and the role of the researcher here is that of non-participant observation. This observation is only aimed at understanding the types and functions of linguistic speech acts that occur during language teaching in Mahadikarya English course. The tools used in this observation are:

### **Observation sheet**

The researcher prepared observation sheet to checklist and note the types and functions of illocutionary acts used by the English teacher during the online classroom interaction at Mahadikarya English Course.

### **Video Recording**

The researcher used a video recording from the teacher's laptop by using a zoom application. As explained in Emzir's book, to ensure the success of observation, a recording must occur when symptoms or experiments occur.

### **Technique of Data Collection**

The data collection process applied in the research was divided into several steps, as followed:

1. Recording the language teaching and learning process at Mahadikarya using video recording in zoom meeting,
2. Making transcribe of the dialogue from the video recording,
3. Selecting the collected data,
4. Recording the data into the data sheet, and
5. Classifying the data based on the types and the functions of illocutionary acts by Yule's theory

The collected data was noted in the data sheet, and then the functions of illocutionary act can be gotten by the researcher after finding the types of illocutionary acts because the researcher categorized the data directly based on the Yule's classification.

### **Technique of Data Analysis**

Miles and Huberman in Pambudi (2017) stated that there are three activities in qualitative data analysis. They are data reduction, data display, conclusion drawing/verification. The steps were arranged to make the researcher

1. Data Reduction

The researcher drew the data reduction by watched the video recording of the teacher's utterance spoken in the online classroom activity. Then, the researcher wrote the data and chose the data which was needed after that identified the types and functions of illocutionary acts used by the English teacher in the language teaching process. This was done through the process of coding; the process of labeling and segmenting units of meaning to the descriptive or inferential information compiled during the study. The purpose was to help the researcher in organizing and classifying the data. The process of coding as follows:

- a. The data are carefully read.
- b. The data related to the objectives of the study are identified and selected.
- c. Each datum is assigned by code. The code as followed  
 P-1/ 01/ 00:10-00:13

**NOTE:**

P-1 : PAGE OF TRANSCRIPT  
 N-01 : Number of datum in Data Sheet  
 00:10-00:13 : MINUTE

1. Data display

The researcher classified and displayed the data about types and functions of illocutionary acts used by the English teacher in the language teaching process at Mahadikarya English Course based on Yule's theory. The percentage calculation was used to know the types and function of Yule's classification of illocutionary acts based on the way to convey that frequently used by the English teacher in the language teaching process. Sugiyono(2014: 170) states that the analysis is looking percentage. The percentage used the formula:

$$P = \frac{F}{N} x$$

Notes:

P = Percentage  
 F = Frequency of the occurrences of each speech acts  
 N = Total number speech acts

2. Drawing Conclusion

After the data displayed in the table, then the researcher could interpret it and reaches the conclusion and verification. Derived from the data display in the tables, the next step conducted by the researcher was describing and interpreting the data about illocutionary acts.

**RESULT AND DISCUSSION**

The Data Findings of the Types and Functions of Illocutionary Acts Performed by the English Teacher during the English Teaching and Learning Process at Mahadikarya English Course

**Table 1. Data Findings of the Types and Functions of Illocutionary Acts**

No	Types of speech act	Function of speech act	of Number of Occurrence	Percentage(%)
1	Representative	Statement of fact	9	12%
		Assertions	4	5%
		Conclusions	8	11%
		Descriptions	18	24%

		<b>Total</b>	<b>39</b>	<b>52%</b>
2	Directive	Orders	12	16%
		Commands	5	6%
		Suggestions	9	12%
		<b>Total</b>	<b>26</b>	<b>34%</b>
3	Commissive	Promises	2	3%
		Refusals	3	4%
		<b>Total</b>	<b>5</b>	<b>7%</b>
4	Expressive	Deplores	2	3%
		Thanks	1	1%
		<b>Total</b>	<b>3</b>	<b>4%</b>
		5	Declarative	Pronouncing
		<b>Total</b>	<b>2</b>	<b>3%</b>

### Types and Functions of Illocutionary Acts

The researcher found five types of illocutionary acts which had 75 utterances of the English teacher during language teaching process. For more detail types and functions of illocutionary act. The findings could be explained in the following data:

#### Representatives

There were four types of representative functions found in this research. They were statement of fact, assertions, conclusions, and descriptions.

