

**AN ANALYSIS OF LOCUTIONARY ACTS USED BY
ENGLISH TEACHER AT SMA MUHAMMADIYAH 1
UNISMUH MAKASSAR**



A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfilment of the Requirement for the Degree of Education in English Education Department

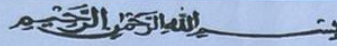
**MUH YOGI ARDAHALI
1053531104019**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2024**



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
 UNIVERSITAS MUHAMMADIYAH MAKASSAR
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0411-860937/860932 (Faks)
 Email : fakp@unismuh.ac.id
 Web : http://fakp.unismuh.ac.id





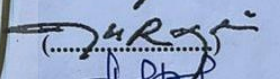
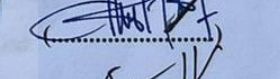
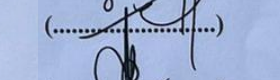
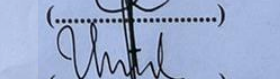

LEMBAR PENGESAHAN

Skripsi atas nama **Muh Yogi Ardahali** NIM **105351104019**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 024 Tahun 1445 H/2024M, tanggal 08 Rajab 1445 H/30 Januari 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jumat 02 Februari 2024**.

Makassar, 22 Rajab 1445 H
03 Februari 2024 M

Panitia Ujian

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M. Ag
2. Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D.
3. Sekretaris : Dr. Baharudin, S.Pd.
4. Dosen Penguji :
 1. Dr. Sunung Ameywati, S.Pd., M.Pd.
 2. Nerlina Diddi, S.Pd., M.Pd.
 3. Mahanda, S.Pd., M.Pd.
 4. Dr. Hj. Ilmiah, S.Pd., M.Pd.


 (.....)

 (.....)

 (.....)

 (.....)

 (.....)

 (.....)

 (.....)

Disahkan Oleh:
 Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
 NIM. 860 934



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : An Analysis Of Locutionary Acts Used By English Teacher At Sma Muhammadiyah 1 Unismuh Makassar
Name : Muh. Yogi Ardahali
Reg. Number : 105351104019
Programmer : English Education Department Strata 1 (S1)
Faculty : Teacher Training and Education

Makassar, 03 Februari 2024

Approved By:

Consultant I

Consultant II


Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807


Dr. Hj. Umiah, S.Pd., M.Pd.
NIDN. 0909127503

Dean of FKIP
Universitas Muhammadiyah Makassar

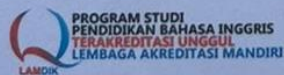
Head of
English Education Department



Erwin Akbar, S.Pd., M.Pd., Ph.D.
NBM. 860 934



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807





MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0511 1752101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ


COUNSELING SHEET FOR THESIS CONSULTATION

Name : Muh Yogi Ardahali
NIM : 105351104019
Department : English Education Department
Title : AN ANALYSIS OF LOCUTIONARY ACTS USED BY ENGLISH TEACHER AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
Consultant I : Dr. Ummi Khaerati Syam, S.Pd., M.Pd.

| Day / Date | Chapter | Note | Sign |
|------------|---------|--|------|
| 5/1/24 | | → tambah data u/ findings → Analisis secara komprehensif | Uf |
| 16/1/24 | | → Abstract → Chapter III (Change into past form) → technique of data analysis, brief operation | Uf |

→ Discussion di revisi

Makassar,2024

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM.977 807



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0311 1732101 (Secretary)
Email : prodiibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Muh Yogi Ardahali
NIM : 105351104019
Department : English Education Department
Title : AN ANALYSIS OF LOCUTIONARY ACTS USED BY ENGLISH TEACHER AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
Consultant I : Dr. Umni Khaerati Syam, S.Pd., M.Pd.

| Day / Date | Chapter | Note | Sign |
|------------|---------|---|------|
| 18/1/24 | | → Parse Abstract - → Parse chapter 3 → Discussing | Uf |
| 19/1/24 | | → Parse Abstract → Discussing → finding | Uf |

22/1/24 OK
Ari
Berkas sudah
Uf

Makassar,2024

Approved by:
Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM: 977-807



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp. 0811 1782101 (Secretary)
Email: prodi@unismuh.ac.id
Web: www.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Muh. Yogi Ardahali
NIM : 105351104019
Department : English Education Department
Title : AN ANALYSIS OF LOCUTIONARY ACTS USED BY ENGLISH TEACHER AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
Consultant II : Dr. Hj Ilmiah S.Pd., M.Pd

| Day / Date | Chapter | Note | Sign |
|------------|---------|--|------|
| 6/11/2023 | | - give addition some theory in chapter 2. | f |
| 10/11/2023 | | - Raise previous related finding. - Significant of the Research. - scope of the Research | f |
| 13/11/2023 | | - Raise the instrument - Don't use future tense | f |
| 28/11/2023 | | - give addition in finding - put the expert in your result | f |
| 10/12/2023 | | - more explanation in finding & discussion. | f |
| 17/1/2024 | | - revise Abstract - conclusion | f |
| 18/1/2024 | | Acc final exam | f |

Makassar,20..

Approved by:
Head of English Education Department



Dr. Ghumi Khaerati Syam, S.Pd., M.Pd.
NBM: 977/807

MOTTO

“ Berbiasalah, Berbahagialah “

DEDICATION

In the name of Allah, I dedicate my thesis for: my beloved parents, my supervisor and lectures cannot be mentioned one by one, my beloved campus, my family and my friends, for your sincerities and lots of prayers in supporting the writer in making this comes true.

Also, thanks for myself, who stay up till the end of this thesis.





**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI BAHASA INGGRIS**

SURAT PERYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : **MUH YOGI ARDAHALI**
NIM : 105351104019
Jurusan : Pendidikan Bahasa Inggris
Judul skripsi : An Analysis Of Locutionary Acts Used By English Teacher
At Sma Muhammadiyah 1 Unismuh Makassar

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil plagiat dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, Februari 2024

Yang membuat pernyataan

MUH YOGI ARDAHALI
105351104019



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI BAHASA INGGRIS**

SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini:

Nama : **MUH YOGI ARDAHALI**
NIM : 105351104019
Jurusan : Pendidikan Bahasa Inggris
Judul skripsi : An Analysis Of Locutionary Acts Used By English Teacher
At Sma Muhammadiyah 1 Unismuh Makassar

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesainya skripsi ini, saya yang menyusunnya sendiri (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi ini, saya melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran

Makassar, Februari 2024
Yang membuat pernyataan

MUH YOGI ARDAHALI
105351104019

ABSTRACT

Muh Yogi Ardahali, 2024, *AN ANALYSIS OF LOCUTIONARY ACTS USED BY ENGLISH TEACHER AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR*. ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH UNIVERSITY OF MAKASSAR, Supervised by Ummi Khaerati Syam and Ilmiah.

This research studies about an analysis of locutionary acts used by the teacher at Muhammadiyah 1 UNISMUH Makassar High School. The purpose of this research is to find out what locutionary acts are used by teachers during the learning process.

The research method is qualitative method with ethnographic design. The subject of this research is the teacher who teaches in the classroom. The object of the research is locutionary acts which is divided into, declarative, imperative, interrogative. In order to gather data, researcher use several techniques to watch the recordings, identify scripts, tabulate data, and conclude data.

Based on the analysis that at the time of the ongoing learning process the teacher used three types of locutionary act and also found 23 utterances related to locutionary acts namely declarative utterances, imperative utterances and interrogative utterances. Out of 23 utterances, the author found 11 declarative utterances , 9 imperative utterances and 3 interrogative utterances.

Keywords : locutionary act, declarative, imperative, interrogative, teacher

ABSTRAK

Muh Yogi Ardahali, 2024, *Analisis tidak tutur lokusi yang di gunakan guru bahasa inggris di SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR*. Jurusan Pendidikan Bahasa Inggris Fakultas keguruan dan ilmu Pendidikan Universitas Muhammadiyah Makassar, Dibimbing oleh Ummi Khaerati Syam dan Ilmiah.

Penelitian ini mengkaji tentang analisis tindakan locutionary yang digunakan oleh guru di Muhammadiyah 1 UNISMUH Makassar High School. Tujuan dari penelitian ini adalah untuk mengetahui tindakan-tindakan yang digunakan oleh guru selama proses belajar.

