
| RESEARCH ARTICLE

A Case Study of Locutionary, Illocutionary, and Perlocutionary Speech Acts in English Learning Interactions in Junior High School

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| ABSTRACT

This study aimed to describe the forms and functions of speech acts used by teachers and students in learning English in class VII-A of State Junior High School 1 Medan, North Sumatra. The method used was a descriptive method using a qualitative approach. The data sources used were 2 English teachers and 30 students of State Junior High School 1 Medan. The technique used was the technique of recording, observing, and taking notes. Data analysis techniques consisted of (1) data collection, (2) data reduction, (3) data presentation, and (4) verification or concluding. The results of this study indicated that there were three forms and functions of teacher and student speech acts in learning. These speech acts included perlocutionary, locutionary, and perlocutionary speech acts. Locutionary speech acts included directive, assertive, and imperative. Illocutionary speech acts included assertive, directive, expressive, commissive, and declarative. Perlocutionary speech acts included satire, understanding, submission, and convincing shape. The functions of locutionary, illocutionary, and perlocutionary speech acts were report, tell, inquire, inquire, order, beg, mention, sue, and praise.

| KEYWORDS

English learning, Locutionary, Illocutionary, and Perlocutionary Speech Acts

| ARTICLE INFORMATION

ACCEPTED: 07 January 2023

PUBLISHED: 16 January 2023

DOI: 10.32996/jweep.2022.5.1.5

1. Introduction

Language plays an important role as one of the tools used in every communication. Communication with language allows humans to relate to each other, learn from each other, and express everything they want to convey. When communicating and interacting with the community, humans are never separated from the use of spoken language in the form of speech acts, because speech acts are a very important part of communication (Faturrochman et al., 2021). One of the language events that are interesting to study pragmatically is the language events between teachers and students in learning interactions at school. Teaching-learning interaction is a communication process between teachers and students in terms of educational goals, namely the process of students learning and teachers teaching. The existence of teacher speech acts in teaching and learning interactions greatly influence student learning activities, stimulates changes in behavior, and provides language experience for students (Tarigan & Stevani, 2021).

Pragmatics as a language science specialises in studying the relationship between language and speech context. Pragmatics is a branch of linguistics that studies language structure externally, namely how the unit of language is used in communication. Pragmatics examines speech acts and how to speak or communicate properly and correctly so that the speech partner can understand the intent and message of the conversation (Song, 2020).

This study focuses on speech acts. Speech acts are utterances from someone who is psychological and what is seen is the meaning of the act in the utterance. That is, a speech act is an utterance in the form of a person's thoughts or ideas which can be seen from the meaning of the action of the utterance. Speech acts are found in language communication (Ronan, 2015). A speaker who wants to convey something to the interlocutor then wants to convey the meaning or intent of the sentence. The way of conveying intent, speakers must consider the form of speech acts intention in speech acts needs to consider various possible speech acts that must be by the speaker's position, the speech situation, and the possible structures that exist in that language (Feng-yi-xuan, 2016).

Speech acts are divided into three types, namely locutionary, illocutionary, and perlocutionary. A locutionary speech act is a speech act in which the meaning of the speech is under the speech of the speaker. An illocutionary speech act is a speech act of doing something related to the function and other intent of the utterance. Perlocutionary speech acts are utterances uttered by speakers that have an effect or influence on their speech partners (Hasanah 2019).

In the process of interacting in class, students will get all kinds of information. Information sources can be obtained from anywhere, including teachers. The teacher conducts conversations about learning materials and all things that can support the achievement of planned learning objectives. The importance of a speech act uttered by the teacher in a learning process in the classroom has the effect that the teacher acts as a driving force for the wheels of the learning atmosphere, such as forging intimacy or creating tension (Gasparatou, 2018). Students with a good learning atmosphere will easily accept and absorb whatever the teacher says to them. On the contrary with a tense atmosphere and feelings of fear arising in their hearts, the acceptance of material from the teacher will not be optimal. Therefore, the teacher must be able to build an appropriate context so that a unified understanding is formed between the students who receive the material and the teacher who transfers the material (Merdana et al., 2013).