#### Statement of fact

This speech act function was expressed by the speaker to state a fact or a truth which is accepted in general. Stating of fact appeared in 9 utterances performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: *Gerak jalan is a special thing we do in Indonesia*. You just like that, just like they do a festival, Indonesian no festival, so they say oh, they do festival, misalnya tomato festival, yeah. P-6/N-29/20:13-20:27

The first extract presents the use of illocutionary acts which had function as statement of fact. In this context the teacher explained to the students about some words which shouldn't be transferred in English, because sometimes her students want to translate all of the Indonesian's word to English, so she conveyed her statement directly to inform the students about the fact which happened in their social environment that accepted in general by saying "Gerak jalan is a special thing we do in Indonesia". One of illocutionary point in representative speech act is direction of fit where the speaker makes the propositional content (words) fit with the world. It means that the speaker described the way the world or the situation is rather than affecting it or she used the words to adjust with the truth condition which can be accepted in general. Therefore, the utterances were expressed in type of representatives as function of statement of fact.

#### Assertion

Assertion was a stylistic approach or technique involving a strong declaration, a forceful or confident and positive statement regarding a belief or a fact. Often, it is without proof or any support. This illocutionary act function was expressed by the speaker to state forceful idea to

the hearer. Assertion appeared in 4 utterances performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: I think Yudis doesn't wanna join this class anymore. Heheh I bullymuch him, I bully him much yeah. P-4/N-17/13:40-13:58

The second extract presents the use of illocutionary acts which had function as assertion. In this context the teacher explained the material about American and British language to the students, and then she asked one of her students named Wawan about his friend's presence at that moment. Wawan said that his friend Alan was sick so that he couldn't join the meeting, but she suddenly realized that not only Alan who didn't attend the meeting. Another student Yudis also didn't join the meeting, she remember that she had bully her student in previous meeting. From the extract above the teacher gave the students forceful statements by saying "I think Yudis doesn't wanna join this class anymore" to make them believe that her utterances were true. In this case, the teacher used the speech act or illocutionary act of representatives which function as assertion, because she briefly asserted that her student doesn't wanna join in her class. The example showed that the teacher attempted to assert her belief about the truth of propositional content of the utterance.

### Conclusion

Conclusion was the opinion that speaker had after considering all the information about something. This illocutionary act function was expressed by the speaker to conclude or sum up a truth or false information. Conclusion appeared in 8 utterances performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: Oke so there are some sections that spread for people that we speak, I mean they wanna speak like native speaker, so as a learner of English yeah. They want to speak, they want to copy the accent, but the fact is we can't copy accent. We only can copy how they speak every day, right? P-1/N-01/01:27-01:58

The third extract presents the use of illocutionary acts which had function as conclusion. In this context, firstly the teacher asked the students' reason why they learn English. After she heard Peggy's answer she sum up something by describe the way of some people speak in English, but at the beginning of her utterance she delivered an implicit conclusion which were not aware of her students by saying "Oke so there are some sections that spread for people that we speak, I mean they wanna speak like native speaker, so as a learner of English yeah" to make them believe that her utterance was true. In this case, the teacher's utterance had words-to-world direction of fit because when the teacher uttered her statement she believes with the situation and tried to make her utterance achieving success of fit by represented or described how the content of her speech acts (words) fit to state of affairs existing in the world.

### Description

Description was a statement that told and gave the characteristics of someone or something is like. Description appeared in 18 utterances performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: So this is if you use the word yeah, may be sometimes like vacation and holiday. They're similar, you could say vacation, you could say holiday, because it's England. Ehh it's American, this is British. Subway, underground, store, shop, large or small we can say ehh Peggy has a shop store in the market, Peggy has a store in the market. P-2/N-08/06:40-07:07

### Directives

These were orders, commands and suggestions.

#### 1. Order

Order is used to ask for something to be done. Order is similar to request but request was considered to be more polite. Order appeared in 12 utterances performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: So try to collect your money every day one thousand yeah. P-19/N-68/01:14:15-01:14:21

The fifth extract presents the use of illocutionary acts which had function as order. In this context the teacher told the students her plan about conducted the offline meeting in backyard of the course building, but the problem is when they wanted to gather and make some dish to eat they have to collect money first, and then the teacher order the students to collect their money by saying "try to collect your money every day one thousand yeah". It was appropriate with the definition of order which was performed when the speaker wants the hearer to do something. In this extract, the teacher's utterance had world-to- word direction of fit or in a simple way the world is changed to fit the content of speech acts (words). It means that propositional content of the utterance which uttered by the speaker affect the way the world is if the hearer or students obey the speaker's utterance.