Metode penelitian adalah metode kualitatif dengan desain etnografi. Subjek penelitian ini adalah guru yang mengajar di kelas. Objek penelitian adalah tindakan locutionary yang dibagi menjadi, deklaratif, imperatif, interogatif. Untuk mengumpulkan data, peneliti menggunakan beberapa teknik untuk memantau rekaman, mengidentifikasi skrip, tabulate data, dan menyimpulkan data.

Berdasarkan analisis bahwa pada saat proses belajar yang sedang berlangsung guru menggunakan tiga jenis tindakan locutionary dan juga menemukan 23 ucapan yang terkait dengan tindakan locutional yaitu ucapan deklaratif, ucapan imperatif dan ucapan interogatif. Dari 23 ucapan, penulis menemukan 11 ucapan deklaratif, 9 ucapan imperatif dan 3 ucapan interogatif.

Kata kunci : tindak tutur locutionary, deklaratif, imperatif, interogatif, guru

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim. All praise to Allah SWT. which is very sincerely expressed by the researcher for all the abundance of grace, blessing, kindness, and guidance, so that the researcher can compose and complete thesis assignments properly in a timely manner as one of the requirements to complete his studies at Universitas Muhammadiyah Makassar. Shalawat and salam also deliver to the Prophet Muhammad SAW who has brought us from the darknessera to brightness era.

1. In the process of compiling this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciation to:
2. **Prof. Dr. H. Ambo Asse, M.Ag.** as the Rector of the Universitas Muhammadiyah Makassar.
3. **Erwin Akib, S.Pd., M.Pd., Ph.D.** as Dean of the Faculty of Teacher Training and Education.
4. **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.** as the Head of English Education Department.
5. **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.** as the first consultant and **Dr. Hj. Ilmiah, S.Pd., M.Pd.** as the second consultant, thank you for guiding the researcher with patience, wisdom, providing direction, and always encourage researcherto do her best in completing her study.

6. Thanks to the English Education Department lecturers for all the knowledge given.
7. All of the staff that involved in helping and providing guidance to researcher.
8. The most valuable in his life, his beloved parents, thanks for all the love, care, trust, prayers, and support that given every day.
9. To my big family, thanks for always waiting and supporting in completing this study.
10. The researcher would like to thank friends, classmate, and others that cannot mention one by one who accepted researcher and provided motivation and support from the beginning of the semester to the end of writing this thesis.
11. Researcher hope Allah gives abundant gifts to people who have assisted researchers during the research process.

The researcher knows that this thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis. Finally, the researcher hopes this research was helpful for the future and the interests of readers and future researchers.

TABLE OF CONTENTS

| | |
|---|-------------|
| COVER | i |
| LEMBAR PENGESAHAN | ii |
| APPROVAL SHEET | iii |
| COUNSELLING SHEET | iv |
| MOTTO DAN DEDICATION | v |
| SURAT PERYATAAN | vi |
| SURAT PERJANJIAN | vii |
| ABSTRACT..... | viii |
| ABSTRAK | ix |
| ACKNOWLEDGEMENT | x |
| TABLE OF CONTENTS..... | xii |
| CHAPTER I INTRODUCTION | 1 |
| A. Background | 1 |
| B. Problem Statement | 4 |
| C. Objective Of The Research | 4 |
| D. Research Significant | 4 |
| E. Scope Of Research..... | 5 |
| CHAPTER II REVIEW OF LITERATURE | 6 |
| A. Previous Related Research..... | 6 |
| B. Some Pertinent Ideas..... | 9 |
| 1. Speech Acts..... | 9 |
| 2. The Classification of Locutionary Acts | 12 |
| 3. Speech Acts in English Language Teaching | 14 |
| C. Conceptual Frameworks | 17 |
| CHAPTER III RESEARCH METHOD | 19 |
| A. Research Design..... | 19 |

| | |
|---|-----------|
| B. Research Subject..... | 19 |
| C. Research Instrument..... | 19 |
| D. Tecnique of Data Collection | 20 |
| E. Tecnique of Data Analysis..... | 21 |
| CHAPTER IV FINDINGS AND DISCUSSION..... | 23 |
| A. Research Findings | 23 |
| B. Discussion | 33 |
| CHAPTER V CONCLUSION AND SUGGESTION..... | 37 |
| BIBLIOGRAPHY | 39 |
| CURRICULUM VITAE..... | 58 |



CHAPTER I

INTRODUCTION

A. Background

Language is a tool for communication that people can interact with others.. Humans use language in a variety of daily tasks, including speaking, interacting, conversing and so on. Theodorson and Theodorson (1969) state that communication is the transmission of information, ideas, attitudes, or emotions from one person or group to another. Therefore, communication is commonly used to transfer information or ideas in oral or written form. Communication can take place optimally if there are important things to support communication itself that can be understood well by speakers and listeners, this is called language. In addition, the use of appropriate language in teaching and learning activities is the most important thing that affects the success of teachers in achieving teaching and learning goals (Schlepperegell, 2004). As mentioned in the emergent meaning of speech acts introduced by Austin (2002), by saying something, we do something everything we say means everything we do, have done and will do.

The ability of speakers and listeners to understand what is being said and how they interpret its meaning is crucial for successful communication between speakers and listeners, whether between teachers and students or between speakers and other adults. The knowledge between speaker and listener to be able to understand what is being said and how they can capture and interpret its meaning is very important. However, what happens is that the use of language when communicating is not enough to make the listener understand, they may

misinterpret what the speaker is saying. The speaker says something to the listener not only to clarify a certain purpose, but also to indicate an action to be taken by the listener. For example: there will be an online class tomorrow, then the teacher (speaker) says, Please make a link for tomorrow's meeting! The teacher (speaker) intends to give information that someone should make a link for tomorrow's meeting, he wants his listeners to do something too or may ask his listeners to do a certain action. In this case, the listener must know the speaker's intention in producing an utterance. In other cases, misunderstanding between the listener and the speaker may occur.

In learning, teachers certainly teach students with language that can be more easily understood by students. However, it cannot be denied that there is one of the many students who do not catch the meaning of the teacher's words even though it is grammatically correct, so there will be miscommunication between teachers and students. In the learning process, of course, the teacher provides information in the form of knowledge and in that case, both teachers and students will produce utterances in the learning process that takes place in the classroom. They produce utterances in the form of statements, requests, questions, orders, thanks, apologies and so on through utterances. The teacher provides information in explaining the material by using utterances and the teacher also uses some utterances to interact with students during the learning process in the classroom. When the teacher explains the material to the students, the teacher uses utterances to the students so that the students can understand what the teacher means. The interaction between teachers and students in the teaching and learning process

aims to achieve maximum learning objectives and so that students can better understand the material provided by the teacher without any errors in interpreting the words spoken by the teacher when explaining. The utterances between teachers and students can produce actual meanings. In addition, through these utterances the teacher also wants students to do something in the classroom and be active. According to Austin (1962), speech act is an action performed by a speaker when making an utterance. Austin (1962) states that speech acts have three elements: Locution, illocution, and perlocution.

Speech acts are very important in the learning process during class. This is because the act of transmitting knowledge, organizing activities, controlling the class, and giving instructions is done through teacher talk that contains speech acts. Having enough knowledge about pragmatics and speech acts can help facilitate teachers in the learning process in the classroom. The utterances produced by teachers can create certain purposes and functions. In addition, some experts believe that the speech produced by the teacher is a type of speech act. The theory of speech acts has become a major part of linguistics. Therefore, speech acts are known as things that have an important role in teaching English. Merdana, Seken, & Putra (2013) stated that speech acts in the classroom will determine the quality of verbal interaction in the classroom. This will provide more information about the teaching behaviors used by teachers extensively in communicating with students. Therefore, teachers can better communicate and produce certain utterances to make students become more active and the teaching and learning process also becomes more effective.

The researchers took the title because the researchers saw the discrepancies between students and teachers at the time of learning. misunderstandings between teachers and students also often occur, then it is very important to study the follow-up so that the teacher and students can understand each other especially what the teacher meant when explaining.

Based on the explanation above, the researcher is interested in discussing about teachers who teach in the teaching and learning process in this case English subjects. So, the researcher has a goal to examine the problems related to the speech acts of teachers, especially the locutionary speech acts with the title: “AN ANALYSIS OF LOCUTIONARY ACTS USED BY ENGLISH TEACHER AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR”.