The reason the researchers chose this research topic was that the researchers wanted to know the forms of speech acts that are often used by teachers and students in class when carrying out learning activities in class. In addition, the researchers also wanted to know what factors influenced the teacher and students to perform these speech acts in the classroom during teaching and learning activities. This will certainly be interesting because the researcher directly sees, listens, and listens to the process of speech acts that occur. The focus of this research is the application of speech acts in classroom learning by analyzing the types of speech acts carried out by teachers and students as well as the factors that influence teacher and student conversations in learning.

2. Theoretical Background

2.1 Speech acts

Speech events are a series of several organized speech acts to achieve a goal. Speech events are social phenomena determined by the language skills of speakers in dealing with certain situations. If in a speech event it is more seen in the meaning or meaning of the action in the utterance (Izar et al., 2022). A speech event is a series of speech acts in one form of speech or more that involves two parties, namely the speaker and the speech partner with one main speech act in a particular time, place, and situation (Saadatmandi et al., 2018). The several aspects that must be considered in a speech situation, namely:

1. **Speakers and addressees**
Speakers and interlocutors include writers and readers in written discourse. Aspects related to speakers and interlocutors are age, social background, economy, gender, and level of intimacy (Aminifard et al., 2014).
2. **The context of an utterance**
Context can be understood in various ways. Context is all background knowledge, namely between the speaker and the hearer which is the contribution of the hearer's interpretation of what the speaker means from a speech given and understood by the hearer (Aminifard et al., 2014).
3. **The goals of an utterance**
The purpose or function of an utterance speaks more about the intent of the utterance or the intent of the speaker in his utterance. In pragmatics, speaking is a goal-oriented activity (Aminifard et al., 2014).
4. **Speech in the form of action**
Pragmatics describes verbal actions or performances that take place in specific situations at a certain time. In this case, pragmatics considers language at a more concrete level than grammar. Speech is considered a form of activity which is an act of speech (Santosa & Kurniadi, 2020).
5. **Speech as a product of verbal acts**
Speech is a language element whose meaning we study in pragmatics. Speech used in pragmatics refers to the product of a verbal act and not only to the verbal act itself. It describes that pragmatics is the study of the meaning of speech, while semantics is the study of the meaning of sentences (Santosa & Kurniadi, 2020).

2.2 Types of Speech Acts

In pragmatic studies, the most basic speech acts are divided into three, namely locutionary, illocutionary, and perlocutionary. Utterance, which is speech acts, have various powers. One of them is the locutionary power of an utterance. This power is the basic meaning and reference of the utterance. Next is illocutionary power, namely the power generated by its users as orders, complaints, ridicule, praise, promises, and others. Thus, illocutionary power is a speech act function that is inherent or coherent in an utterance. The last power is perlocutionary, namely the result or effect of speech on the listener, both real and expected (Fatma et al., 2019). Besides, pragmatically there are at least three types of actions that can be realized by a speaker, namely illocutionary acts, illocutionary acts, and perlocutionary acts. The following will explain in depth these three types of speech acts (Thuruvan & Yunus, 2017).

2.2.1 Locutionary Act

Illocutionary speech act is one type of speech act that is expressed in the form of meaningful sentences and can be understood clearly by the speech partner. Locutionary act is a type of speech act that is not accompanied by responsibility for the speaker to carry out the contents of his speech. In locutionary acts, a speaker conveys an utterance with certainty and is accompanied by a style of language in the speaker which can be directly related to prioritizing the content of his speech. In other words, locutionary acts do not reflect the speaker's responsibility to carry out the contents of his speech (Thuruvan & Yunus, 2017).

2.2.2 Perlocutionary Act

Perlocutionary act is the effect or impact caused by the speech on the speech partner. Therefore, the speech partners want to carry out actions based on the contents of the speech. Perlocutionary acts can also be said to be speech acts relating to the speech of other people with attitudes and behavior outside the linguistics of other people (Thuruvan & Yunus, 2017).

2.2.3 Illocutionary Act

Illocutionary speech acts are speech acts that contain the power to perform certain actions to say something. An illocutionary speech act is an activity or activity of speech utterances that are equipped with the responsibility or obligation for the speaker to carry out an execution or a certain action. Therefore, it can be concluded that this illocutionary speech act has some power or power so that there is a responsibility or obligation for the speaker to carry out an activity or action related to what he said. Illocutionary acts, for example promises, or statements that are revealed in utterances. In determining illocutionary acts, it is more difficult than locutionary acts because identifying illocutionary acts must consider the speakers and speech partners, when and where the speech occurs, and what channel is used. Thus, illocutionary acts are an important part of understanding speech acts (Thuruvan & Yunus, 2017).