## 2. Command

Command was one of directives function which was used to ask or command someone to do something in direct way and the hearer must do it in that time. Command appeared in 7 utterances performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: Okay, okay if I point you, you complete this, yeah. Try to complete.

How do you complete by look at the questions. P-12/N-54/49:02 -49:18

The sixth extract presents the use of illocutionary acts which had function as command. In this context, the teacher explained the teaching material and gave the students some illustrations of people's condition in this pandemic. After that, she continued the lesson and gave the students a task. From extract above, she said the utterance directly to command the students to do something that was complete the task about Amazing Fact in the E-book by saying "Okay, okay if I point you, you complete this, yeah". Her statement was included in imperative sentence that must be done by the hearer. As the order function the command function also had direction of fit world-to-word, where the speaker can affect the fact by uttered her command.

## 3. Suggestion

Suggestion was a directive function performed by the speaker to put forward an idea, possible plan and action for the hearer to think about. Suggestion appeared in 7 utterances. Below was an example of suggestion performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: They don't have any occasion is like gerak jalan, so we don't need to translate gerak jalan in English, so you could only say gerak jalan is one of eehhh one of ehmm what is that, oh when we are celebrating our independence day, we always held by gerak jalan. P-5/N-28/19:47-20:12

The seventh extract presents the use of illocutionary acts which had function as suggestion. In this context, the teacher explained the teaching material and gave the students an example which ever she got from her students. The student asked her "What is gerak jalan in English?" After that she told the students that if they want to translate their slang, they can describe it clearly in English. From extract above, she said the utterance because she gave the students other idea to think about by saying "You could only say gerak jalan is one of eehhh one of ehmm what is that, oh when we are celebrating our independence day, we always held by gerak jalan." In this case, suggest was included into directives because it was performed when the speaker wants the hearer to do something.

## Commissives

These were promise and refusal.

### 1. Promise

Promise was a commissive function used to tell someone that you will definitely do or not to do something. Promise caused the hearer to expect something from the speaker.

The researcher found 2 utterances of promise function performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: Drugstore, chemist, they same apotik. Datebook, dairy, attorney, lawyer or barrister, apartement, flat. Try to copy Abdi, yeah. Try to copy Abdi, yeah. I will ask you at the end of this lesson.

The eighth extract presents the use of illocutionary acts which had function as promise. In this context after the teacher explained all the points of sub-material about I Can Understand American English, she asked the student to copy how the native used their vocabularies. In this case, promise was included into commissive because it was performed when the speaker committed to do an action in future by saying "I will ask you at the end of this lesson". It was typically marked by the use of future present tense or the modal verb "will" which was indicated future time expression. This utterance was not only information but it conveys that the teacher committed that she would ask the student at the end of the lesson. In this case, the teacher's utterance had world- to-word direction of fit because when the teacher uttered her statement she tried to transform the world or the fact in order to match the content of an utterance or in a simple way, the utterance which was produced by the speaker can affect the fact (world).

## 2. Refusal

Refusal was a commissive function that used to tell someone that the speaker or hearer said no or reject to do something. The researcher found 3 utterances of refusal function performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: Hahahahaha. No, we are talking about world war. P-9/N-47/37:49-37:54

The ninth extract presents the use of illocutionary acts which had function as refusal. In this context the teacher asked the student to answer her question about the last country left Indonesia, but student gave the wrong answer, so that's why this utterance include in refusal function because there was a rejection from the speaker by saying "No, we are talking about world war". In this case, the teacher's utterance had world-to-word direction of fit because when the teacher uttered her statement she tried to transform the world or the fact in order to match the content of an utterance or indirect way, the teacher intended to make the student find out the correct answer.

## Expressive

Expressive acts deal with the statements of speaker's feeling or attitude of particular situation. Quantitatively, expressive acts were in fourth rank types of the illocutionary act performed by the English teachers of Mahadikarya English Course. The researcher found two types of expressive functions. These speech acts were deplore and thanks.