B. Problem Statement

On the background Of the problems above, the researcher wants to formulate research questions based:

What types Of locutionary acts are performed by the English teacher in teaching process at SMA Muhammadiyah 1 Unismuh Makassar ?

C. Objective Of The Research

The objective of this research is to identify the types of locutionary acts are performed by the English teacher in teaching process at SMA Muhammadiyah 1 Unismuh Makassar.

D. Research Significant

After doing research, the researcher hopes that the result of the research can be used:

Can be used as information and knowledge about speech act, especially locutionary act in the teaching and learning process.

1. For the teacher

Hopefully this research used be help for the teachers to recognize the types of locutionary act in the teaching process. They used be understand about the implementation of the speech acts in their teaching process.

2. For the students

The students used be understand about the speech act and helping them to recognize the types of locutionary act in the teaching and learning process. It is also help them to understand about the implementation of the speech acts in their learning process.

3. For another researchers

The hope of the completion of this research is that future researchers used further develop or discuss the types of speech acts that exist. Researcher used analyze locution speech acts and there are still two types of speech acts including illocution and perlocution.

E. Scope Of Research

This research is limited to analyzing the types of locutionary acts and focuses on 3 indicators namely declarative, imperative and interrogative performed by English teachers during the teaching and learning process at SMA Muhammadiyah 1 Unismuh Makassar.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research

In her thesis entitled "Analysis of the Speech Actions of Joko Widodo, Prabowo Subianto, and Nadiem Makarim in the Speech Actions and Expression Functions of Coronavirus" Windy Puspitasari Suparto (2020). A descriptive qualitative approach was used in this study. The focus of this study was Ir. H. Joko Widodo, Nadiem Anwar Makarim, a YouTube user who joined the KompasTV program, and H. Prabowo Subianto Djojohadikusumo, a user who joined the Garuda Siaga RI Facebook Page channel. Data were collected using free listening comprehension exercises, videos, and writings. As a result of the study, researcher were able to analyze what speech acts and expression functions were used by Joko Widodo, Prabowo Subianto and Nadiem Makarim in their speeches related to the coronavirus. The findings demonstrate the diversity of speech acts used to convey motivation and thanks, including locution, illocution, perlocution, and expressive speech actions.

In the second previous study, researchers presented findings from a thesis on the same topic. The researcher used Ika Yogi Wirawan Putra's thesis (2019), "An Analysis Of Speech Act Used In An Indonesian Movie Entitled 5cm", which aims to classify speech acts according to the context that appears in the dialogue of an Indonesian movie entitled 5cm. This research is a descriptive qualitative research. The data are analyzed based on the context theory proposed by Januarisdi (2012) and the classification of speech acts proposed by Searle (1969)

which consists of representative, directive, commissive, expressive, and declarative. The recommendation of this research is to study pragmatics, especially speech acts, to better understand the purpose of speakers when making utterances and reduce misunderstanding of meaning so that communication will be easier. The result of the study clarifies speech acts according to the context that appears in the dialog of the Indonesian film entitled 5cm.

The third previous research is entitled "Expressive Speech Acts in Facebook User Status" written by Widdya Syafitri (2020). This research has two objectives: to describe the different types of expressive speech acts that can be found in Facebook users' status updates and to identify the different types of expressive speech acts that can be found in the status updates. Therefore, the social network Facebook is the source of data, and the data used are users' status updates on Facebook. Following the observational approach, non-participant observation techniques, and note-taking techniques were used to acquire the data. There are fourteen different types of expressive speech acts in the status, according to the findings of the analysis. The speech acts serve as a means to express things such as agreement, disagreement, apology, gratitude, sadness (grief), exclamation (complaint), wish (hope), anger, disappointment, encouragement, sarcasm, impatience, pride, and congratulations. The purpose of this study is to reveal or show that Facebook users have other messages they want to convey beyond their status updates.

Furthermore, the research entitled "AN ANALYSIS OF SPEECH ACTS USED BY ENGLISH TEACHER AT SMA NEGERI 5 BARRU". Which was

written by Nursafitri (2021). The objective of this research is to identify the types of illocutionary acts that are performed by the English teachers in teaching learning process at SMA Negeri 5 Barru. the objects in this research are teachers and students and the results obtained from the research are that students can know and identify what are the types of illocutionary speech acts.

Kasper (2015) in the book of *Speech Acts in the interaction: Towards Discursive Pragmatics* said in any kind of research on speech acts and therefore extend to cross cultural and inter language pragmatics as well as to the study of speech acts in interaction between competent speakers of the same language or language variety. The three key ideas that will guide my talk are action, meaning, and context. The authors analyze how these ideas are commonly addressed in conversation analysis and speech act research with the goal of demonstrating how the theoretical position on these ideas directly affects the speech act research approach. According to the aforementioned assertion, three ideas are required to extend to cross-cultural and interlanguage pragmatic in speech act discussion. Action, meaning, and context are those things. The professor and the students interact with the participants in this study in the classroom. The implication is that communication requires action, meaning, and context.

This research has similarities and differences between the research described above. The equation of this research and previous research is the same as analyzing speech acts. while the difference between this research and previous research is that the first research focuses on illocutionary speech acts in Jokowi's speech, the second research focuses on the Indonesian Movie Entitled *5cm*, the

third research is how to Expressive Speech Acts in Facebook User Status and the last is research that discusses the types of illocutionary speech acts performed by teachers and students in the classroom learning process. While this research only discusses the types of locutionary speech acts in the classroom learning process.

B. Some Pertinent Ideas

1. Speech Acts

a) Definition of Speech Acts

Speech act is a compound word made up of the two terms speech and act. Speaking act was first introduced by philosopher Austin (1975) on his book *How to Do Things with Words* and developed by Searle. Austin defined speech act as what actions we perform when we produce utterance Searle says that the unit of linguistics communication is not, as has generally been supposed, the symbol, word or sentence, or even the token of the symbol, word or sentence, but rather the production or issuance of the symbol, word or sentence in the performance of the speech acts (Mey, 2001:93).

Dawson and Phelan (2016) define speech acts as "actions performed using only language" (hlm. 710). That is, speech acts describe the use of speech that emphasizes the speaker's intent or purpose or purpose in producing an utterance. This shows that only speech acts can be said that the speaker wants to inform a matter or purpose to the speaker.

According to Parker (1986:14) speech act as every utterance of speech constitutes some sort of act. Speech act is a part of social interactive

behavior and must be interpreted as an aspect of social interaction.

Searle (1969:18) says if the speech act performed the utterances of a sentence in general function of the meaning of the sentence. speech act also called as the action performed by a speaker with an utterance. According to Yule (1996:47) ,Speech acts defined as the action performed via utterance. People conduct activity in addition to producing speech when they are conversing. The simple fact that all language communication entails linguistic acts is the main motivation for focusing on the study of speech acts. Studying speech actions is crucial since linguistic communication is something we all deal with on a daily basis.

b) Kinds of Speech Acts

According to Austin (in Levinson, 1997:236) involves three basic sentence in which in saying something one are doing something and three types of act. They are locutionary act, illocutionary act, and perlocutionary act.

a) Locutionary Act

Locutionary act is literal meaning of a sentence. To put it another way, a locutionary act is the act of speaking. Austin claimed that meaning is a factor in the interpretation of locutionary act. The act of creating a meaningful language statement is referred to as a locutionary act. The act of what a speaker says is known as a locutionary act.

Yule (1996:48) said that locutionary acts are the basic

of utterance, or producing a meaningful linguistic expression. There is no intention of the speaker when he/ she utters the utterance. It is also called the act of saying something (Leech, 1983: 199).

b) illocutionary act

According to Yule (1996:48) states that illocutionary act is the act of saying, which is committed with intents of the speaker by uttering a sentence. It is like the act is performed via the communicational impact of a statement. It seldom produces well-formed speech that serves no purpose. A speaker creates an utterance with a certain purpose in mind.

c) perlocutionary act.

Perlocutionary speech is the third sort of speech act. Perlocutionary acts can be called with phrase, the act of affecting someone (Rahardi, 2009: 17). Because the speaker seeks to persuade the audience to act in a certain way, perlocutionary has an influence effect. The term for this is the perlocutionary impact. The impact that this statement has on the other person's thoughts or actions is referred to as a perlocutionary act. What the speaker means to convey by what they say is the case perlocutionary act. The term "perlocutionary act" refers to the act of causing something to occur. The act of perlocution refers to how the addressee is

affected or influenced by the illocution in some way. The desired outcome of the speaker on the hearer as a result of their utterance is known as a perlocutionary act. The speaker anticipates that the hearer will respond to or have an effect as a result of their words or utterances.