In terms of form and function, according to (Prasetyo & Mulyani, 2018), speech acts can be divided into three, namely declarative, interrogative, and imperative mode of speech. Based on the function, speech acts can be divided into five, namely (1) assertive or representative functions to strengthen, suspect, confirm and announce; (2) the commissive has the function of doing something, for example swearing or promising; (3) directive has a function to encourage listeners to do something, for example ordering, asking, advising; (4) expressive are speech acts involving feelings and attitudes, such as apologizing, thanking and so on; (5) declaration, which functions to decide something such as punishing, firing, naming, and so on.

2.3 Aspects of Speech

2.3.1 Speech Context

Speech context is the context in all relevant physical aspects or social settings of a speech in question. Speech context is divided into five aspects, namely: (1) speakers and speech partners, (2) speech context, (3) speech objectives, (4) speech as a form of action or activity, and (5) speech as a product of action verbal (Fatma et al., 2018). Based on these five aspects, the context of the speech situation can be concluded that speaking practice can run smoothly with good results.

2.3.2 Speech Situation

Azizah and Suhardi (2020) reveal several aspects that must be considered, including speakers and speech partners, context, the purpose of speech, speech act as a form of activity, and speech as a form of verbal action. A speech situation is a situation that gives rise to speech. In communication, there is no speech without a speech situation.

2.3.3 Speech events

A speech event is an occurrence or ongoing linguistic interaction in one or more forms of speech that involves two parties, namely the speaker and the interlocutor, with one subject matter, in a certain time, place, and situation. Thus, the interaction that takes place between people at a certain time by using language as a means of communication (Wijaya et al., 2022).

2.4 Relevant Research in Speech Acts

1. Research conducted by (Husein, 2019) discusses various types of illocutionary speech in the school environment. This study describes the types of utterances used in ongoing learning. This study aims to determine the forms and strategies of teacher illocutionary acts. This study uses a pragmatic approach and uses a descriptive qualitative research method to analyze the form of illocutionary speech acts. In his research, there are forms of illocutionary speech acts (a) Assertive, (b) Commissive includes: agreeing, threatening, and offering, (c) Directive includes: ordering, suggesting, and giving advice, (d) Expressive, (e) Expressive includes: apologizing, complaining, congratulating, and giving praise, and (f) Declarative includes: prohibiting and giving punishment.
2. Research conducted by (Derakhshan & Arabmofrad, 2018) described the form of teacher directive speech acts in the school environment. This study uses a pragmatic approach and uses qualitative research methods to analyze the form of teacher directive speech acts. The results of this study indicate that the teacher's directive speech acts consist of the directive asking marked with the markers try, please, and ask. Command directives are marked with a bookmark please, hurry up, and pay attention. Request directives are marked with try, please, hope, and go bookmarks. While the directive speech act of asking is marked with markers what, how much, and how.
3. Research conducted by (Chakim, 2019) are: (1) the pragmatic power of illocutionary speech acts obtained from the utterances of eleven teachers from each subject, there are 62 data. (2) the pragmatic power of percussive speech acts obtained from the utterances of eleven teachers from each subject, there are 30 data.

From previous research, there are similarities and differences with the research that will be carried out. The similarity of this study is that both examine speech acts and use qualitative research methods. The difference in this research lies in the object of study, Husein's research only focuses on various kinds of teacher illocutionary utterances. Derakhshan and Arabmofrad's research focuses on various kinds of teacher directive speech acts. Chakim's research focuses on the number of pragmatic utterances of locutionary and perlocution speech acts by the teacher. As for this study, it focuses more on the variety of speech acts used by the teacher during the learning process. The object of this research is different from previous research. A significant difference between the research studies above and this research is found in the discussion. In the discussion of the research above, it only describes the forms and functions of illocutionary speech acts and teacher directives. In this study it includes all teacher speech acts that occur during the learning process. The theoretical basis of previous research can be used as a reference for the writer to find out speech acts in learning Indonesian in class VII-A at SMP Negeri 2 Medan, North Sumatra.

3. Methodology

This type of research is qualitative descriptive research. In the descriptive approach, data is broken down into words or pictures and all things are described as they are. Qualitative approach is the process of collecting data in which the results of the processing or analysis of the data are in the form of descriptive sentences that try to explain in depth everything that happens in a particular situation (Nugroho & Rekha, 2020).