### 1. Deplore

In expressive types of illocutionary acts, deplore function implies regret for the loss or impairment of something of value. In this research, researcher found 2 utterances which include in deplore function that performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: Ooh...ohhh your hearth isn't beating yeah. Oh you are gonna die, hahaha. We couldn't find your heart beats. No Yudis yeah, I bully Yudis and he doesn't wanna join in class P-6/N-39/24:00-24:17

The tenth extract presents the use of illocutionary acts which had function as deplore. In this context the teacher gave the student a quiz about amazing facts, but before the students answer the quiz she gave them some brainstorming of each question. After that, she felt regret to her student Yudis because of her Yudis absent in her class. In this case, the teacher not only conveyed her statement, but she showed her feeling or emotional response of deplore by saying "No Yudis yeah, I bully Yudis and he doesn't wanna join in class". In this extract, the teacher's utterance had the null direction of fit because the point of an expressive illocution is not to say that the propositional content matches the world, nor to get the world to match the propositional content, but it is simply



to express the speaker's attitude about the state of affairs represented by the propositional content.

## 2. Thanks

In expressive types of illocutionary acts, thank function is used to express to someone that you are grateful for something that they have done. In this research, researcher found 1 utterance which include in thank function that performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: Okay thank you for join in this meeting. Assalamualaikumwarahmatullahi wabarakatuh and happy Friday and don't forget to read surah Al- Kahfi. P-21/N-74/01:20:41-01:20:47

The eleventh extract presents the use of illocutionary acts which had function as thank. In this context the teacher played the learning audio to make sure whether her student still focused on the material or not. Suddenly, Adzan reverberated which was indicated time is up, before the teacher closed the meeting she express her grateful to her student because they have join and participate in learning zoom class. In this case, the teacher not only conveyed her statement, but she showed her feeling or emotional response of thank by saying "Okay thank you for join in this meeting". In this extract, the teacher's utterance had the null direction of fit because she expressed her feeling or emotional response which was marked by the used of the expression thank you, which is usually used to express an expression of thank.

## Declaration (Declarative)

The declarations are those kinds of illocutionary act that change the world via their utterance. The performers of these illocutionary acts must have the institutional role in specific context to perform these acts appropriately. Also, the declaratives have specific uses in very specific place and events (settings). Quantitatively, declarative acts were in the last rank types of the illocutionary act performed by the English teachers of Mahadikarya English Course. In classroom online conversation, teacher used declarative speech acts to pronounce or inform the students about important thing while she delivered her teaching materials. The researcher found 1 type of declarative functions. This speech act was pronouncing.

Pronouncing is one of the declarative functions where the speaker means to give a judgment, opinion or statement formally, officially or publicly which can change the people or hearer's condition. In this research, researcher found 2 utterances which include in pronouncing function that performed by the English teacher in online language teaching classroom. It revealed in the following extract:

T: I mean I mean we wanna.... We wanna meet offline. Ahaaa, If the weather is being good, we wanna have gathering meeting. P-17/N-65/01:08:12-01:08:30

The twelfth extract presents the use of illocutionary acts which had function as pronouncing. In this context the teacher asked to the students about their parents' reaction, if they go outside in this situation. After asked the students one by one she informed them about her plan to conduct offlinemeeting. This utterance uttered by the speaker formally because she has institutional role in educational field as a teacher in language learning process, the teacher used illocutionary act of declarative which function as pronouncing by saying "We wanna meet offline". In this extract, the teacher's utterance had the double direction of fit because the illocutionary point of a declaration is to bring about changes in the world, so that the world matches the propositional content. If by uttering the utterance "We wanna meet offline", it means that the speaker has power or authority to change the world by the performance of the appropriate utterance act.

## CONCLUSION

After analyzing the data, the researcher has found five types of illocutionary acts based on Yule theory used by the English teacher in language teaching process in Mahadikarya English Course, there are 75 utterances from the teacher's performed. The representative was about 39 utterances with percentage 52%, directive was about 26 utterances with percentage

34%, commissive was about 5 utterances with percentage 7%, expressive was about 3 utterances with percentage 4%, and declarative was about 2 utterances with percentage 3%. Based on the conclusions that had been explained above, some suggestions would be directed toward the English teacher and the other researchers.

This research is expected to provide English teachers with more insight into language teaching, especially linguistic phenomena related to linguistic behavior and their functions. Speech acts and their functions are important in the classroom because the teacher's instructions are easy to understand for the students. Correct implementation of language behaviors in the teaching-learning process will indirectly help students master communication skills. For other researchers, the goal of this study is limited to identifying the types and functions of Yule linguistic acts performed by teachers and their contribution to the teaching and learning process English. Therefore, it is hoped that the limitations of this study will encourage other researchers who want to conduct a similar study to further study other aspects of pragmatics such as deixis, presupposition, referencing, implicit conversation and politeness in classroom communication in English teaching

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