2. The Classification of Locutionary Acts

The act of locution is the act of expressing something that is done by the speaker to the listener which aims to make the listener understand the intention of the speaker, simply put, locution is the act of saying something that prioritizes the content of the speech conveyed by the speaker. locution can be said to be the easiest speech act to find when speaking and is also very easy to identify because it is very often used.

Locution act is the concept of looking at the form of an utterance or sentence. The form of locution can be divided into three, namely: (a) statement (Declarative), (b) question (Interrogative) and (c) command (Imperative).

Locution is a speech act that is very often found when we interact or communicate directly or indirectly. Locution speech acts are divided into three aligned by (Fitriah and Fitriani, 2017: 53), locution acts into three, namely: statement locution (declarative), command locution (imperative), and question locution (interrogative).

1) Declarative

Declarative speech acts according to Searle (Rohmadi, 2010:

35) is an act of declaration in which the speaker intends to create new things (status, circumstances, and so on) such as deciding, canceling, prohibiting, permitting, and apologizing. A statement can also be said to be an act used to tell or ask something or a statement containing a statement or information from the speaker to the listener. A declaration is a declaration submitted by the speaker with the intention of providing information to the person concerned.

For the example :

Some audience may agree with the speaker's opinion.

What the speaker wants to convey to his opponent is information that some of the attendees agree with the statement.

2) Imperative

Imperative punishment is a phrase that a speaker teaches a partner to do something. Downtoning, the use of affirmative particles, and the word of obligation of invitation, hope, request, or prohibition are characteristics of imperative sentences. An imperative is a verb that demands action from the listener. An imperative sentence is also a type of language that directs, requests, or even commands another person to perform a task.

For the example :

Bring me a notebook that you borrow earlier, please

What the speaker wants to say is to ask his opponent to bring the notebook he borrowed.

3) Interrogative

The Interrogative of locutionary acts is posed by a person and is referred to as the question or query or as the saying goes, it's a matter of speech.

For the example :

May I borrow your pen?

The speaker wants to ask his opponent if he carries a pencil because he wants to borrow it.

3. Speech Acts in English Language Teaching

In our daily use of language, particularly in the teaching and learning process of English, there are several advantages to learning or acquiring speech actions. They are necessary because they provide us with several opportunities to convey many different emotions, including compliments, apologies, requests, complaints, etc. Baleghizadeh (2007) commented that: “Now if speech acts give us the chance to do all this in our native language for sure they can do the same thing in the second/foreign language that we are attempting to learn. It is important to master speech acts while learning a second language because they not only facilitate the process of communication, but also make it more effective” (p. 147). It goes to show you that how importance speech actions should be carried out when you study a second or foreign language. Since that English is a second language in Indonesia, it will be difficult for English teachers to educate students from other countries

about speech actions.

The concept of English as a foreign language might occasionally be unclear to Indonesian pupils. As the native speakers' cultures are quite different from ours. It will cause some misunderstandings and misunderstandings of interpretation between the speakers, particularly when one speaker is from England and the other is from Indonesia. If the first speaker has a good degree of English understanding, communicating with the native speaker shouldn't be difficult. While conversing with a second speaker who is originally from England, the first speaker will have difficulties if their level of English comprehension is low. As a result of the two cultures' vastly varied manifestations, there are many contrasts between them.

The level of verbal interaction in the classroom is determined by the speech acts. This gives teachers crucial knowledge about the common instructional behaviors they frequently employ while speaking with pupils. Wells (1985) admits that the context of the conversation affects how language is used. During pretend play, especially when youngsters interact with friends, the children employ more "control speech" as a collection of diverse instructions, pledges and declaratives.

The foundation of the educational method is the connection between language and learning. People act based on the meanings they create while using language in the classroom. Johnson (1997:274) asserts that interpersonal aspects in classroom discourse are related to three

instructional functions: control, organization, and motivation. These three instructional functions of speech acts are the basis of the teacher's function in the classroom. Related to speech acts in the classroom, Searle (1969) states that directive is a speech act that is often used in classroom interaction. To make children achieve something, teachers use it. Commands, advice, requests, warnings, and other speech acts are some examples.

The use of speech acts had a beneficial effect on the students themselves, for instance encouraging them to participate more actively in the teaching and learning process. On the other hand, instructors play a crucial role in the classroom since they are the focal point of learning and the primary speaker. Also, instructors have a duty to impart knowledge and information to the students. The usage of English during the teaching and learning process is extremely crucial for all teachers, but especially for English teachers. So, the employment of speech actions, particularly when teaching English as a foreign language, is crucial for assisting teachers in achieving their objectives during the teaching and learning process.

It is important to understand the speech acts that English instructors utilize in the teaching and learning process as well as the intended meaning that is present in the utterances by understanding the generated utterances and the presenting purposes in each utterance. Teachers aim certain educational goals and functions when they perform

the teaching and learning process through their words. In order to identify the speech acts that were employed in teaching and learning activities to achieve the overall purpose of the teaching and learning process, every statement made by instructors was studied.

C. Conceptual Frameworks

The contact between teachers and students during the learning process serves as the primary activity in this study. The success of the learning process is considerably aided by the contact between professors and pupils. The lecturer created a concept map to examine the speech given by the teacher and aid students in understanding what the teacher intended in order to receive the best results. This study sought to understand the teacher's locutionary acts while the students were learning in the classroom.

Also, this study employs a descriptive qualitative methodology. This method involves a number of steps, including recording the teaching and learning process in the classroom, simplifying the data from the teacher's utterances that contain locutionary acts, and formulating the data. The percentage calculation is used to determine the locutionary acts based on the method of delivery that is frequently used by teachers in the teaching process.