Sources of data in this study were informants and events. The informants in this study were 2 English teachers and 30 students in class VII-A at State Junior High School 1 Medan, North Sumatra, Indonesia. The events are in the form of speech acts that occur in the classroom, the language used by the teacher and students, and the context of the situation that influences it. The technique applied to determine the sample in this study was purposive sampling. The purposive sampling technique is a sampling technique with special considerations so that it is appropriate to be used as a sample (Khorshidi, 2013).

Collecting data in this study was conducted by using observation techniques, interviews, recording techniques, and note-taking techniques. Ordinary observation is defined as systematic observation and recording of the elements that appear in a symptom of the object of research. Interviews are question and answer process or verbal dialogue between the interviewer and the respondent or the person being interviewed to obtain the information needed by the researcher. The recording technique is the acquisition of data by recording the use of spoken language in communicating (Tarigan et al., 2021). According to (Stevani & Ginting, 2022), recording technique is a data collection technique by recording the use of language to capture any information and assist in interpreting the meaning contained in the speech. Listening technique is a technique used to obtain data by listening to the use of language in two ways, namely: First, the researcher listens to the speech acts of teachers and students and records things that cannot be recorded with a tape recorder. Second, the listening technique is carried out by listening to recorded data obtained in the field, then followed by presenting the recorded results in the form of a recording transcript (Tarigan & Stevani, 2020).

Data validation in this study used source triangulation techniques and method triangulation. Data analysis used in this study is an interactive analysis model. The steps taken in analyzing the interactive model data are as follows: (1) Listening and recording all natural data/spontaneous utterances of students and teachers that appear, including recording the context of a conversation process between the teacher and students at State Junior High School 1 Medan; (2) The data obtained is directly analyzed and reduced by using the equivalent method and the technique of sorting out the determinants; (3) Classifying data based on

locutionary, illocutionary, and perlocutionary speech acts and their functions; (4) Based on the results of identification and classification of data, temporary conclusions are drawn by interpreting all available data in a complete and integrated manner; (5) Checking/re-checking existing data; (6) Drawing final conclusions (Stevani & Tarigan, 2022).

4. Result and Discussion

4.1 Types of Locutionary Speech Acts in English Class VII-A

A locutionary speech act is an act of saying something that is not related to context. Based on the results of research on the learning interactions of class VII-A students, it is found that there is locutionary speech act, namely directive, assertive, and imperative speech acts.

1) Directive

Student: "Okay ma'am, I will read the results of the discussion with my classmates."

The speech data is a speaker's statement, namely a class VII-A student to the interlocutor, namely the Indonesian teacher that he will read the results of the discussion he has made. The utterances spoken by the students above have the intention of providing information to the teacher.

Teacher: "The competency standard is reading."

The utterance above is intended by speakers to inform class VII-A students that the material for today is up to the standard of reading competence. The utterances conveyed by the teacher have the intention of VII-A students to open books and study reading competency standards.

2) Assertive

Teacher: "Before we entered today's lesson, were there any students who did not enter?"

In the speech data above, it shows the locutionary form of the question expressed by the teacher to class VII-A students. This is intended by the speaker to ask the interlocutor, namely all students in class VII-A, whether there are students in class VII-A who are absent today.

Teacher: "Yesterday's material, where did the children go?"

In the speech data above, it shows the locutionary form of the question that was expressed by the teacher to class VII-A students regarding last week's material. The utterance is intended by the speaker to ask the interlocutor, namely all students of class VII-A.

3) Imperative

Teacher: "Come on, please come forward to present the results of the discussion."

Student: "Yes ma'am."

The utterance "Come on, please" is a locutionary utterance in the form of an order to make excuses. The speaker instructs the speech partner, namely one student of class VII-A to come to the front of the class to present the results of the discussion.

Student: "Okay ma'am, we will record it."

Saying: "Let's read the book and the important thing is to write it down!" is a locutionary utterance in the form of an order of acceptance. The speaker orders the speech partners, namely all students of class VII-A to read books and record important things.

Based on the analysis of the speech data above, it can be concluded that the locutionary form of the command only functions to order the interlocutor to immediately carry out the action ordered by the speaker without giving any influence.