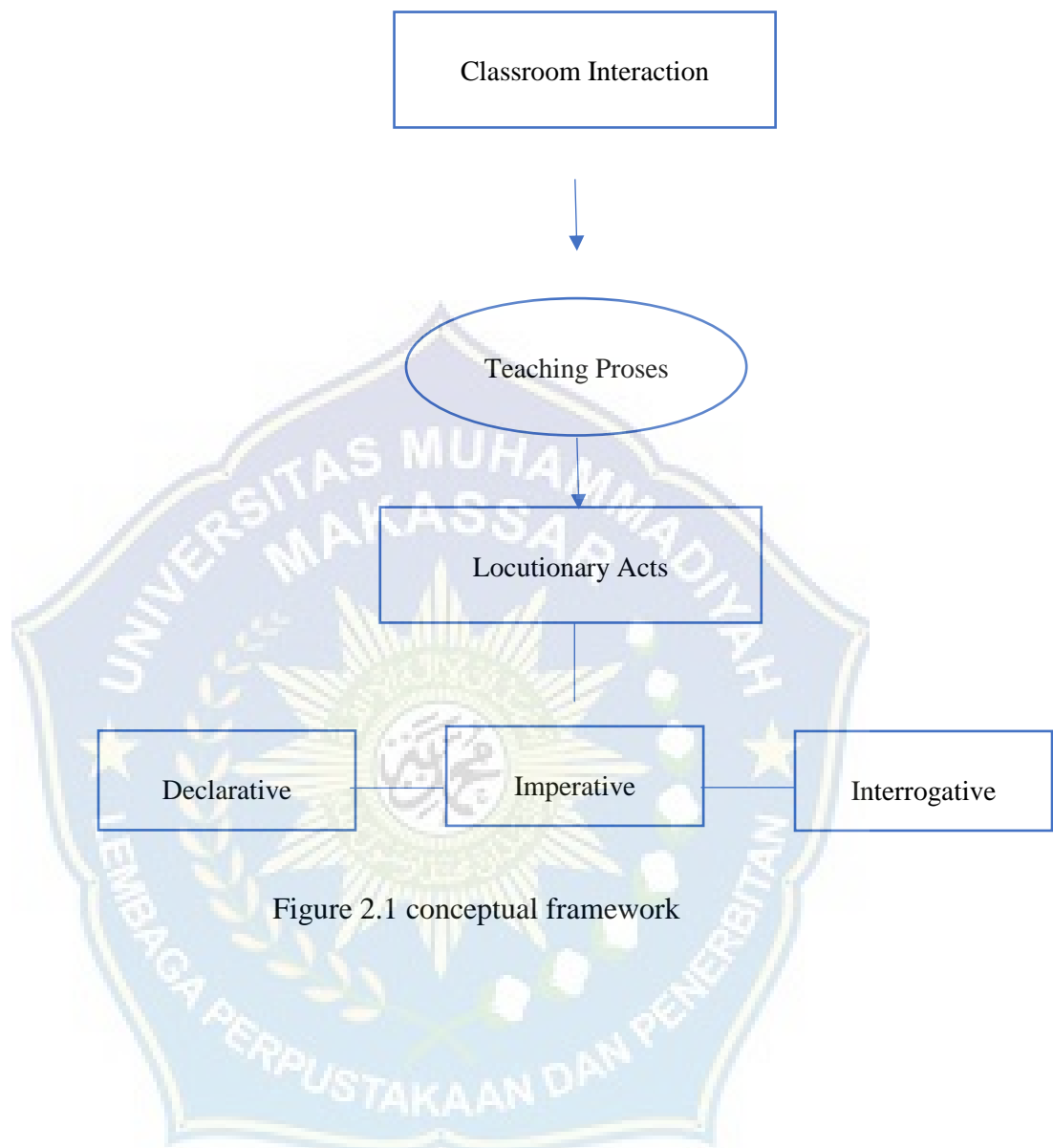


Figure 2.1 conceptual framework

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative descriptive methods with ethnography design. Qualitative descriptive approaches have been used to define, clarify, and analyze phenomena underlying data. Researcher have also used a series of techniques to solve problems based on real information. Qualitative research focuses on qualitative phenomena.

In-depth research known as ethnographic research can explain daily actions or events in a particular society. It serves as a cornerstone of ethnographic research, which provides a comprehensive picture of what is happening in the field. Qualitative research captures the truth and truth of social behavior in society.

B. Research Subject

The English teacher at SMA Muhammadiyah 1 Unismuh Makassar served as the main object in this study. The teacher taught in the 11th grade of the IPA for two meetings. Teacher speech has become the focus of this research so that researcher can gather data, researcher focus only on the teacher's speech that is the subject of the research.

C. Research Instrument

In this research, researcher served as research tools as well as planners, decision makers, data analysts, translators, and communicators of research findings. The effectiveness of this research depends on how well the researcher

understands language, especially acts of speech. Researchers are involved in every stage of the learning process. The researchers have used two tools in this research: observation and documentation.

1. Observation

The data collection process begins with observation into the classroom by looking at the learning process. Before doing research in such a way has helped researcher to be able to obtain data. Researchers have seen and heard what happens naturally at the classroom interaction. Researchers have used this method. The goal of this strategy is to listen to what the teacher interaction.

2. Recording

After observing and identifying, the researcher recorded what the teacher said in the classroom. The researcher recorded using video recordings. Accurate data has been obtained so that information from the recordings is captured by the teacher speaking in front of the classroom.

D. Technique of Data Collection

The researcher used strategies to obtain data, direct observation of the interaction processes that occurred in the classroom. Observation and recording were done simultaneously as teacher and students interacted in class. The data was taken through the cameras. The steps taken after the observation.

Following are the steps:

- 1) Recording of the learning process by the English teacher in the classroom.
- 2) The researcher have transcribed the data in written form.

- 3) the researches had checked the accuracy of the data they have obtained.
- 4) the scientists have selected the data from the records that have been compiled.
- 5) Record the data into the observation sheet.
- 6) the researcher has classified the data and recorded it in a pair of results of the research.

E. Tecnique of Data Analysis

Activities that have been carried out by researchers in qualitative data analysis. data reduction, data display, concluding drawing/verification.

1) Reducing the data

Data reduction technique is carried out by researcher by selecting the data that has been dapted or classifying the data. Data reduction has been done so that the researcher are easy in the processing of such data. The reduction that the investigator has done is by taking only the English-speaking teacher's speech.

2) Data Display

The researcher have examined, collected data and classified it so that the data presented can be clearer and easier to understand. The presentation of data has been carried out by describing the findings of locutionary acts in the width of the results of the research so that a picture of the outcome of the study is overwhelmed by the teacher speeches that include locutional acts can describe the results.

3) Conclusion Drawing

The researcher have collected data so that it can be classified and have described the results of research related to teacher speech at the time of learning. The researcher in the leaflet that teacher used three forms of locutionary acts in conducting in classroominteractions.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher introduce research findings that have been collected from observations in the classroom. In this observation, researcher are in classrooms by observing classroom interactions between teachers and students, the researcher will find the type of speech actions performed by teacher.

Based on the formulation of this problem, this study aims to show the types of lexicals in the teaching and learning process and the types that are used predominantly by teacher in the learning and teaching process that takes place in the high school class of MUHAMMADIAH 1 UNISMUH MAKASSAR.

The research they're doing is using the type of descriptive research and ethnography. The researchers took one class for one subject teacher with two meeting classified into three: opening, main activity, and closing. The researcher wanted to see what locutionaries were used by teachers during the teaching learning process.

Researcher implement encoding systems, to make it easier for researcher to select and classify data from data sheets and also to help researcher in organizing and classifying data. The data here means the teacher pronunciation produced by the teacher during the teaching and learning process.

- a. Types of locutionary acts used by the English teacher in the teaching and learning process.

The observation from the first meeting was doing by the researcher on October 31th 2023 in XI IPA , the material of this meeting is about Invitation. The researcher found 11 utterances that include locutionary acts. The types of locutionary acts explained as follows:

1. Opening

At the opening, the teacher greets the student using a type of speech action that can provide any information that will be learned on that day. In the opening activity the teacher performs two types of non-speaking action, including declarative. In the analysis of this teacher's speech that emerged included :

- a) Declarative

In the opening activities, the researcher found 1 utterance of declarative acts of greeting.

so student today we will learn about the invitation.

Based on the teacher's statement above, the teacher says "so student today we will learn about the invitation." The context of this speech occurs in the opening activity when the teacher starts the lesson on that day, and the expression is a form of statement about what will be learned at that time. The students responded to the teacher very well. The teacher's

statement above is classified as a declarative act.

b) Imperative

In addition to performing declarative actions, the teacher also performs imperative actions in opening activities. The researchers found that the teacher gave the statement several times.

Don't be loud in class, please!

Based on the dialogue above the context of speech occurs in the opening activity when the teacher tells the student not to make noise because learning will soon begin. The statement is classified as an instruction because the teacher orders the student subtly not to do noise..

2. Main activity

In the main activity, the researchers also found some locutionaries used by teachers during the teaching learning process.

a) Declarative

The researcher found some of the expressions used by teachers during the main activities of teaching and learning. The researchers classified the expression as declarative.

Sudah betul semua jadi, Invitation letter is an invitation

letter that invites or encourages the recipient of the message to follow the commands of the messenger.

The teacher gives information on the interpretation of the sugges.

Excuse me, I'm gonna go to the WC

The teacher gives information that he will come to you in the bathroom.

Please pay attention to the student.

It is based on the observation that the teacher explains or tells about what an invitation is, as well as the situation that both teachers give information to the student that he is going to the water closed and the third teacher gives information to pay more attention to the appearance.

b) Imperative

On the imperative part, the researcher finds the end of the teacher's teaching while the teaching learning process is in progress, and the researcher classify the sentence as follows.

Please explain what you know about the invitation!

The teacher said that the student should explain what he knew about the invitation.

Please don't eat in class!

Teacher give an understanding that you shouldn't be in the classroom while the learning poses are ongoing.

Let's figure out the difference between formal and non-formal invitations.

The teacher explained that the student should provide an explanation regarding the difference between formal and non-formal laws.

Based on the statement above, the first dialogue explains the situation when the teacher gives instructions for one student to explain what they know about the invitation. The two teachers gave instructions about not eating in the classroom and the three teachers wanted to give instructions so that students could explain the difference between a formal invitation and an informal invitation.

c) Interrogative

In the interrogative section of this main activity, the researcher also found some of the lessons presented by the teacher at the time of the learning process. The researchers classified these lessons as follows.

Who can explain?

The teacher asked the student who used to

explain the material that had been explained.

3. Closing

In this closing activity the researcher finds that the teacher performs a surrender to close his activity, the researcher classify such a surrogate as declarative.

See you at the next meeting.

It was intended to inform the students that we would meet at the next meeting.