4.2 Types of Illocutionary Speech Acts in English Class VII-A

Illocutionary speech act is a speech act that is not only to state something but also to do something and illocutionary speech act is strongly dependent on the context. Based on speech act in the learning interactions of class VII-A students, it is found assertive, directive, expressive, commissive, and declarative illocutionary acts.

1) Assertive

Student: "It hurts, sir, but Hanggoro does not have any explanation."

Teacher: "Then who else?"

Student: "Dina."

Teacher: "Dina already."

This is an assertive speech act of saying. In this speech, the speakers (students) said that the students who were not present said that they were all sick except Hanggoro. There was no statement when the speaker expresses the speech act of saying by using the utterance: "It hurts, sir, but Hanggoro does not have any explanation."

Student: "We are here to present the results of our group's work. One participant has described what is contained in the anecdote video, the second participant will describe the participants, the actions to the coda contained in the anecdote video."

This is a reporting speech. In this utterance, the speaker expresses the speech act of reporting by reporting the results of the discussion by presenting themselves in front of the class.

2) Directive

Student: "Is it true, sir, try to read it, sir, check what belongs to my group?"

This is a commanding speech. In this speech, the speaker (student) instructs the speech partner (teacher) to check the group assignments he has done. Students express speech acts of ordering with utterances: "Try reading, sir. Check my group's."

Student 1: "Where is my pen that was borrowed here yesterday?"

Student 2: "What haven't you returned yet? It feels like yesterday."

This is a demanding speech. In this speech, the speaker (student 1) charges the speech partner (student 2) to return the pen he borrowed yesterday. The speaker expresses the speech act of demanding by using an utterance that asks for a pen that has been borrowed by a friend, namely "Where is my pen that was borrowed here yesterday?"

3) Expressive

Student: "Your new bag is great."

This is a speech of praise. In this speech, the speaker praises the speech partner because the new bag is very good. The speaker expresses the speech act of praising by saying: "Very good, your new bag."

Student: "So many presentations from our group, that's all and thank you."

This is an utterance of saying thank you. In this speech, the speaker thanks the speech partner for participating in the discussion during the discussion and presentation process so that the speaker is grateful because the presentation went well and has been completed. The speaker expresses the speech act of saying thank you when ending his presentation: "That's all for the presentation from our group, that's all and thank you."

4) Commissive

A commissive illocutionary speech act is a speech act that involves the speaker in some future action. The commissive illocutionary utterances in this study can be seen as follows.

Student: "Excuse me sir, I want permission to leave, just a moment, sir."

This is a promise story. In this speech, the speaker (student) promises to the speech partner (teacher) that he wants to ask permission to leave the class only for a short time. The speaker expresses the speech act of promising with the word "Just a moment, sir."

5) Declarative

A declarative illocutionary speech act is a speech if the performance is successful, it will cause a good correspondence between propositions and reality.

Teacher: "How are the other groups already? (Want to change the material displayed on the LCD)."

Student: "Yes, sir."

Student: "No sir, wait a moment longer."

This is an utterance forbidding. In this speech, the speaker forbids that do not change the material first because the speaker has not finished writing it down. The speaker expresses the speech act of prohibiting with the word "No, sir."

4.3 Types of Perlocutionary Speech Acts in English Class VII-A

Perlocutionary speech acts are utterances that have an effect or power of influence arising from the speaker's speech on the speech partner. Based on the research conducted in the learning interactions of class VII-A students, perlocutionary speech acts were found as follows.

1) Forms of Satire

Teacher: "Children, why are their voices so low?"

The data is spoken by the teacher to class VII-A students when the teacher was explaining. This speech contains a locutionary form of information from other students. The illocution in this speech is an allusion to silence immediately because the situation at that time was noisy. Perlocutionary from class VII-A students to immediately calm down and not make a fuss.

2) Forms of Understanding

Teacher: "Why didn't you come in yesterday?"

Student : "My father is sick ma'am."

The data is spoken by the teacher to class VII-A students when one of the students has entered school. The utterance contains a locutionary form of information to other students, so the illocutionary is to apologize for being absent from school, and the perlocution is for the teacher to understand.

3) Form of Submission

Teacher : "Yes, go straight ahead, the first opinion will be read by Ida."

The data occurs when the teacher asks Ida to convey their group's opinion. The speech locution is the teacher informing Ida regarding the discussion that will be presented. The illocutionary speech is in the form of an order spoken by the teacher to Ida. The perlocutionary of the speech is that Ida immediately conveyed their group's opinion.

4) Convincing Shape

Student: "Yes, it can happen because there is language that contains violence in it so that it spurs someone to kill."

The data appears when the learning interaction in class is taking place, the questioner demands answers from the students in front. Speech data locution is in the form of information to the questioner. The illocutionary speech is to defend the answers given by students presenting to other students. Perlocution in the data contains perlocutionary so that speech partners are influenced to believe the answers expressed by speakers (students' presenting).

Based on the data analysis above, it can be concluded that perlocutionary speech act is a speech act that has influence or effect on the speech partner who listens to it.

4.4 The Functions of Locutionary, Illocutionary, and Perlocutionary Speech Acts in Class VII-A

1) Report

Student: "Okay ma'am, I will read out the results of the discussion with my classmates."

It is a reporting speech. In these utterances, the speaker expresses speech acts by reporting the results of discussions with peers.

2) Tell

Teacher: "The standard of competence is reading."

It is a telling speech. In these utterances, the speaker (teacher) expresses speech acts by telling his students that today they will learn reading competency standards.

Student: "Fables are stories about the life of animals that behave like humans."

It is a telling speech. In these utterances, the speaker (teacher) expresses speech acts by telling his students that today they will learn reading competency standards.

3) Inquire

Teacher: "Before we entered today's lesson, were there any students who did not enter?"

It is a speech asking. In this speech, the speaker (teacher) asks the students if anyone is absent today.

Teacher: "Yesterday's material, where did the students reach?"

It is a speech asking. In this speech, the speaker (teacher) asks the students where the material was yesterday.

4) Order

Teacher: "Come on, Anindita will come forward to present the results of the discussion."

Student: "Yes ma'am."

It is a commanding speech. In this speech, the speaker (teacher) orders the students to come forward to present the results of their discussion.

Student: "Fahmi, let's immediately read Anindita's assignment, in a loud voice, because you cannot hear the back one."

It is a commanding speech. In this speech, the speaker (Fahmi) of one of the students ordered Anindita to read her assignments in front of the class in a loud voice.

5) Beg

Student: "I beg you to give us 5 more minutes to complete this task, ma'am."

Teacher: "Okay, I'll wait five more minutes."

It is an utterance of begging. In this speech, the speaker (student) asks the teacher to give time to complete the task.

6) Mention

Student: "It hurts, sir, but Hanggoro does not have any explanation."

Teacher: Then who else?"

Student : "Dina"

Teacher: "Dina already."

It is an utterance of mentioning. In this speech, the speaker (student) mentioned to the teacher that Hanggoro did not enter without explanation.

Teacher : "Today who is absent?"

Student : "Sir who is not present Desi Safitri, Hanggoro, Iyar, Desi."

Teacher: "Devi?"

Student : "Desi, sir."

It is a commanding speech. In this speech, the speaker (student) mentions to the teacher the names that are not included today.

7) Order

Student: "Is it true, sir, try to read this, sir, check what belongs to my group?"

It is a commanding speech. In this speech, the speaker (student) instructs the teacher to check the results of the group.

8) Sue

Student 1 : "Where is my pen that was borrowed here yesterday?"

Student 2: "What have not you returned yet? It feels like yesterday."

It is a demanding speech. In this speech, the speaker (student 1) demands student 2 to return the pen, even though the partner feels that he has returned the pen.

9) Praise

Student: "That's great, your new bag."

It is a speech of praise. In this speech, the speaker (student) compliments his friend that your bag is new and very good.

5. Conclusion

The current study was an attempt to explore the forms and functions of speech acts used by teachers and students in learning English in class VII-A of State Junior High School 1 Medan, North Sumatra, Indonesia. The findings of the present study suggest that the types of speech acts in the learning interactions of class VII-A students, include locutionary includes, directive, assertive, and imperative. Illocutionary includes assertive, directive, expressive, commissive and declarative speech acts. Perlocutionary includes the form of satire, understanding, apologizing, and convincing. Another significant finding to emerge from this study is that the functions of illocutionary, illocutionary, and perlocutionary speech acts in the learning interactions of class VII students at State Junior High School 1 Medan, include: (a) reporting, (b) telling, (c) asking, (d) ordering, (e) asking, (f) mentioning, (g) ordered, (h) demanded, (i) praised, (j) thanked, (k) promised, (l) forbade, (m) satirized, and (n) ordered.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

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