The observation from the second meeting was doing by the researcher in XI IPA , the material of this meeting is about Invitation. The researcher found 12 utterances that include locutionary acts. The types of locutionary acts explained as follows:

1. Opening

At the opening, the teacher greets the student using a type of speech action that can provide any information that will be learned on that day. In the opening activity the teacher performs two types of non-speaking action, including declarative. In the analysis of this teacher's speech that emerged included :

a) Declarative

In the opening activities, the researcher found 1 utterance of declarative acts of greeting.

I'm fine, too.

The teacher conveyed her situations with a warm smile to the students while expressing gratitude to God for the pleasure she felt and hoping that the learning she taught at the time was going successfully.

b) Imperative

In addition to performing declarative actions, the teacher also performs imperative actions in opening activities. The researchers found that the teacher gave the statement several times.

We will continue to the group presentation

The lecturer signaled to the group that would advance to present the paper to prepare to come to the front of the class.

2. Main activity

In the main activity, the researchers also found some locutionaries used by teachers during the teaching learning process.

a) Declarative

The researcher found some of the expressions used by teachers during the main activities of teaching and learning.

The researcher classified the expression as declarative.

Some two person text me

The teacher said something and told all the students that there would be two students asking for permission to represent the class to gather in the hall because the head of the school would provide information

So, from group one, I'm really surprised to know that the group

The teacher is happy and very appreciative of this group because he understands very well the discussion of the material he explains and also always quotes expert opinion in journals or articles when submitting presentations or when explaining something to other students. This means that all members of the group are persistent readers. So, it makes him understand the material quite well.

He always says based on what he reads in this and that article or journal. That's a good point.

The lecturer praised and was very happy for what was done by one of her students, he is Akbar.

Indah really good hard skill. I mean his self-confidence is ok. And then, the way he speaks is ok, too.

The teacher praised and expressed his opinion to the student about the figure of the Beautiful who was a guest speaker at the seminar he had attended before. But not all students know about that number because only a few students attended the seminar.

b) Imperative

On the imperative part, the researcher finds the end of the teacher's teaching while the teaching learning process is in progress, and the researchers classify the sentence as follows.

We will continue to the group presentation

The teacher signaled to the group that would advance to present the paper to prepare to come to the front of the class.

So, you're an educated person, so, if you say something, you have to be on the evidence.

Teacher say that to say or explain something we have to prove the truth of what we say.

You should involve yourself.

The teacher challenges and motivates her students not to give up easily in developing their abilities, especially in learning English in accordance with the majors that they are taking at this time.

c) Interrogative

In the interrogative section of this main activity, the researchers also found some of the lessons presented by the teacher at the time of the learning process. The researchers classified these lessons as follows.

Where is Hasbullah?

The teacher forgot the form of his pupil's face named Hasbullah. Therefore, she is looking for all the students to find the student who he wanted.

Who belongs to Hasbullah's group?

The teacher tries to remember who belongs to Hasbullah's group by asking the other students or Hasbullah himself and then records it again. Therefore, that this does not happen again later.

3. Closing

In the closing activity the researcher found several locutionaries and classified the findings as equal to the following.

a) Declarative

In closing activities the researcher found locutionary which is declarative as follows.

Thank you.

The appreciation given by the lecturer to her students for their enthusiasm and good response during the lesson took place.

b) Imperative

Ok. That's all for today.

The lecturer has finished teaching the material perfectly to her students.

Research results table

| Locutionary Act | | Total |
|----------------------|----|-----------|
| Declarative | 11 | 23 |
| Interrogative | 3 | |
| Imperative | 9 | |

Based on the above table, the researcher found 23 speech differences in English identified as locutionary speech acts, 11 declarative speeches, 3 interrogative speech, and 9 imperative. Based on the explanation above, it can be concluded that the dominant of the lexical action used by the teacher of English Education during the teaching learning process is declarative pronunciation. The declarative has been pronounced by the teacher of English Education at Muhammadiyah High School 1 UNISMUH Makassar 11 speeches in two meetings.

B. Discussion

A discussion of the research findings is given in this section. There's two comment on the topic discussed in this study and discussion about it. As stated in the previous chapter, the objective of this study is to determine the types Of locutionary actions performed by English language teachers during the teaching and learning process in the XI IPA class, as well as the type of locutionary actions used by teachers in the same context.

Then the researcher succeeded in classifying 3 forms of observance

locutionary senada as stated by Fitriah and Fitriani, 2017: 53. observances locutionary is divided into 3 namely declarative, imperative and interrogative in the process of learning continues teacher raises some of these observations.

The researcher analyzed what the teachers were given when the teaching process was going on, the researcher found that the type of teaching was consistent with the one given by (Fitriah and Fitriani, 2017: 53) most teachers used the locutionary of the kind of imperative because it could arrange classes to be more effective in receiving material or teachers could control and manage the class well while the learning process was ongoing, and when teacher use the imperative allow students to participate more in learning and teacher using the declarative to communicate information during learning.

The terminology of such a function of language is called speech acts (Austin, 1975: 22). Speech acts theory generally explains these aspects of having three parts: locution, illocutionary, and perlocutionary acts. Austin defines performed in saying something. Further, he identifies three distinct levels of action beyond the act of utterance. He distinguishes the act of saying something, which is a term of speech acts: locutionary act, illocutionary act, and perlocutionary act. Of the three locutionaries performed by the teacher there were 11 declarative, 3 interrogative and 9 imperative in the two meetings that took place. The researcher drew the conclusion that of the three types of locutionary acts the teacher was more dominant using declarative and imperative.

Although the previous research focused on the three aspects of speech act, this time it focused only second aspect of locutionary, the result was that the

researcher found some locutionary acts that teacher performed during the learning process.

The difference between this research and some previous research is that this research focuses only on one aspect of the Speech Act of the locutionary act of earlier research on other aspects such as the one applied to (Nurses, 2020). An Analysis Of Speech Act used by English Teacher at SMAN 5 BARRU, he learned from the illocutionary aspects with the master in the later learning process. Many articles that study speech acts like (Ayu Endah Pertiwi, 2021) Directives Illocutionary And Perlocutionary Act Of The Eggsy In Kingsman: The Golden Circle Movie, he studies spect acts that focus only on the Illocutional And Perlocutionary Act and he teaches not what is being used by a teacher who is being taught but through the film.

In a previous study according to Devi Aprilia (2021) on his research entitled an analysis of speech acts in teaching english through whatsapp group class chat at sman 3 ponorogo who discussed about the teacher's speech atcs during online learning done by whatsapp group class where the speech given by the teacher at the time of learning is the guidance of the activity that will be blurred during the learning process.

Novia Nur (2023) in her research entitled teacher directive speech acts in english teaching learning at the fourth grade of sdn jetis 02 baki sukoharjo it was found that there are four types of speaking act directives that are spoken in English language teaching. They are interrogative, declarative, and capital

auxiliaries, orders, prohibitions, and suggestions. So it was concluded that the teacher did not use the whole form of speech act in interaction in the classroom.

In the previous research according to Eko Prasetyo(2020) found the dominant illocutionary acts in Jokowi's speech were assertives and commissive. The reason of performing illocutionary acts viewed from the context of situation included socializing the nation's agenda, ensuring the audience are interested to collaborate with Indonesian government, making his speech attractive, showing optimism, showing the potential of Indonesia, and showing his seriousness could bring Indonesia into a better nation.

The research that has been done by some people there are some different focuses in doing research from the three types of speech acts there are only focused on the locutionary act as I refer to, some focus on the illocutionary and there are also that deal with the three kinds of speaking acts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study is aimed at analyzing the types of locutionary used by teachers at the time of the learning process in the classroom. In accordance with the purpose of the research that wants to know the instructions given to teacher during the course of the teaching in the 11th grade of the IPA at the Muhammadiyah 1 Unismuh Makassar High School.

After the researcher conducted an analysis of the teaching of teacher during the learning process, researcher found three types of locutionary teaching, namely, declarative, imperative and interrogative. Researcher found some of these observations during the learning process. Of the three locutionaries performed by the teacher there were 11 declarative, 3 interrogative and 9 imperative in the two meetings that took place. The researcher drew the conclusion that of the three types of locutionary acts the teacher was more dominant using declarative and imperative.

B. Suggestion

Based on the conclusion and implication that have been explained above, some suggestion are proposed to the following parties:

1. For the other researcher

The purpose of this research is limited only to identifying the types of locutionary actions performed by teachers during the teaching and learning process. Therefore, it is expected that these research

restrictions will encourage other researchers who wish to undertake similar research to investigate more about other aspects of speech actions such as perlocutionary or illocutionary actions. It is also suggested to extend the study by investigating the student's speech actions since at present research has not yet explored it.

2. For the teacher

For teachers during lessons to express clear and easy-to-understand expressions and can use speech actions to imply speech messages to help guide students in the teaching learning process, teachers should be more active and pay special attention to also explain the material with easy words. Using some declarative, imperative and interrogative speech acts can help teachers to convey messages to students and make the learning process of teaching more communicative.

3. For the students

The researcher hope that this study can be a reference for students to enhance their knowledge of the type of acts of speech. Speech action will always be found in many activities, as in the learning process of teaching. By understanding the meaning and purpose of some speech actions, this can help them understand the teachers and students' statements to convey the message they want to say and make the teaching learning process more efficient and running as well.

BIBLIOGRAPHY

- Austin & Searle.(2001). *The Speech Act Theory*. Oxford: Oxford University.
- Austin, J.L. 1962. *How To Do Things With World*. London: Oxford University Press.
- Baleghizadeh, S. 2000. Speech act in English language teaching., *Iranian Journal of Language Studies (IJLS)*, 1(2), 143-154. Retrieved from <http://www.ijls.net/volumes/volume1issue2/baleghizadeh1.pdf> on May 19, 2012.
- Cummings, Louise. 2007. *Pragmatik (Sebuah Perspektif Multidisipliner)*. Yogyakarta: Pustaka Pelajar.
- Dawson, H. C. & Phelan, M. (2016). *Language files: Materials for an introduction to language and linguistics* (12 th ed.). Columbus: Ohio State University Press.
- Fitriah, Farrah & Siti Sarah Fitriani. (2017). Analisis Tindak Tutur dalam Novel Marwah di Ujung Bara karya R.H. Fitriadi. *Jurnal Master Bahasa*, Volume 5, No.1, Januari 2017, hlm 53.
- Fromkin, Victoria. 2011. *An Introduction to Language*.
- Kasper, 2004. *Speech Acts in the interaction: Towards Discursive Pragmatics*.
- Kothari, CR. 2009. *Research Methodology: Methods and Techniques (2nd Revise Edition)*. New Delhi: New Age International.
- Leech, Geoffrey N. 1983. *Principle of Pragmatics*. New York: Longman.
- McMillan, J.H., & Schumacher, S. 2010. *Research in Education: Evidence-based Inquiry*. London: Pearson Education Ltd.
- Miles, M.B., & Huberman, A.M. 1994. *Qualitative Data Analysis (2nd Edition)*. London: SAGE Publications Ltd.
- Rahardi, Kunjana R. 2010. *Pragmatik: Kesantunan Imperatif Bahasa Indonesia*. Jakarta: Erlangga.
- Retnaningsih, Woro. 2013. *Pragmatics The Newest Branch of Linguistics Studies*. Surakarta: Cv Hidayah.
- Peccei, Jean Stillwell. (2001). *Pragmatics*. TJ International Ltd. Padstow, Cornwall
- Searle, J. R. (1969). *Speech acts*. Cambridge: Cambridge University Press.
- Sugiyono. 2014. *Metode Penelitian Manajemen*. Bandung: Alfabeta.

Sutopo. H.B. 2002. *Metodologi Penelitian Kualitatif: DasarTeory dan Terapanya Dalam Penelitian*. Surakarta:UNS Press

Yule, George. 2006. *Pragmatik*. Yogyakarta: Pustaka Pelajar.



A

P

P

E

N

D

I

C

E

S





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl. Sultan Alauddin No. 259 Makassar 90221 Telp. (0411) 866972, 881593, Fax. (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Muh Yogi Ardahali

Nim : 105351104019

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

| No | Bab | Nilai | Ambang Batas |
|----|-------|-------|--------------|
| 1 | Bab 1 | 1 % | 10 % |
| 2 | Bab 2 | 21 % | 25 % |
| 3 | Bab 3 | 1 % | 10 % |
| 4 | Bab 4 | 7 % | 10 % |
| 5 | Bab 5 | 0 % | 5 % |

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 23 Januari 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Muh. M.L.P

NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593, fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

BAB I Muh Yogi Ardahali

105351104019

by SkripsiTahap

Submission date: 23-Jan-2024 12:47PM (UTC+0700)

Submission ID: 2276515376

File name: CHAPTER_I_3.docx (20.65K)

Word count: 1141

Character count: 6483

AB I Muh Yogi Ardahali 105351104019

ORIGINALITY REPORT

| | | | |
|------------------|------------------|--------------|----------------|
| 1 % | 0 % | 0 % | 1 % |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

| | | |
|----------|---|------------|
| 1 | Submitted to Emilio Aguinaldo College-Cavite Student Paper | 1 % |
|----------|---|------------|

Exclude quotes Off
Exclude bibliography Off

Exclude matches Off





BAB II Muh Yogi Ardahali

105351104019

by TutupTahap

Submission date: 23-Jan-2024 12:47PM (UTC+0700)

Submission ID: 2276515728

File name: CHAPTER_II_3.docx (44.3K)

Word count: 2653

Character count: 14250



B II Muh Yogi Ardahali 105351104019

ORIGINALITY REPORT

21 %

SIMILARITY INDEX

19 %

INTERNET SOURCES

3 %

PUBLICATIONS

3 %

STUDENT PAPERS

PRIMARY SOURCES

1

digilibadmin.unismuh.ac.id
Internet Source



15 %

2

jurnal.lp2msasbabel.ac.id
Internet Source



2 %

3

Submitted to College of Education for Pure
Sciences/IBN Al-Haitham/ Baghdad University
Student Paper

1 %

4

Submitted to University of Leeds
Student Paper

1 %

5

garuda.kemdikbud.go.id
Internet Source

1 %

6

Submitted to Universitas Mahasaraswati
Denpasar
Student Paper

1 %

7

www.iiste.org
Internet Source

<1 %

8

ejurnal.budiutomomalang.ac.id
Internet Source

<1 %

9

Submitted to Sultan Agung Islamic University





Submission date: 23-Jan-2024 09:08AM (UTC+0700)

Submission ID: 2276362424

File name: CHAPTER_III_2.docx (18.95K)

Word count: 675

Character count: 3771

AB III Muh Yogi Ardahali 105351104019

ORIGINALITY REPORT

| | | | |
|------------------|------------------|--------------|----------------|
| 1 % | 1 % | 0 % | 0 % |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

| | | | |
|---|---------------------------------------|---|------------|
|  | repo.uinsatu.ac.id Internet Source |  | 1 % |
|---|---------------------------------------|---|------------|

| | | | |
|----------------------|------------------------------|-----------------|------------------------------|
| Exclude quotes | <input type="checkbox"/> Off | Exclude matches | <input type="checkbox"/> Off |
| Exclude bibliography | <input type="checkbox"/> Off | | |



UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

turnitin

CS Dipindai dengan CamScanner



Submission date: 23-Jan-2024 12:48PM (UTC+0700)

Submission ID: 2276516095

File name: CHAPTER_IV_3.docx (28.95K)

Word count: 2463

Character count: 13227

AB IV Muh Yogi Ardahali 105351104019

ORIGINALITY REPORT

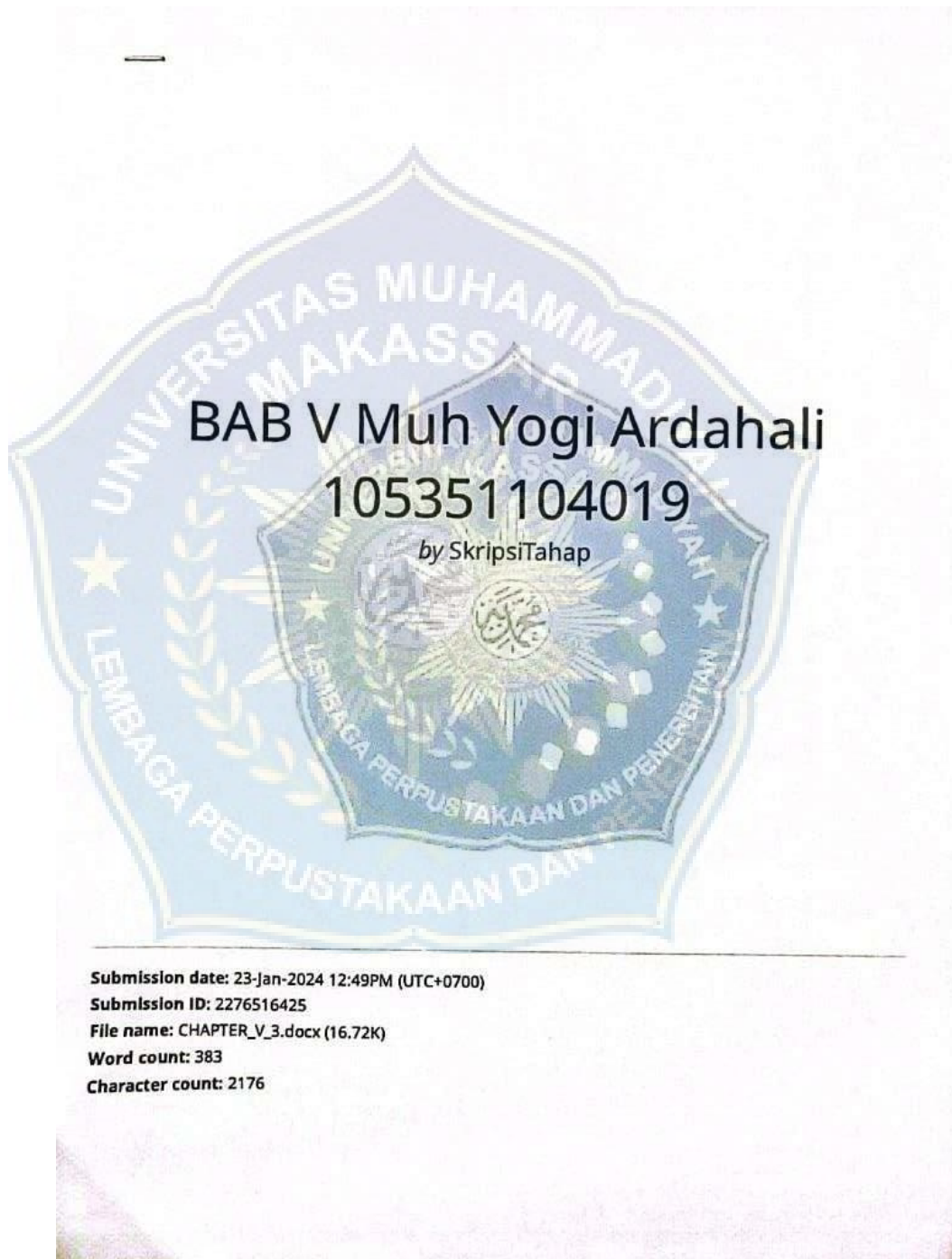
| | | | |
|------------------|------------------|--------------|----------------|
| 7% | 7% | 0% | 0% |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

| | | |
|----------|---|-----------|
| 1 | idr.uin-antasari.ac.id Internet Source | 4% |
| 2 | eprints.iain-surakarta.ac.id Internet Source | 3% |

Exclude quotes Exclude bibliography Exclude matches





BAB V Muh Yogi Ardahali
105351104019

by SkripsiTahap

Submission date: 23-Jan-2024 12:49PM (UTC+0700)
Submission ID: 2276516425
File name: CHAPTER_V_3.docx (16.72K)
Word count: 383
Character count: 2176



V Muh Yogi Ardahali 105351104019

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES



Exclude quotes Off

Exclude bibliography Off

turnitin
Exclude Matches





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Telpon Negeri Makassar No. 279 Makassar
 Telp. (0411) 860611 - 860932 ext. 433
 Email: fkip@unismuh.ac.id
 Web: <https://fkip.unismuh.ac.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 15002/FKIP/A.4-II/X/1445/2023
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
 Ketua LP3M Unismuh Makassar
 DI -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Muh Yogi Ardahali
 Stambuk : 105351104019
 Program Studi : Pendidikan Bahasa Inggris
 Tempat/Tanggal Lahir : Puuroda /15-11-2001
 Alamat : Jl. Dg tata lama

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *An analysis of locutionary acts used by English teacher at sma muhammadiyah 1 unismuh makassar*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
 Warahmatullahi
 Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
 11 Oktober 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sultan Alauddin No. 259 Telp.066972 Fax (0411)065500 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2604/05/C.4-VIII/X/1445/2023

27 Rabiul awal 1445 H

Lamp : 1 (satu) Rangkap Proposal

12 October 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMA Muhammadiyah 1 Unismuh Makassar

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15002/FKIP/A.4-II/X/1445/2023 tanggal 11 Oktober 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : MUH YOGI ARDAHALI

No. Stambuk : 10535 1104019

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF LOCUTIONARY ACTS USED BY ENGLISH TEACHER AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR"

Yang akan dilaksanakan dari tanggal 17 Oktober 2023 s/d 17 Desember 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Muh. Arief Muhsin, M.Pd

NBM 1127761



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
MUHAMMADIYAH KOTA MAKASSAR
SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
LABSCHOOL UNISMUH TERAKREDITASI A UNGGUL
Alamat: Jln. Sultan Alauddin No. 259 Makassar Telp. 081241840935
Email: smichi703@gmail.com Website: <https://smamuhammadiyah1unismuhmksr.sch.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN PENELITIAN

Nomor : 214/SKP/SMA Muh. 1-UM/I/2024

Assalamu 'alaikum Warahamtullahi Wabarakatuh

Yang bertanda tangan dibawah ini :

Nama : Drs. Amir MR., M.M
Jabatan : Kepala Sekolah
Unit Organisasi : SMA Muhammadiyah 1 Unismuh Makassar
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Dengan ini menerangkan bahwa :

Nama : Muh. Yogi Ardahali
No. Stambuk : 10535 1104019
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan observasi/pengumpulan data pada 17 Oktober 2023 sampai dengan 17 Desember 2023 dalam rangka penulisan skripsi dengan judul :

"An Analisis Of Locutionary Acts Used By English Teacher at SMA Muhammadiyah 1 Unismuh Makassar."

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.
Jazakumullah Khaeran Katsiraan.

Wassalamu 'alaikum Warahmatullahi Wabaraktuh

Makassar, 24 Desember 2024

Kepala Sekolah,

Drs. Amir MR., M.M
792813

Sinergi, Unggul, Cerdas, dan Islami



Dipindai dengan CamScanner



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodi**bg**@unismuh.ac.id
Web : **bg.fkip.unismuh.ac.id**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0879/BG-FKIP/LOA/B/I/1445/2024

Dear MUH YOGI ARDAHALI

It is our pleasure to inform you that, after reviewing your paper:
AN ANALYSIS OF LOCUTIONARY ACTS USED BY ENGLISH TEACHER
AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
The manuscript ID: 1400

Detail checklist:

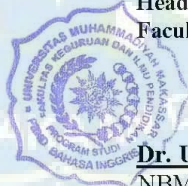
| Checkpoint | Yes | No |
|---|-----|----|
| The author has sent the manuscript by using the institutional email | √ | |
| the author has submitted the manuscript through the open journal system (OJS) | √ | |
| The manuscript according to the limitations or description of the journal | √ | |
| LoCT has been submitted by the author | √ | |
| The manuscript has followed the existing templates | √ | |
| The article processing charge (APC) has been submitted by the author | √ | |

has been ACCEPTED to publish with **Journal of Applied Linguistics Studies**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jals@bg.unismuhmakassar.ac.id

Makassar, 29 January 2024 M
17 Rajab 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

DCUMENTATION





CURRICULUM VITAE



MUH YOGI ARDAHALI was born on November 15 2001 in Puuroda, he is the first child of the couple Imran Idris and Nuryani (alm), he started his first education at SDN 1 Puuroda Ont and graduated in 2013. Then he prepared himself to enter SMPN 1 Pamboang and studied from the first grade of junior high school until graduation, then continued with SMAN 1 Pamboang until graduation in 2019. At the same time, he enrolled in Universitas Muhammadiyah Makassar, and took the English Education Department as his major. At the end of his study period, he was able to complete his thesis in 2024 with the title "AN ANALYSIS OF LOCUTIONARY ACTS USED BY ENGLISH TEACHER AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR"