**AN ANALYSIS OF TEACHER'S LOCUTIONARY SPEECH
ACTS IN LEARNING ENGLISH AT SMAN 3 BULUKUMBA**

A THESIS

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

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2025**

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Day / Date	Chapter	Note	Sign
06/5/2025	III	Review your grammar in chapter III	
09/5/2025	IV	Please make a good description of your transcription	
12/5/2025	IV	Revise your data about types of speech act	
15/5/2025	IV	Revise your data description	
20/5/2025	IV	Revise your discussion and conclusion	
24/5/2025		ACC	

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Day / Date	Chapter	Note	Sign
31 - May - 2024	IV	Prepare Data display. Elaborate data par/observation picture	
4 - Jni 2024	IV	Data Analysis	
23 - Sept 2024	IV	Put the data in a nice arrangement	
25 April 2025	IV	fix the problem with layout. Photo act : 3 parts. Illustrant : 5 ueas	
24 Apr 25	IV	par data should be attached. Discussion	
	V	conclusion & suggestion	
5 - May 25	IV	Relate findings ad theorien	
	IV	Stay focused ad short in discussion	
19 May 19	V	Conclusion. Acc	

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MOTTO

"Barangkali yang melelahkan itu bukan kehidupan, melainkan kita yang sering

kali tumbuh dengan pikiran dan prasangka buruk tentang kehidupan"

"Barangkali perang ini telah usai, besar harapku bisa pulang ke titik awal ku

memulai untuk memberi sedikit ruang jeda, Ku baringkan jiwa dan raga dari

segala letih dan berteriak

AKU PULANG INI KEMENANGAN PERTAMAKU!"

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ACTS IN LEARNING ENGLISH AT SMAN 3 BULUKUMBA

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

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

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vii

ABSTRACT

Andi Dinasti Indra Pratama, 2025. This study aims to **AN ANALYSIS OF TEACHER'S LOCUTIONARY SPEECH ACTS IN LEARNING ENGLISH AT SMAN 3 BULUKUMBA**. This study employs a qualitative descriptive method with observation to collect data. Thesis of the Departement of engglis Education , Faculty of Teacher Traning and Education, Universitas Muhammadiah Makassar, supervised by Muhammad Asrianto Setiadi. Ardiana**.** This study employs a qualitative descriptive method with observation to collect data. The results show that teacher's use various types of locutionary speech acts, such as phonetic, phatic and rhetic to facilitate learning and interaction in the classroom.

The findings also indicate that teacher's locutionary speech acts play a crucial role in creating a conducive learning environment and promoting student participation. Furthermore, this study finds that teachers use locutionary speech acts to manage the classroom, provide instructions, and give feedback to students. The results of this study show that teacher's locutionary speech acts can affect students motivation and engagement in the learning process. This study is expected to contribute to the understanding of the role of teacher's speech acts in English language learning and serve as a reference for teacher's to improve their teaching effectiveness. Thus, this study can help improve the quality of English language learning at SMAN 3 Bulukumba and other schools.

Keywords: locutionary, phonetic act, phatic act, rhetic act, teacher

ABSTRAK

Andi Dinasti Indra Pratama, 2025. Penelitian ini bertujuan untuk **MENGANALISIS TINDAK TUTUR LOKUTIONARY YANG DIGUNAKAN OLEH GURU DALAM PROSES PEMBELAJARAN BAHASA INGGRIS DI SMAN 3 BULUKUMBA**. Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Muhammad Asrianto Setiadi. Ardiana. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik observasi untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa guru menggunakan berbagai jenis tindak tutur lokutionary, seperti phonetic, phatic dan rhetic untuk memfasilitasi pembelajaran dan interaksi di kelas.

Temuan penelitian ini juga menunjukkan bahwa tindak tutur lokutionary guru memiliki peran penting dalam menciptakan lingkungan belajar yang kondusif dan mempromosikan partisipasi siswa. Selain itu, penelitian ini juga menemukan bahwa guru menggunakan tindak tutur lokutionary untuk mengatur kelas, memberikan instruksi, dan memberikan umpan balik kepada siswa. Hasil penelitian ini menunjukkan bahwa tindak tutur lokutionary guru dapat mempengaruhi motivasi dan keterlibatan siswa dalam proses pembelajaran. Penelitian ini diharapkan dapat memberikan kontribusi pada pemahaman tentang peran tindak tutur guru dalam pembelajaran bahasa Inggris dan dapat menjadi referensi bagi guru untuk meningkatkan efektivitas pengajaran mereka. Dengan demikian, penelitian ini dapat membantu meningkatkan kualitas pembelajaran bahasa Inggris di SMAN 3 Bulukumba dan sekolah-sekolah lainnya.

Kata kunci: tindak tutur locutionary, phonetic act, phatic act, rhetic act, guru

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim, Assalamualaikum warahmatullahi wabarakatuh Alhamdulillahi Robbil 'Alamin, the reseracher expresses his sincere gratitude to the almighly God. Allah SWT, who has given guidance, mercy and good health, so that he could finish writing the thesis. Shalawat and salam are addres to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life. the reseracher would like to express her appreciation and sincere thanks to all of them particularly:

a. **Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU.** the rector of Universitas Muhammadiyah Makassar

b. **Dr. Baharullah, M.Pd**. as the Dean of Teacher Training and Education Faculty

c. Head of English Department **Dr. Ummi Khaerati Syam, S.Pd., M.Pd** and her secretary **Ismail Sangkala, S.Pd., M.Pd.** and the staff

d. **Muhammad Asrianto Setiadi, S.Pd., M.Pd**. as a first consultant, **Ardiana, S.Pd., M.Pd.** as a second consultant who has given their valuable time and patient, to support assistance and guidance to finish this thesis.

e. All of the lectures in English Department, for teaching precious knowledge and for giving wonderful study experience. Thank for all, may Allah bless you forever

f. Greatest thanks to head master of SMAN 3 Bulukumba **Drs. Ramli, M.Si.** thank you for accepting researchers to conduct research

g. **Saiful, S.Pd.** and **Dita Aristiyasari, S.Pd.** English subject teacher at SMAN 3 Bulukumba, thank you for the opportunity given to the researcher to take over the class during the research.

h. The students of class XI MIPA at SMAN 3 Bulukumba, thank you for accepting and understanding the lessons from the researchers.

i. I'm deeply grateful to my mom, grandma, aunt and my others family for their unwavering support and motivation throughout my thesis journey.

Your love, patience, and belief in me have been a constant source of inspiration, and I couldn't have done it without you.

j. Hanifa Nurnida Afrah, thank you for your support, encouragement, and for my safe haven where I can share my struggles. You've always been there for me through the ups and downs during the process of completing this thesis.

k. Thanks to all my friends who were there for me during this challenging time, offering help and motivation when I needed it.

i. And the last Thanks for myself

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

CHAPTER 1

INTRODUCTION

A. Background

Language is made up of a collection of words that have been carefully organized to form a collection of meaningful phrases (Aini, L. 2019). Humans are social animals who naturally exchange experiences, share and receive thoughts, convey sentiments, or communicate themselves to one another, and concur on a point of view. As a result, for a community to function, there must be shared principles that everyone in the society can agree upon and understand. For In order to link people, communication is necessary. Communication serves as a means of classifying people into groups and bringing them together. What is communicated matters more than what is said, according to the discipline of pragmatics. the utterances that speakers make during communication have a deeper meaning than the words or phrases themselves.

Language plays an important role in communication, both in oral or written form. In the world of education, tools are needed to convey information to students, the tool used to convey this information is language (Hidayat andAgus. 2016). With language people can express what they think and feel so that it can be understood by other people who hear or read it. Language learning is the main thing that must be given to students at school, because language learning emphasizes the acquisition of four language skills, namely language skills. emphasizes the acquisition of four language skills, namely the skills of listening, speaking, reading, and writing skills.

Acording to Ratminingsih (2013), communication is a process in which two or more people who form or exchange information between each other, which in turn will have the meaning of arriving at a deep mutual understanding. In teaching interactions, language plays a crucial role, since it is one of the tools for teaching interactions. Language is a vehicle used by teacher's in the language of the lesson materials. Through language too, students can understand the teacher's explanation. However, the way a teacher expresses things like giving commands, ordering, giving instructions that have a value of taste is not just the teacher's words. For example, when a teacher wants a student to do something, teacher's can not only direct orders but can use meaningful questions, Suggestions, or statements to command. Thus, teacher's can direct or direct students by using different speech.

In turn will have the meaning of arriving at a deep mutual understanding. Communication activities will create teaching and learning activities that run in accordance with the goals that want to be achieved. in accordance with the objectives that want to be achieved. Therefore, the role of language in learning is inseparable because teaching and learning interactions cannot run smoothly without the function of language. run smoothly without the function of language. The use of Indonesian language in learning is a form of communication. Through the process of communication process will give rise to speech events and speech acts.

Speech event is the process of ongoing linguistic interaction in a form of speech or more involving two parties, namely the speaker and the interlocutor, with the speech act or more involving two parties, namely speakers and interlocutors, with one subject of speech, in a certain time, place, and situation. one subject of speech,

in a certain time, place, and situation (Kridalaksana. 2020).

According to Ahmad HP and Abdullah (2012) people can interact with one another by working together, sharing knowledge, and fostering a sense of community. Always use language as a conduit or route of communication. Look at this to see how crucial language is to human life. Humans are social animals who naturally exchange experiences, share and receive thoughts, convey sentiments, or communicate themselves to one another, and concur on a point of view. As a result, for a community to function, there must be shared principles that everyone in the society can agree upon and understand. For In order to link people, communication is necessary. Communication serves as a means of classifying people into groups and bringing them together. language isn't just about saying or communicating something, it can also be used to express what the speaker feels about the person who said it. There are several aspects to the speech act process: the speech context, the initial speaker and the speaker. The speaker is the person who greets, the other party is the person who speaks.

In other words, if someone leads when speaking, that person is sometimes called a greeter. Second, the context of the speech. Speech must be identified based on the background understanding of the speaker and interlocutor. Third, the purpose of the speech. This speech by the speaker and speaker partner should be motivated by the intent and goals to be achieved. Fourth, speech as a form of action. This means that a speech act is an act. Fifth: Speaking as a product of verbal act.

One of the reasons why the world of education (in the classroom) is interested in studying speech speech acts of teacher's is that teacher's are at the highest level

in the class when learning. What teacher's say and do in class is not only aimless but also a manifestation of their mental personality. This is determined by the teacher's ability to speak in specific situations relevant to their work as a teacher. In this case, teacher's use speech acts to interpret and give meaning to their utterances. And the most important reason teacher's speech acts are studied is because we want to know what kinds of speech acts teachers use in the classroom.

In humans, life cannot be separated from the language program. Because it is through human language that information can be conveyed to interlocutors and conversations can take place between them. However, in reality, there are still many people who do not understand the speech act that someone utters, even if they are not paying attention. Also, many people do not know what kind of speech act is used. On the other hand, the nature and meaning of speech acts help us understand and comprehend in order to gain new information.

Then, researcher aim to study issues related to teacher's speech acts with the title: AN ANALYSIS OF TEACHER'S LOCUTIONARY SPEECH ACTS in LEARNING at SMAN 3 BULUKUMBA.

B. Problem Statement

Based on the background above the researcher formulate the research question:

What are the type of the locutionary speech acts used by teacher's in learning process?

C. Objective of the Study

The objective of this research is to know the type of the locutionary speech acts used by teacher's in teaching and learning process. To kwon the reasons why teacher's use illocutionary utterances that teacher's use in the teaching and learning process.

D. Significance of the study

The significance of this study can be categorized into two aspects: theoretical and practical. From a theoretical perspective, this research contributes to the expansion of knowledge in the field of Speech Act by providing additional information. On a practical level, the findings of this research hold valuable implications for English teacher's. The outcomes can serve as a point of reference and offer alternatives to enhance communication and interaction between teacher's and students during the teaching and learning process. For students, this research underscores the importance of sentence analysis as a prerequisite before taking action, which is vital in preventing misunderstandings.

E. Scope of the Study

In a research, it is very important to make scope of the research to limit the data. This research focus to analyze the teacher's locutionary speech act: Phonetic Act, Phatic Act, and Rhetic Act In teaching and learning process at SMAN 3 BULUKUMBA.

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Previous Related Research Findings

Numerous research studies have already been conducted on teacher locutionary speech acts by various researchers globally, yielding a substantial body of knowledge on the topic. Notably, several of these studies have reported similar findings, highlighting the dominance of teacher's locutionary speech acts in classroom settings. Some of the most relevant and influential studies that corroborate this trend are outlined below, providing valuable insights into the prevalence and significance of locutionary speech acts in educational contexts. Some of them are mentioned below:

First, Nasution (2019). Aimed to identify and analyze the types of locutionary speech acts in the first session of the 2019 Indonesian presidential election debate based on Austin's classification of speech acts. Qualitative research design was used to analyze the data. The results showed that there were 64 locutionary speech acts found, with the most widely used speech acts being phatic speech acts of 32 utterances or 50%, followed by phonetic speech acts of 18 utterances or 28.1%, and finally rhetic speech acts of 14 utterances or 21.8%. Phatic speech acts are manifested in the use of certain languages by forming direct sentences, while phonetic speech acts in producing sounds, and rhetic speech acts in using certain languages by forming indirect sentences.

Second, Vebryanti (2021). Indveted a research to know the type of non speech, the form of speech, and the function of the speech in grade 5 student Indonesian

studies through zoom's application. The methods used in this study are descriptive qualitative. The results of this study indicate that much speech is used by teacher's and students. Be it for the use of transmitting information, asking, giving commands, expressing yourself, etc. The act of speech used helps the learning process occur well. Good use of speech will minimize interrupting the communication process between teacher and student. The appropriate actions of speech used in the corresponding context prevent speech being misunderstood by speakers and partners. Therefore, ACTS of speech have a profound effect on accomplishing a purpose and ACTS of speech used in a variety of ways.

Third, Hamdani (2019). The results of this study indicate that the speech acts used by lecturers include; Locutionary Speech Acts (Declarative, Interrogative, Imperative) which are the basic foundation of effective communication in an academic context. In addition, Illocutionary Speech Acts (Representative, Directive, Commissive, Expressive, Declarative) were also found which play an important role in conveying the intent and purpose of communication. Not to forget, Perlocutionary Speech Acts (Making others know something, Making people do something, Making people expect something, Making people express their feelings towards something or someone else, Making people praise something or someone else) were also found in the interaction between lecturers and students. The results of further analysis showed that the most dominant speech acts used were; Locutionary Speech Acts (Declarative) which are used to convey information clearly and straightforwardly, Illocutionary Speech Acts (Directive) which are used to provide instructions and directions, and Perlocutionary Speech

Acts (Making others know something) which aim to increase students' understanding and awareness of the material presented.

Fourth, Kaptiningrum (2020). Aimed to analyze speech acts that are interesting to investigate in utterances at the Bakti Negara Islamic Institute (IBN) Tegal, a higher education institution that focuses on Islamic studies and education. In general, this study focuses on the aspects of Islam and education at IBN Tegal, and the analysis of these speech acts enriches research at the institution. The specific objectives of this study are to analyze utterances based on the types of speech acts carried out by the IBN Tegal academic community and to describe the functions of these utterances in an academic context. The object of this study is the IBN Tegal academic community, consisting of lecturers and students. This study uses a qualitative descriptive research method to analyze the collected utterance data. The results of the study indicate that the utterances made can be classified into locutionary speech acts, illocutionary speech acts, literal speech acts, non-literal speech acts, direct speech acts, and indirect speech acts.

The last, Meidini (2023). Aimed to discuss the shape and function of the act of speaking directly from teacher's and students in online teaching and learning interactions and students in online teaching and learning interactions at the igs palembang junior high school. The method used in this study is qualitative descriptive. The source of the data in this study is the speaking act containing the action speeches of students and teacher's in online teaching at the igs palembang middle school. Based on analysis, it has been found that there are forms and functions of teacher and student speech and teacher transactions found in class

interactions in online teaching and learning interactions. A teacher's guiding speech form that appears in online teaching and learning interactions are requests, questions, requirements, bans, permissives, and advice. A form of the student's directives speech actions that arise in online teaching and learning Interactions are requests, questions, and Suggestions. This study is limited to just discussing the verbal actions of teacher's and students in teaching and learning interactions. This research can contribute to students, teacher's and other researchers regarding the directives of speech that arise in online teaching and learning interactions.

Based on previous research, the similarity between this study and previous studies is discussing and observing speech acts. However, there are several significant differences with previous studies, namely the location of the study, the level of participants, and the type of study. This study has a more specific focus, namely analyzing the form of locutionary speech acts, especially declaratives carried out by teachers at SMAN 3 Bulukumba. Thus, this study can provide a deeper contribution to the understanding of speech acts in the context of education in senior high schools.

B. Some Basic Concepts

1. Definition of Speech Acts

Speech acts are part of pragmatics that have a specific purpose behind the words or phrases spoken by the speaker. Speech acts are actions that refer to actions carried out through the utterances produced. A person can take action by saying something. Through speech acts, speakers can convey physical actions using only words and phrases. The utterances delivered are very

important for the actions taken. In the context of English as a foreign language, there are several things to consider. This can affect the ability of speakers or language learners to use speech acts effectively in communication listeners to determine the intended meaning of utterances if they are spoken in the mother tongue. Factors such as idiomatic expressions and cultural norms are not function as barriers to determine the intended meaning.

Birner (2013) says that saying something means doing something. Here people can perform an action by saying something. Through speech acts, Speakers can convey physical actions simply through words and phrases. The utterances that The utterance conveyed is crucial to the action performed. In teaching Speech Acts in the classroom, teacher's or instructors need to consider several things carefully, especially since English is a foreign language for Indonesian students. The obstacles mentioned earlier can be found in the classroom context, where language expressions such as giving advice can be misinterpreted as something offensive. One can easily interpret the act of giving advice as an act of criticism, so it is important for teacher's to understand the nuances of language and the cultural context of students to avoid misunderstandings.

It is said that speech is the product or product of a sentence in a given condition and is the smallest of the interactions of lingual. It can be said simply that speech is a fraction of speech produced as the smallest part of lingual interactions. Action in speech can be statements, questions, and commands. Thus, one implication of speech needs to be considered with regard to the

language's speaker's position, speech situation, and possible structures.

Speech acts refer to the actions or functions performed through speech or utterances. They involve using language not only to convey information but also to perform specific acts, such as making requests, giving orders, making promises, expressing opinions, and so on. Speech acts go beyond the literal meaning of words and encompass the intentions, meanings, and effects of utterances within specific contexts.

According to (C.J., 2018), Speech acts are defined as actions carried out through utterances. When people communicate, they not only produce utterances, but also perform actions that have certain meanings and purposes. In the communication process, utterances not only function as a means of conveying information, but also as a tool for carrying out actions that can influence the interlocutor. The reason for concentrating on the study of speech acts is simply this: all linguistic communication involves linguistic acts.' Therefore studying speech acts is very important because every day we concern with linguistic communication.

(Hidayat et al., 2022) says if speech acts can be defined as actions carried out through utterances that have the function of general sentence meaning. Speech acts are also known as actions carried out by speakers through spoken utterances (Isnaini & Hurniatun, 2017). The definition of speech acts itself is an action carried out through spoken utterances. When people communicate, they not only produce utterances, but also carry out actions that have an impact on the interlocutor. The reason for focusing the study on speech acts is because

all linguistic communication involves linguistic actions. Therefore, studying speech acts is very important because we are involved in linguistic communication every day.

2. **Tyepes of Speech Acts**

ACTS of speech basically have 3 kinds grouped according to the speech itself. It consists of speech, speech, and translation. According to (gereda, 2016) Austin distinguishes speech from three facets of speech: context, occlusion, and percussion. Actions are fundamental meanings and reference meanings by the language used in a utterance. Practice is the force and intent created by the speech used. It means that speech can arise an action during communication, or speech that not only conveys information but also conveys the intention of doing something based on speech given by speakers to the speech partner. Its speech results in or effects on the listener, either in language or action. According to Austin that distinguishes 3 (three) kinds Actions relating to speech, that is :

a. Locutionary Act, which is merely an act of speech, an act Saying a sentence according to meaning of the word Or the meaning of a sentence. In which case we're not Of the purpose of speech those. If someone says "I'm thirsty" Means the guy says he's thirsty. From the above definition it can be deduced that acting out is the way a person tells someone something in a language that is easily understood, so as to be well understood.

b. IllocutionryAct, that's an act of abuse. Here we are Talking about intention, function and the power of speech"Meant." So when it comes to "I'm thirsty" Can mean he's thirsty and asking for a drink.From the above

definition it can be deduced that speech is the act of speech one USES to convey things by using direct expression to the speakers partner.

c. Perlucotionry Act, is the effect it produces when the speaker said something. Suppose there is The phrase "I am thirsty" then the act appears Is the speech partner rise up and fetch it drink. From that definition it can be concluded that transference is an act that can affect the opposite of speech.

3. **Definition of Locutionary Act**

Searle (2012), Searle discusses the act of locution as an aspect of a speech act. According to Searle, the speech act of locus refers to the propositional component or content of the statement stated by the speaker in an utterance. Searle explained that in locusi speech acts, speakers use words or sentences with appropriate language structures to convey propositional meanings or factual information. In the context of locutionary speech acts, the main focus is on the language expressions used by the speaker to express thoughts or propositional statements. Searle presents concepts such as semantic aspects, language structure, and word composition in explaining how locutionary speech acts operate in conversation and how meaning is understood by listeners.

According to (Hidayat et al., 2022)locutionary is a speech act that says something to confirm the situation around it. (Isnaini & Hurniatun, 2017) said that locutionary is an action accompanied by words describing something with a certain meaning and reference. And according to (Izar et al., 2022)

locutionary of speech acts that contain certain sounds or certain words with their own meaning in the results of the utterance by the speaker either directly or indirectly.

From all off definitions above, locutionary is one of the speech acts that is usually used by a teacher in a class where this speech act is usually used in the form of an order or conveying something to the listener. Certain words, and using them in accordance with the grammatical rules of a particular language. Some examples of acts of locution:

a. Rendang is a traditional Indonesian food. (a statement to inform about traditional Indonesian food).

b. Indonesia is the best spice-producing country in the world. (statement to inform that Indonesia is a country rich in spices). Locutionary act can be broken into two basic types: phonetic act, phatic act and rhetic act.

4. Types of Locutionary Act

Austin analyzes the locutionary act into three parts: phonetic act, phatic act, rhetic act.

a. Phonetic Act

Phonetic speech is an aspect of communication relating to the production or understanding of sound and voice in speech. It involves the use and understanding of phonetic aspects such as pronunciation, intonation, accent, or voice quality that affect the meaning and understanding of the message. Example: The use of intonation raised at the end of a sentence to indicate a question. Johnson, k. (2019) Acoustic and

auditory phonetics.

The use of a regional accent in the pronunciation of certain words. Example: Situation: an Indonesian teacher guides his student in the pronunciation of difficult words.

Phonetic speech: watching and helping students to pronounce the sound of "r" correctly in words. Teacher's used phonetic speech in the learning process with a purpose, the phonetic act of speech: The teacher use phonetic speech to help students understand and use language correctly and clearly. By noting the phonetic aspect of communication, teachers assist students in correct enunciation, correct intonation, and an accurate understanding of sounds and sounds in language. It is important to ensure that the message conveyed by students can be well understood by the person they are talking to. Phonetic act helping students understand and master proper English pronunciation. Taught the right intonation and accent in speaking English. Helping students understand difficult English sounds. Correcting and giving feedback to the phonetic faults of students.

b. Phatic Act

Phatic act is a form of communication that is used to maintain social relations and build ties with the other person through casual and less substantial conversations. The main focus of phatic act is on the interpersonal relations aspect rather than the exchange of meaningful

information. Yule. (2016). The study of language. The Cambridge university press.

Example:

Greetings: "hello!"," hi!" how are you?"

"Good morning!"," happy birthday!", "happy holiday!"

Comment on the weather: "it's so hot today, isn't it?" "it looks like it's going to rain later."

Compliment or general comment: "you look handsome today!"," I like your new hairstyle ".

The following is an exampel of the phatic act:

Situation: two friends are meeting at a social event.

Phatic act: greetings and small talk about weather or current events.

Teacher's used phatic act in the learning process with a specific purpose. The teacher's used phatic act to establish positive social relationships with students. In the learning context, phatic act helps create a relaxed and pleasant atmosphere in the classroom, builds bonds between teacher's and students, and increases participation and social interaction. Phatic act also helps teacher's show concern for students and strengthen deep emotional relationships. Phatic act build good relationships between teacher's and students, and between students one with another. Create a relaxed and conducive atmosphere in the classroom. Strengthen social bonds and help students feel motivated in learning. Enliven social interactions in the classroom.

c. Rhetic Act

Rhetic Act are actions of communication that focus on aspects of the information or content of the message being conveyed. It involves transferring messages with a specific purpose, such as stating facts, giving instructions, expressing an opinion, or convincing the other person. Gumperz, & Levinson. (Eds.). (2016). Rethinking Linguistic Relativity. Cambridge University Press.

Example:

Gives instructions in the sentence "please complete this task before Friday."

Expresses his opinion in the sentence "I think this policy is ineffective."

Here is an example of the rhetic act usage situation: a team leader is giving instructions to his team members.

Rhetic act: gives instruction on tasks to be done, deadlines, and goals to be reached. Teacher's use the rhetic act in a learning process with a specific purpose. Why does the teacher use such speech as: Teacher's use rhetic act to convey substantial information, give instruction, or reveal knowledge in the learning process. Rhetic act helps teacher's organize and deliver learning materials clearly, provide appropriate explanations, and facilitate understanding and receiving information by students. Teacher's have an important role in teaching and guiding students in learning. The use of phonetic, fatic, and retic speech by

teacher's can benefit in various aspects of learning and interactions in the class. Here are teachers' functions in usingphonetic, fatic, and retic speech, Rhetic act Communicating relevant information and knowledge to students. Teach the concepts and materials lessons clearly and effectively. Give appropriate instructions in the duties and learning activities. Expressing opinions, motivating, and convincing students.

Speech acts can be classified into several types, one of which is Locutionary Speech Acts, namely actions carried out by saying something. Saying something can be seen from three different perspectives: (1) as a Phonetic Act, namely producing a certain sound; (2) as a Phatic Act, namely saying words that are included and are part of a certain dictionary, and in accordance with a certain grammar; and (3) as a Rhetic Act, namely saying words with a specific meaning and reference, although less precise.In performing a locus action, we act with a certain force: rule, warn, persuade, promise, express intentions, and so on. By performing that action, we would typically produce "the effects of a specific consequence on the feelings, thoughts, or actions of the audience, or speaker, or what is called Austin.

C. Conceptual Frame wor

The conceptual frame work use in this research is the following:

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┌─────────────────────────┐
│   ENGLISH LANGUAGE      │
│      TEACHING           │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│      SPEECH ACT         │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│      TEACHER'S          │
│     LOCUTIONARY         │
│  SPEECH ACT SPEECH      │
│        ACT              │
└─────────────────────────┘
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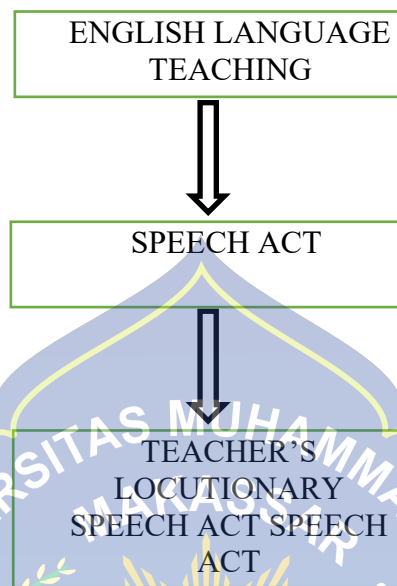
2.1 Conceptual Frame work

The conceptual framework above describes the process of teaching English speaking in the classroom involving teacher's at SMAN 3 Bulukumba. This study identifies speech acts consisting of one type, namely locutionary speech acts, which are the main focus of this study to understand how teacher's use language in the teaching process. More focus in the locutionary act that consists of teacher's lucotionary. Lucotionary in teaching and learning process in a class.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher uses a qualitative descriptive approach. Descriptive research is a study that the researcher would collect the data to test research question to describe the facts of object and subjects that are precisely examine. The researcher uses a qualitative approach because the research data is in the form of verbal language, namely speech acts produced by teacher's at SMAN 3 Bulukumba and used qualitative in explaining the findings of the research conducts. The foundation of the theory is used as a guide so that the focus of the research is in accordance with the facts in the field.

B. Subject Research

The subject of the research in this case is a teacher that contains were two teacher's, who taught English at SMAN 3 Bulukumba. The first teacher is a female teacher. She finished her undergraduate degree. She has been teaching for 3 years in high school. As an educator, she is dedicated to teaching English to the students and is striving to provide a quality education. She has extensive knowledge of English subjects and is committed to helping students develop speaking, writing, reading, and listening skills in English. She notices each student's individual needs and creates an interactive and inclusive learning environment. With her skills in English and good teaching skills, Dita hopes to help the students achieve success in learning English.

The second teacher is the male teacher, a senior teacher with 13 years

teaching experience at SMAN 3 Bulukumba as an English teacher. He had completed his bachelor's degree in English education. With his vast experience, he has given qualified instruction to students at the school. He is highly dedicated to developing his students' English skills and encourages them to reach their full potential. With his expertise in teaching and strong commitment to education, he became a role model for his colleagues in education.

C. Research Instrument

The research instrument utilized in this study is an observation sheet. Observation is a systematic and deliberate process of gathering data through direct visual observation, allowing the researcher to capture detailed information in a natural setting. Observation sheets, which are filled out during the research, serve as a valuable tool for organizing and recording observations in the classroom, thereby enabling the researcher to collect and arrange data in a neat and structured manner.

D. Technique of Data Collection

To obtain data and information needed in this study, the researcher utilized an observation sheet as the data collection technique:

Observation sheet

An observation sheet was a tool used to record data and information about observations made of an event, object, or individual in a systematic manner. Observation sheets were often used in a variety of contexts, including education, scientific research, behavior analysis, performance appraisal, field research, and many more. Observations helped the researcher to directly

observe the expressions or speeches that were considered representative to be used as data. As the researcher noted, the researcher obtained video recordings, and there was also a use of video recording during the study periods in the classroom so that no teacher speech was missed and it made it easier for the researcher to obtain accurate data. Steps observing were based on Creswell (2014). Here are some common steps that were often suggested in observing:

a. Research questions that were to be answered by observation were specified.

b. A research design that matched the purpose and context of observation was selected.

c. Observational procedures, including the location, time, and participants to be observed, were planned.

d. Relevant and valid observation instruments were prepared.

e. Observations were systematically and accurately documented.

f. The data was analyzed using appropriate analysis techniques.

E. Data Analysis

According to Miles and Huberman (2014), there are three activities in qualitative data analysis, namely data reduction, data presentation, and drawing conclusions/verification. 1. Data Reduction The data reduction process can be done in various ways, such as through selection, summary, or paraphrase, and can be categorized into larger patterns. In the data analysis process, researchers apply a coding system to facilitate the analysis process. The process of labeling and segmenting units of meaning in descriptive or inferential information

collected during the study aims to make it easier for researchers to select and classify data from data sheets, as well as to help researchers organize and classify data effectively.

1. Data Display

After collecting and reducing the data, the researcher analysis the types of lucotionary acts. Display the data in organize and compress information to lead matrices the conclusion. The forms of qualitative data display to include types of, graphs, chart, or network. In this study, the data presented in the form of table and descriptions.

2. Deduction/verification

Deduction/verification retrification activity involves further interpretation and analysis of the data that has been reduced and displayed. This is done to develop a deeper understanding of the findings that arise and to draw conclusions based on the data. A withdrawal of conclusions may also involve testing, verification, or triangulation of the findings using other data sources or perspectives.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The researcher presented the findings and the discussion after observing and interviewing two teacher's in the class room in this chapter. The research has analyzed Locutionary Speech act by the teacher's and identified what the types Locutionary Speech act used by teacher's in a class. The data was collected from two teacher's using instruments, namely an observation sheet and an narrative interview with the teacher's. The data was collected as the result of the research questions in chapter I.

A. Findings

This section presented the results of data analysis regarding teacher's speech act at classes in SMAN 3 Bulukumba. Researchers identified three types of locutionary acts used by two teachers in the classroom. Phonetic act, Phatic act and rhetic act have a close relationship in the context of communication, especially in classroom learning situations. Even though they both have different functions, they complement and support each other in creating effective communication and building positive relationships between teacher's and students.

Type of speech act by teacher's

Based on an in-depth research study conducted on two English teachers at SMA 3 Bulukumba, the findings revealed that three types of locutionary acts were indeed used or frequently appeared when the two teachers taught in class, namely phonetic acts, phatic acts, and rhetic acts. These three types of locutionary acts were consistently observed and identified throughout the study, providing valuable insights into the

linguistic patterns and communication strategies used by the teachers in their teaching practices.

a. Phonetic act

In Austin's speech act theory, a phonetic act is the most basic act of communication, when someone produces sounds with their vocal organs without considering meaning or communicative purpose. Therefore, every time a teacher pronounces a word, sentence, or phrase, they are essentially performing a phonetic act. In other words, a phonetic act is the first foundation of a speech act, before moving on to meaning (phatic act) and communicative intent (rhetic act).

In the classroom learning process, teacher's phonetic acts are evident in several important areas. For example, when a teacher opens a lesson with a greeting or salutation to students. At the phonetic act level, this utterance is simply a series of language sounds, although at a higher level, it serves to build emotional closeness with students and create a conducive learning atmosphere. The same is true when a teacher gives instructions, explains material, or offers praise; phonetically, these are all just sounds produced, but they remain important because they serve as the starting point for communication.

Every teacher's utterance essentially contains a phonetic act, as every interaction begins with the pronunciation of sounds. However, the most significant aspect of language learning is the pronunciation of new vocabulary, as this is where students learn to recognize foreign language sounds, imitate them correctly, and gradually

master their meaning and usage. Pronunciation is what enables students to distinguish new words, understand articulation, and improve their speaking skills. In classroom practice, phonetic acts can appear in several forms, including: Greetings/Opening (the teacher's greeting at the beginning of the meeting), Delivery of Material (pronunciation of new words and terms), Instructions and Commands (the teacher's directions during learning), Praise or Motivation (expressions that give encouragement), and Closing/Farewell (final remarks to end the lesson). All of these forms show that phonetic acts are not just sounds, but also the basis of the entire learning process, because without the pronunciation of sounds, communication between teachers and students will never occur.

1) Greeting/Opening

Greetings/Openings in the phonetic act type of speech act are the teacher's initial remarks when starting the lesson, for example *"Assalamualaikum warahmatullahi wabarakatuh, Good morning guys!"*, which at the phonetic act level only consists of language sounds produced without considering the meaning or communicative purpose.The greetings or utterances made by teacher's DA and SF are as follows:

Table 4.1 The Observation Sheet Data of Phonetic act

Teacher	Utterance
DA	*"Assalamualaikum warahmatullahi wabarakatu, Good morning guys!"*
SF	*"Good morning!"*

When starting the lesson, Teacher DA said *"Assalamualaikum warahmatullahi wabarakatu, Good morning guys!"* while Teacher SF said *"Good morning!"*. Both utterances are included in the phonetic act speech act, because at this stage what is paid attention to is only the aspect of the language sound production produced by the teacher without emphasizing the meaning or communicative purpose. Teacher DA produced a longer series of sounds by combining greetings in Arabic and greetings in English, while Teacher SF produced a shorter greeting sound in English only. Thus, both Teacher DA and Teacher SF both demonstrate phonetic act speech acts through greetings or class openings, although the form and length of the utterances used are different.

2) Delivery of Material

In the context of a phonetic act, the teacher's delivery of material is evident when he or she pronounces a new word or term that is the focus of the lesson. At this stage, the teacher's utterance is viewed solely as a series of linguistic sounds produced by the speaker's vocal tract, without regard for the meaning or communicative purpose of the words. This aligns with Austin's definition of a phonetic act, which states that the essence of this speech act is simply producing audible sounds.The greetings or utterances made by teacher's DA and SF are as follows:

Table 4.2 The Observation Sheet Data of Phonetic act

Teacher	Utterance
DA	*"Sekarang, coba buat kalimat dengan kata "pervasive"*(Now, try to make a sentence with the word "pervasive").
SF	*"Contoh penggunaannya adalah "I go to school every day" atau "The Earth revolves around the sun." Sekarang, present continuous digunakan untuk menyatakan kejadian yang sedang berlangsung saat kita berbicara. Ada yang bisa memberikan contoh?"*(Examples of its use are "I go to school every day" or "The Earth revolves around the sun." Now, the present continuous is used to express events that are happening at the moment we speak. Can anyone give an example?").

Teacher DA delivery of material is evident when introducing new vocabulary such as *"ubiquitous," "pervasive," and "ephemeral."* At the phonetic act level, the delivery of this material takes the form of pronouncing the sounds of new words that students can hear. These sounds are very important because it is through this phonetic act that students first recognize foreign words, imitate how to pronounce them, and then understand their meaning and usage. So, the teacher DAdelivery of material in the form of the most significant phonetic act is the pronunciation of new vocabulary which is the core of learning. Teacher SF, The delivery of material is evident when the teacher explains the concept of tenses: present simple, present continuous, present perfect, to present perfect continuous. At the phonetic act level, the delivery of this material also takes the form of language sounds produced when

the teacher pronounces grammatical terms and example sentences in English, for example, *"I go to school every day," "I am studying right now,"* or *"I have been studying for three hours."* These utterances are basically just sounds, but they are very significant because they introduce correct English sentence patterns and pronunciation. Both teachers' presentations included phonetic acts, as they focused on producing language sounds. The difference was that the teacher DA emphasized pronunciation of new vocabulary (vocabulary expansion), while the teacher SF focused on pronunciation of grammatical terms and example sentences (tense learning). Both were equally significant because they laid the foundation for students to recognize sounds, imitate them, and then understand the content of the material being taught.

3) Instructions and Commands

Instructions and commands when starting learning in the phonetic act type of speech act are the teacher's utterances in the form of directions or commands which are only seen as the sounds of the language that are pronounced, without looking at the meaning or communicative purpose. The greetings or utterances made by teacher's DA and SF are as follows:

Table 4.3 The Observation Sheet Data of Phonetic act

Teacher	Utterance
DA	*"Sekarang mari kita liat beberapa contoh kalimat dengan kata-kata ini, Siapa yang yang ingin mencobanya?"* ("Now

	let's look at some example sentences with these words, Who wants to try them?")
SF	*"Baik, sekarang buka buku paket kalian di halaman 48, kita akan berlatih lebih lanjut dengan beberapa latihan soal yang ada di situ. Di situ ada 5 soal bapak beri waktu 10 menit untuk mengerjakannya. Silakan kerjakan bersama-sama dan berdiskusi dengan teman sebangku kalian jika ada yang bingung atau tanyakan langsung ke bapak yah! jangan ribut! Kita akan melanjutkan pembahasan ini sampai akhir jam pelajaran. Selamat belajar!"*("Okay, now open your textbooks on page 48, we will practice further with some practice questions there. There are 5 questions there, I will give you 10 minutes to work on them. Please work together and discuss with your deskmate if there is anything confusing or ask me directly, okay! Don't make a fuss! We will continue this discussion until the end of the lesson. Happy studying!").

Instructions that come from the teacher DA are visible when he or she directs students to answer or create sentences. For example: *"Siapa yang ingin mencoba?"*, *"Sekarang coba buat kalimat dengan kata pervasive"*, or *"Silahkan dikerjakan sekarang dan jangan ribut!"*. At the phonetic act level, the utterance is simply a command sound coming from the teacher's mouth, without regard for meaning or

communicative purpose. However, the sound remains significant because it signals a directive from the teacher that students must respond to. Instructions from a SF teacher appear clearer and more systematic, for example: *"Buka buku paket kalian di halaman 48"*, *"Tolong buatkan kalimat dengan present simple, present continuous, dan present perfect masing-masing!"*, or *"Ingat jangan ada yang keluar sebelum bell berbunyi"*. At the phonetic act level, this is simply a series of language sounds heard by students, but its further function is to regulate the learning process and discipline students. Instructions and commands from both teachers are included in phonetic acts because they are spoken sounds produced to direct students. Teacher SF gave more instructions related to the task of creating sentences from new vocabulary, while teacher SF emphasized directions for doing exercises, opening books, and maintaining classroom discipline. Both show that even at the phonetic act level, instructions and commands are very important in driving student learning activities.

4) Praise or Motivation

Praise or motivation when starting learning in the phonetic act type of speech act is the teacher's utterances in the form of words of appreciation or encouragement which are seen only as the sounds of language produced, without looking at the meaning or communicative purpose.. The greetings or utterances made by teacher's DA and SF are as follows:

Table 4.4 The Observation Sheet Data of Phonetic act

Teacher	Utterance
DA	*"Bravo, give applause guys!!"*
SF	*"Yes, benar sekali!"*("Yes, that's right!").

The DA teacher gives praise and motivation through words such as *"Bagus, kedua jawaban benar sekali!"*, *"Bravo, give applause guys!!"*, and *"Bagus, give applause guys!!"*. At the phonetic act level, this utterance is simply a sound produced by the teacher. However, this sound serves a much broader purpose: to convey appreciation to students, foster self-confidence, and create a positive learning environment. SF teachers also offer short praise, for example. *"Yes, benar sekali!"*, *"Good!"*, atau *"Hebat, semua kalimatnya sudah tepat!"*. Similar to teacher DA, at the phonetic act level, these are simply audible sounds, but in practice, they serve as a form of motivation to increase students' enthusiasm for learning. Praise or motivation from DA and SF teachers are both phonetic acts because they involve the production of spoken sounds. However, both are significant in learning because they motivate students, strengthen understanding, and maintain class enthusiasm.

5) Closing/Farewell

Closing/Farewell in the phonetic act type of speech act is the teacher's statement at the end of the lesson which is only seen as the language sounds produced, without looking at the meaning or communicative purpose.The greetings or utterances made by teacher's DA and SF are as follows:

Table 4.5 The Observation Sheet Data of Phonetic act

Teacher	Utterance
DA	*"Oke yah anak-anak cukup sekian pelajaran hari ini, Thank you! See you next meeting guys!!"*.("Okay, kids, that's enough for today's lesson, Thank you! See you next meeting guys!!").
SF	*"See you tomorrow".*

Teacher DA closes the lesson with remarks like *"Oke yah anak-anak cukup sekian pelajaran hari ini, Thank you! See you next meeting guys!!"*. At the phonetic act level, this utterance is simply a spoken sound, although its function is to mark the end of the lesson and say goodbye to the students. Teacher SF also say goodbye with simple words, for example. *"See you tomorrow"* or *"Terima kasih, sampai ketemu lagi"* Similarly, in a phonetic act, the utterance is viewed simply as a series of sounds without regard for its meaning or communicative purpose. The closing or farewell remarks from the teacher DA and SF both consist of spoken sounds that serve to conclude the lesson, but at the phonetic act level, they are viewed solely as sound production, not as meaning or intent.

Based on the analysis of teacher DA and SF teachers' speech acts in the perspective of Austin's speech act theory, especially at the phonetic act level, it can be concluded that every teacher's utterance is basically a production of language sounds produced through the vocal tract, without emphasizing its meaning or communicative purpose. Both greetings/openings, delivery of material, instructions

and commands, praise or motivation, and closing/farewells, all are forms of phonetic acts because they are only seen as a series of audible sounds.

Nevertheless, these sounds are very significant in the learning process, as they are the initial gateway to communication. Teacher DA tend to emphasize pronunciation of new vocabulary, brief instructions, and expressive praise, while teacher SF emphasize grammatical explanations, systematic instructions, and simple praise. These differences in style reflect variations in teaching practices, but both demonstrate that phonetic acts are the primary foundation that enables students to recognize, imitate, and ultimately understand the language being learned.

b. Phatic Act

Phatic act refer to a type of language interaction that aims to maintain social relationships or start and end conversations, without the need to discuss substantial content. Examples include greetings, questions about health, or comments about the weather, In the context of teaching and learning it is very important to create a supportive and positive classroom environment. Motivational words from teacher's can increase student engagement, self-confidence and enthusiasm for learning. By using phatic act effectively, teacher's can build good relationships with students, which in turn supports a more productive and enjoyable learning process.

In the learning context, phatic act are a type of speech act that aims to open, build and maintain emotional relationships, and close communication. In the learning context, the use of phatic act by teacher's is very important to create a conducive learning environment, build good relationships with students, and ensure a smooth

communication process in the classroom, as is done by teacher DA and teacher SF which includes Greetings and closings, Questions about students conditions, and Give appreciation

1) Greetings and closings

Greetings and closings are two types of verbal communication used by teacher's in the classroom to create a positive and friendly atmosphere. Greetings are used at the beginning of the lesson to welcome students with greetings, aiming to create a positive atmosphere, welcome students, and start the lesson with a cheerful tone. The greetings or utterances made by teacher's DA and SF are as follows:

Table 4.1 The Observation Sheet Data of Phatic act

Teacher	Utterance
DA	*"Assalamualaikum warahmatullahi wabarakatu, Good morning guys!"*
SF	*"Good morning!"*

From my observation of both teacher's, I noticed that when starting the lesson, Teacher DA begins by greeting the students with *"Assalamualaikum warahmatullahi wabarakatu, Good morning gusy!"* while Teacher SF greets them with *"Good morning!"* Both teacher's use greetings to create a positive and friendly atmosphere in the classroom.

Meanwhile, closing is used at the end of the lesson to conclude the lesson in a friendly manner, leave a good impression, and prepare students for the next lesson. By using this method, teacher's can improve their relationships with

students and create a positive learning environment. The closings used by teacher's DA and SF are as follows:

Table 4.2 The Observation Sheet Data of Phatic act

Teacher	Utterance
DA	*"Ok adek-adek karena waktu sudah habis dan jam pembeajaran akan berganti, kita akhiri pembelajaran hari ini,semoga kalian belajar banyak. Assalamualaikum warahmatullahi wabarakatuh see you next meeting guys!"* ("Okay kids, because the time is up and the learning hours will change, we will end today's learning, hopefully you have learned a lot. Assalamualaikum warahmatullahi wabarakatuh see you next meeting guys!")
SF	*"oke yah anak-anak cukup sekian pembeajaran hari ini,Thank you and see you next meeting guys!"* ("Okay, kids, that's enough for today's learning, thank you and see you at the next meeting, guys!")

From my observation of both teacher's, when closing the lesson, Teacher DA uses a type of phatic act to leave a positive impression. Teacher DA uses a greeting like "*Ok adek-adek karena waktu sudah habis dan jam pembeajaran akan berganti, kita akhiri pembelajaran hari ini,semoga kalian belajar banyak. Assalamualaikum warahmatullahi wabarakatuh see you next meeting guys!"* This helps end the interaction in a friendly and clear manner. And when closing the lesson, Teacher SF uses a phatic act to conclude the lesson. Teacher SF uses a greeting like *"oke yah anak-anak cukup sekian pembeajaran hari ini, Thank you and see you next meeting guys!"* This helps Teacher SF end the lesson clearly.

Based on the observation results, Teacher DA and Teacher SF used greetings and closings to create a positive and friendly learning atmosphere in the classroom. Greetings were used to welcome students and start the lesson

cheerfully, while closings were used to end the lesson in a friendly manner and leave a good impression. By using this method, teacher's can improve relationships with students and create a positive learning environment. Both teacher's demonstrated the effective use of phatic speech acts in starting and ending lessons.

2) Questions about students' conditions

Teacher's usually ask how all their students are at the beginning of a lesson or meeting, as a way to build a good relationship and understand the students' conditions before starting the lesson. This can help teacher's understand the needs and feelings of students, as well as create a positive and supportive classroom atmosphere. By asking how students are, teacher's can show concern and care for the well-being of students, which can increase student motivation and engagement in the learning process. Teacher's often use questions to understand the conditions of students in the classroom, both academically and emotionally to understand the emotional condition and well-being of students. By using certain questions, teacher's can understand the needs of students as from my observations by both teacher's, where both teacher's used questions like in the following table:

Table 4.3 The Observation Sheet Data of Phatic act

Teacher	Utterance
DA	- *" How are you today?"* - *"Apakah masih ada yang belum paham dan ingin bertanya?"* ("Is there anyone who still doesn't understand and wants to ask?")
	-"How are you today guys?" *-"Apakah masih ada pertanyaan atau yang perlu di jelaskan?"*

SF	("Are there any other questions or things that need to be explained?") **-**"Baik anak-anak! Sebelum bapak keluar,apakah ada yang kurang jelas atau ada yang ingin bertanya?" ("Okay kids! Before you go out, is there anything unclear or anything you want to ask?")

From my observation, both teacher's use questions about student's conditions, such as Teacher DA who uses the sentence *"How are you today?"* This sentence is used by Teacher DA at the beginning of the lesson or meeting to ask about the students' condition. This is a casual and friendly way to build relationships with students and understand how they feel before starting the lesson. By using this sentence, the teacher can create a positive and supportive classroom atmosphere. Teacher DA also uses the sentence *"Apakah masih ada yang belum paham dan ingin bertanya?"* after explaining certain material. This is a way to ensure that students have understood the material being taught and provide opportunities for students to ask questions or seek clarification if there is anything still unclear. By using this sentence, the teacher can ensure that students have a good understanding of the material and can overcome difficulties that students may face.

Meanwhile, Teacher SF uses the sentence *"How are you today guys?"* at the beginning of the lesson or meeting to ask about the students' condition. This is also a casual and friendly way to build relationships with students and understand how they feel before starting the lesson. By using this sentence, the teacher can create a positive and supportive classroom atmosphere. Teacher SF also uses the sentence *"Apakah masih ada pertanyaan atau yang perlu di jelaskan?"* after explaining certain material. This is a way to ensure that

students have understood the material being taught and provide opportunities for students to ask questions or seek clarification if there is anything still unclear. By using this sentence, the teacher can ensure that students have a good understanding of the material and can overcome difficulties that students may face. Lastly, Teacher SF used the sentence "*Baik anak-anak! Sebelum bapak keluar,apakah ada yang kurang jelas atau ada yang ingin bertanya?"* at the end of the lesson or before leaving the class. By using this sentence, the teacher gives students the opportunity to ask about material that is still unclear, seek clarification or additional explanation, and resolve problems or difficulties faced, thus helping to ensure that students have a good understanding of the material and improve the quality of learning.

Based on these observations, Teacher DA and Teacher SF used questions to understand students' conditions, both academically and emotionally, and to create a positive and supportive learning atmosphere. Both teacher's used sentences such as *"How are you today?"* to build relationships with students and understand their feelings before starting the lesson. In addition, both also used questions such as *"Apakah masih ada yang belum paham dan ingin bertanya?"* (DA) and *"Apakah masih ada pertanyaan atau yang perlu di jelaskan?"* (SF) to ensure that students understand the material being taught and provide opportunities for students to ask questions or seek clarification. Thus, teacher's can create a conducive learning environment and improve the quality of learning.

3) Giving appreciation

The act of giving appreciation to students is one way for teacher's to motivate and build student confidence. Teacher's can give appreciation by giving praise for student achievements or progress, giving awards for targets achieved or positive behavior, showing concern by asking about students' news or interests, and providing opportunities to present work results or share experiences. By giving appreciation, teacher's can increase student motivation, build self-confidence, increase student involvement in the learning process, and create a positive and supportive classroom atmosphere. such as from my observations by both teacher's, where both teacher's used sentences like in the following table:

Table 4.4 The Observation Sheet Data of Phatic act

Teacher	Utterance
DA	- *" bagus,kedua jawaban benar sekali!"* ("Good, both answers are absolutely correct!") -*"bagus sekali! Kalimatnya sudah benar,kalian semua sudah memahami dengan baik"* ("Very good! The sentences are correct, you all understand them well") -*"baik, kalian sungguh-sungguh mengembangkan kosakata kalian di pertemuan kali ini"* ("Good, you really developed your vocabulary in this meeting") -*"mam senang kalian menikmati pembelajaran ini,ini membuat menjadi semakin menyenangkan"* ("I'm glad you enjoyed this lesson, it makes it even more fun")
SF	-*"yes benar sekali"* ("yes that's right") -*"yes good answer"* ("yes good answer") -*"hebat, semua kalimatnya sudah tepat,kalian semuanya memahami dengan baik"* ("great, all the sentences are correct, you all understand it well") -*"pertanyaan yang baik"*

| | ("good question") |

From my observation by both teacher's, teacher DA used one of his sentence examples such as *"bagus sekali! Kalimatnya sudah benar,kalian semua sudah memahami dengan baik"*, show progress or improvement in learning, or present work results or correct answers. By giving appreciation like this, teacher's can increase student motivation and confidence, recognize student effort and hard work, and create a positive and supportive classroom atmosphere. And the results of my observation in teacher SF used one of his sentence examples such as *"pertanyaan yang baik"* when students ask relevant, critical questions, or show a good understanding of the material. This can happen during class discussions, after explanations of the material, or when students ask questions directly. By giving appreciation like this, teacher's can encourage students to continue asking questions and thinking critically.

Based on these observations, Teacher DA and Teacher SF used appreciation sentences to motivate and build students self-confidence. Both gave praise for students' achievements or progress, such as *"bagus sekali! Kalimatnya sudah benar, kalian semua sudah memahami dengan baik"* (Teacher DA) and *"pertanyaan yang baik"* (Teacher SF). By giving appreciation, teacher's can increase students' motivation and self-confidence, appreciate students' efforts and hard work, and create a positive and supportive classroom atmosphere. Teacher DA and Teacher SF showed that appreciation can be given in various forms, such as praise for correct answers or relevant questions, to improve the quality of learning.

b. Rhetic Act

Rhetic Act is a communication act that focuses on the information aspect or content of the message to be conveyed. In the context of learning, Rhetic Act helps teacher's convey messages clearly, manage learning effectively, and create an interactive and productive learning environment. By using Rhetic Act, teacher's can create a conducive and effective learning environment, So that students can understand the material well and achieve the desired learning goals. There are four types of rhetic acts, namely: Stating Fact, Giving Instructions, Expressing an Opinion, And Convincing the other person.

1) Stating Fact

Teacher's used Rhetic Act to stating facts or accurate information to students. Teacher's state facts in class at times such as introductions to introduce new concepts, explanations of concepts to explain theories being studied, examples and illustrations to provide relevant images, discussions and Q&A to answer students questions, and direct learning to provide accurate and clear information. By stating facts, teacher's can help students understand the material well and increase their knowledge. Examples are as in the following table:

Table 4.5 The Observation Sheet Data of Rhetic act

Teacher	Utterance
DA	*"Kita bisa menggabungkan kata ubiquitous dan ephemeral, kalimatnya bisa seperti ini: meskipun kecantikan alam sangat ubiquitous, namun tetap terasa ephemeral. Itu salah satu contoh jika kita ingin menggabungkan dua kata tadi,kita bisa asa asal kita paham arti katanya."*

	(For example, we can combine the words ubiquitous and ephemeral, the sentence could be like this: even though natural beauty is very ubiquitous, it still feels ephemeral. That is one example if we want to combine the two words, we can as long as we understand the meaning of the words).
SF	*"Baik, mari kita mulai dari awal. Present tenses digunakan untuk menyatakan kejadian atau situasi yang sedang berlangsung pada saat ini. Ada tiga bentuk utama: present simple, present continuous, dan present perfect."* (OK, let's start from the beginning. Present tense is used to express events or situations that are taking place at the moment. There are three main forms: present simple, present continuous, and present perfect).

Teacher's used Rhetic Act to provide clear and accurate information to students, So that they can understand the material well. Based on the results of the study, it can be concluded that teacher's used Rhetic Act to stating fact or accurate information to students. Teacher's DA and SF use Rhetic Act to provide clear and accurate information about the subject matter, such as examples of the use of certain words and explanations of tenses. By using Rhetic Act, teacher's can help students understand the material well and achieve the desired learning objectives. The results of this study indicate that Rhetic Act is one of the effective strategies in language learning.

2) Giving Instructions

Teacher's used Rhetic Act to give instructions or commands to students. Teacher's give instructions in class at times such as giving assignments or activities, explaining procedures or work steps, starting or ending activities, giving directions or guidance, and asking students to do something specific. By giving clear and specific instructions, teacher's can help students understand what is expected of them and increase the effectiveness of learning. Examples

are as in the following table:

Table 4.6 The Observation Sheet Data of Rhetic act

Teacher	Utterance
DA	*"Nah selanjutnya mam akan memberikan tugas kepada kalian dimana tugasnya membuat masing-masing 3 kalimat dari ke 3 kata yang telah disebutkan dan dipelajari tadi dalam bahasa Inggris! mam berikan waktu 15 menit kepada kalian untuk mengerjakannya, Silahkan di kerjakan sekarang dan jangan ribut!."* (So, next, mam will give you an assignment where the task is to make 3 sentences each from the 3 words that have been mentioned and studied earlier in English! mam, give you 15 minutes to do it. Please do it now and don't make a fuss!).
SF	*"Baik, sekarang buka buku paket kalian di halaman 48, kita akan berlatih lebih lanjut dengan beberapa latihan soal yang ada di situ. Di situ ada 5 soal bapak beri waktu 10 menit untuk mengerjakannya. Silakan kerjakan bersama-sama dan berdiskusi dengan teman sebangku kalian jika ada yang bingung atau tanyakan langsung ke bapak yah! jangan ribut! Kita akan melanjutkan pembahasan ini sampai akhir jam pelajaran. Selamat belajar!."* (OK, now open your textbook on page 48, we will practice further with some of the practice questions there. There are 5 questions. Give me 10 minutes to do them. Please work together and discuss with your classmates if you are confused or ask your father directly! Be quiet! We will continue this discussion until the end of the class hour. Have a good study!.)

Teacher's used Rhetic Act to provide clear and specific instructions to students, so they can understand what is expected of them. Based on the results of the study, it can be concluded that teacher's used Rhetic Act to provide clear and specific instructions to students. Teacher's DA and SF use Rhetic Act to provide specific tasks and instructions, such as making sentences in English and doing exercises. By providing clear and specific instructions, teacher's can help students understand what is expected of them and improve the effectiveness of learning. The results of this study indicate that Rhetic Act is an effective strategy in providing

instructions and improving student understanding.

3) Expressing an Opinion

Teacher's used Rhetic Act to expressing an opinion or judgments about something. Teacher's express opinions in class at times such as giving feedback, discussing relevant topics or issues, providing motivation or support, assessing student work, and discussing and interacting in the learning process. By expressing opinions, teacher's can help students understand different perspectives, increase motivation, and build positive relationships. Examples are as in the following table:

Table 4.7 The Observation Sheet Data of Rhetic act

Teacher	Utterance
DA	*"Tugas kalian sudah terkumpul semua, nanti mam akan periksa satu-satu dan akan mam bagikan di pertemuan selanjutnya yah!"* (You have all collected your assignments, later I will check them one by one and I will share them at the next meeting, OK?)
SF	*"Pertanyaan yang baik."* (Good question).

Teacher's used Rhetic Act to express positive and supportive opinions or assessments, so that students feel valued and motivated. Based on the results of the study, it can be concluded that teacher's used Rhetic Act to express positive and supportive opinions or assessments to students. Teacher's DA and SF used sentences to provide positive assessments, such as appreciating the assignments that have been submitted and giving praise for good questions. By expressing positive opinions or assessments, teacher's can increase students' motivation and self-confidence, as well as create a positive and supportive

learning environment. The results of this study indicate that Rhetic Act can be used as a strategy to improve the quality of teacher-student interactions and increase students' learning motivation.

4) Convincing the other person

Teacher's used sentences to convince students about something. Teacher's persuade or convince students in the classroom at times such as explaining complex concepts, discussing topics that require a change in perspective, and building students' self-confidence. By convincing, teacher's can help students understand and accept information better, as well as increase their motivation and self-confidence. Examples are as in the following table:

Table 4.8 The Observation Sheet Data of Rhetic act

Teacher	Utterance
DA	*"Mam senang kalian semua menikmati materi kali ini. Kalau begini terus pastinya membuat pembelajaran menjadi lebih menyenangkan."* (I'm glad you all enjoyed the material this time. If this continues, it will definitely make learning more fun).
SF	*"Present perfect continuous digunakan untuk menyatakan kejadian yang dimulai di masa lalu, dan berlanjut hingga sekarang, dan mungkin masih berlanjut. Contohnya adalah " I have been studying for thee hours." Jadi perbedaanya terletak pada durasi dan kelanjutan waktu. Semua sudah mengerti?."* (The present perfect continuous is used to express events that started in the past, continued until now, and may still continue. An example is "I have been studying for three hours." So, the difference lies in the duration and continuation of time. Everyone understands?)

Teacher's used sentences to convince students about the importance of the material or concept being studied, so that students can understand and apply it well. Based on the results of the study, it can be concluded that teacher's used

Rhetic Act to convince students about the importance of the material or concept being studied. Teacher's DA and SF use sentences to convince students to be more involved in learning and understand the concept well. By using convincing sentences, teacher's can improve students' understanding and make them more confident in applying the concepts learned. The results of this study indicate that Rhetic Act can be used as a strategy to improve learning effectiveness and improve student understanding.

Teacher's used Rhetic Act actions to support student understanding. Teacher's state facts to provide in-depth explanations of the material, provide instructions to guide students in completing tasks, express opinions to provide appreciation and encourage active student participation, and convince students with detailed and clear explanations to ensure understanding of concepts. This strategy creates an interactive and responsive learning environment, helping students understand.

Based on the results of the study, it can be concluded that teacher's used Rhetic Act as an effective strategy in language learning. Rhetic Act helps teacher's stating facts, give instructions, expressing an opinions, and convincing the other person to understand the material well. By using Rhetic Act, teacher's can create a conducive and effective learning environment, improve students' understanding, motivation, and self-confidence. The results of this study indicate that Rhetic Act can be used as a strategy to improve the quality of teacher-student interactions and improve learning effectiveness.

Thus, Rhetic Act is one of the important strategies in language learning to achieve the desired learning objectives.

B. Discussion

In the discussion section, the researcher explains the answer research questions about teacher's used of speech acts types in the classroom. It describes the types of teacher's speech acts in the classroom. The interaction patterns were presented in the previous section of this chapter. teacher's used Phonetic Act, Phatic Act and Rhetic Act as effective strategies in classroom learning. Phonetic act help teachers in the classroom as a basis for communication, modeling pronunciation, establishing a learning atmosphere, and facilitating student understanding. Phatic Act helps teacher's build emotional relationships with students, create a positive learning atmosphere, and increase student motivation. Rhetic Act enables teacher's to convey messages clearly, manage learning effectively, and create an interactive and productive learning environment.

1. Phonetic Act

Phonetic Actions refer to the act of producing linguistic sounds with the vocal apparatus without regard for their meaning or communicative purpose. In the learning process, phonetic actions are crucial because they form the basis of every teacher's utterance, which students can then understand. At this stage, the teacher's utterances are viewed merely as a series of sounds, but their presence enables interaction, understanding of the material, and a positive learning atmosphere in the classroom.

Based on research findings, both DA and SF teacher's demonstrate the effective

use of phonetic actions in teaching. Teacher DA, for example, greet *"Assalamualaikum warahmatullahi wabarakatu, Good morning, guys!"* which, at the phonetic action level, is seen as a language sound that opens the class. Similarly, Teacher SF use *"Good morning!"* to begin the lesson. Furthermore, simple phrases such as *"How are you today?"* serve as phonetic actions that open interactions with students. When delivering material, example sentences such as *"I go to school every day"* or *"I'm studying for an exam now"* serve as models of language sounds that reinforce student understanding. Furthermore, appreciative remarks such as *"Very good! The sentence is correct"* (DA) or *"Good question"* (SF) are also phonetic actions that, despite being sounds, play an important role in motivating students and fostering self-confidence. This is in line with the findings of Amanda & Tressyalina (2024) who emphasized that teacher utterances, even at the sound level, play a significant role in creating a positive classroom atmosphere, providing motivation, and strengthening students' understanding of the material. This study adds that the success of communication in the classroom is largely determined by how teacher's use language sounds appropriately to build interactions and create a comfortable learning environment.

2. Phatic Act

Phatic Act refers to a type of language interaction that aims to maintain social relationships or start and end conversations without discussing substantial content. Examples include greetings, questions about health, or comments about the weather. In the context of teaching and learning, Phatic Act is crucial for creating a supportive and positive classroom environment.

The research findings show that both Teacher DA and Teacher SF used Phatic Act effectively in their teaching practices. They use greetings and closings to create a positive and friendly atmosphere, ask questions about students conditions to build relationships and understand their feelings, and give appreciation to motivate students and build their confidence. These findings are supported by previous research, which highlights the importance of praise in motivating students and building their confidence (Rumbati, Aisa, 2020; Amanda, & Tressyalina, 2024) in the classroom both in a relaxed state and in process learning, teacher's and students often used utterances that are expressive, namely by describing the psychological state of teacher's and students something, for example saying thank you, conveying congratulations, criticizing, blaming, complaining, and giving praise and so on. Praise is not just conveyed in the form of words, but the speaker also conveys the praise based on the source, level sincerity, target, expression and also the form of speech. This is in line with the context of the action which says that praise can be given when the teacher's question is answered correctly by the student. Second, praise delivered in great form shows the teacher's pride in student achievement. Third, the used of the word smart shows that the teacher wants to express happiness for smart students.

For instance, Teacher DA used greetings like *"Assalamualaikum warahmatullahi wabarakatu, Good morning guys!"* to welcome students and create a positive atmosphere. Similarly, Teacher SF used greetings like *"Good morning!"* to start the lesson. Both teacher's also used questions like *"How are you today?"* to build relationships with students and understand their feelings. Additionally, they

give appreciation like *"bagus sekali! Kalimatnya sudah benar,kalian semua sudah memahami dengan baik"* (Teacher DA) and *"pertanyaan yang baik"* (Teacher SF) to motivate students and build their confidence.

3. Rhetic Act

Rhetic Act is a communication act that focuses on the information aspect or content of the message to be conveyed. In the context of learning, Rhetic Act helps teacher's convey messages clearly, manage learning effectively, and create an interactive and productive learning environment.

The research findings show that both Teacher DA and Teacher SF used Rhetic Act effectively in their teaching practices. They used Rhetic Act to state facts, give instructions, express opinions, and convince students. For example, Teacher DA uses Rhetic Act to provide clear and accurate information about the subject matter, such as examples of the use of certain words like *"Kita bisa menggabungkan kata ubiquitous dan ephemeral, kalimatnya bisa seperti ini: meskipun kecantikan alam sangat ubiquitous, namun tetap terasa ephemeral. Itu salah satu contoh jika kita ingin menggabungkan dua kata tadi,kita bisa asa asal kita paham arti katanya."*. Teacher SF used Rhetic Act to provide specific tasks and instructions, such as making sentences in English and doing exercises like *"Baik, mari kita mulai dari awal. Present tenses digunakan untuk menyatakan kejadian atau situasi yang sedang berlangsung pada saat ini. Ada tiga bentuk utama: present simple, present continuous, dan present perfect."*

These findings are supported by previous research, which highlights the importance of directive speech acts in creating a conducive and effective learning

environment (Witty Fadhila and Dewi Anggraini, 2024) showed that teacher's used directive speech acts to direct students, such as ordering (giving direct orders), requesting (asking politely), demanding (expecting something from students), and suggesting (giving advice). The use of directive speech acts aims to create a conducive and effective learning environment, as well as improve students understanding of the subject matter, so that teacher's can direct students to achieve the desired learning goals. Additionally, Rhetic Act is used by teacher's to control, organize, and direct students during the learning process (Marizal., Sayhrul, & Tressyalina, 2021). Rhetic Act are also a form of language use as a verbal system that can be used by teacher's to refer to various objects and concepts in interaction in the classroom (Sari, 2017). Rhetic Act are one a form of language use as a verbal system which can be used by teacher's to refer on various objects and concepts in interaction in the classroom. Rhetic Act are part from the communication used by teacher's classroom interaction. Rhetic Act have command, request, permit, give advice, invite. Every function of Rhetic Act are always used by teacher's in the learning process. This is what it will be find out how to use it and its use by teacher's in building communication in the learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research results, it can be concluded that DA and SF teacher's use three types of speech acts in the learning process, namely Phonetic Act, Phatic Act, and Rhetic Act. The use of Phonetic Act plays an important role as the basis of communication in the classroom because every teacher's utterance begins with the sounds produced by the language. Through these speech acts, teacher's are able to build a foundation of interaction that makes it easier for students to understand speech, imitate pronunciation, and foster a positive learning atmosphere. Phatic Act is used by both teacher's to create harmonious social-emotional relationships with students. The presence of these speech acts makes interactions in the classroom more intimate, enjoyable, and motivates students to be actively involved in learning. Teacher's not only deliver material but also provide emotional attention that contributes to increasing student motivation and self-confidence. And Rhetic Act is used to convey the content of messages or lesson materials clearly and directed. Through these speech acts, teacher's can manage the learning process more effectively, starting from providing explanations, instructions, to directions for tasks that must be done by students. By using these three types of speech acts in a balanced manner, DA and SF teacher's are able to create a communicative, interactive, and productive learning process so that learning objectives can be achieved well.

B. Suggestions

Based on the findings, teacher's are encouraged to continuously optimize the use of Phonetic Act, Phatic Act, and Rhetic Act in a balanced way during the teaching and learning process. Teacher's should not only focus on delivering content but also pay attention to students' social and emotional aspects to create a more interactive, enjoyable, and conducive classroom atmosphere. In this way, teachers' speech acts can function not only as a means of delivering information but also as a tool to build positive relationships, foster motivation, and enhance students' understanding of the lesson.

In addition, students are expected to respond more actively to the various speech acts used by teacher's so that more effective two-way communication can be established. Future researchers may expand the study by involving more teacher's or different educational levels to observe variations in the use of speech acts in a broader context. Furthermore, this research can serve as valuable input for educational institutions to improve the quality of learning, for instance, by providing communication skills training for teacher's so that they can maximize the use of speech acts in supporting the teaching and learning process.

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APENDICES

Teacher (1) : DA
Date : Tuesday , October 17th 2023
Time : 10.10 pm-11.30 pm
Place : XI Mia 2

Line	Script
001	**Guru** :Assalamualaikum warahmatullahi wabarakatuh, Good morming guys! **siswa** : Waalaikumsalam Warahmatullahi wabakatuh, Morning mam **Guru** : How are you today ? **Siswa** : Alhamdulillah, Fine mam,and you mam?
002	**Guru** : Alhamdulillah, Fine guys, Alhamdulillah kalau kalian semuanya juga baik. Nah sekarang untuk pertemuan hari ini adek-adek sekalian jadi kita fokusnya pada materi yang kemarin yaitu vocabulary expansion. Okey before we go to the material, I will ask you adek-adek sekalian, Apakah ada yang tau arti kata "ubiquitous"? **Siswa 1** : (angkat tangan) ubiquitous itu mam memiliki arti merata mam. **Siswa 2** : atau bisa juga berarti ada dimana-dimana mam.
003	**Guru** : Bagus,kedua jawaban benar sekali! **Siswa 1-2** : Thankyou mam
004	**Guru** : Itu berarti sesuatu yang ada di mana-mana. Misalnya teknologi saat ini menjadi sesuatu yang ubiquitous di kehidupan kita sehari-hari. Nah selanjutnya coba sebutkan dalam bahasa inggris contoh kata lain yang memiliki makna serupa! **Siswa 3** : Saya mam, Bagaimana dengan kata "pervasive"?
005	**Guru** : Nah Sangat tepat!bagus.
006	**Guru** : Pervassssive juga berarti menyebar luas atau merata. **Siswa** : Baik mam
007	**Guru** : Nah beberapa dari kalian sudah mulai paham konsepnya

	yah!!
008	**Guru** : Sekarang mari kita liat beberapa contoh kalimat dengan kata-kata ini, Siapa yang yang ingin mencobanya? **Siswa 4** : (sambil senyum) Saya,Mam!.Kalimat dengan "ubiquitous":Teknologi smartphone sekarang menjadi ubiquitous di kalangan remaja.
009	**Guru** : Hebat! Kalimatnya sudah benar dan relevan.
010	**Guru** : Sekarang, coba buat kalimat dengan kata "pervasive", Siapa?ayo yang lain pasti bisa! **Siswa 5** : (sambil berpikir sebentar) Saya mam, Pendidikan onlrne menjadi pervasive di masa pandemic COVID -19 kemarin mam
011	**Guru** : Bagus sekali! Kalimatnya sudah benar,kalian semua sudah memahami dengan baik. **Siswa 5** : Thankyou mam
012	**Guru** : Mari kita lanjutkan ke kata berikutnya. Siapa yang tau arti dari kata "ephemeral"? **Siswa 6** : (berpikir) Emhemeral, Mam, Artinya sesuatu yang sementara atau tidak abadi mam.
013	**Guru** : Yes jawabannya sudah tepat! Semuanya sudah hampir memahami materi kali ini yah. **Siswa 6** : Thankyou mam
014	**Guru** : Sekarang mari kita pratikkan dengan membuat kalimat dengan kata "ephemeral". Siapa yang ingin mencoba?ayo adek-adek! **Siswa 7** : (bersemangat) Me mam Kalimat saya yaitu : Kecantikan bunga sakura yang mekar hanya untuk beberapa minggu adalah

	sesuatu hal yang Ephemeral mam!
015	**Guru** : Bravo, give applause guys!! **Siswa** : bertepuk tangan!
016	Guru : Nah sekarang, Coba kalimat yang barusan di ubah ke dalam bentuk bahasa inggris! **Siswa 8** : (tersenyum) hehehe Tunggu mam! **Siswa 9** : (angkat tangan) Me mam! : The beauty of cherry blossoms that bloom for only a few weeks is something Ephemeral.
017	**Guru** : Bagus give applause guys!! **Siswa** : Bertepuk tangan! **Guru** : Baik, Kalian sungguh-sungguh mengembangkan kosakata kalian di pertemuan kali ini. **Siswa** : Thankyou ma
018	**Guru** : Tapi kita belum selesai yah. Apakah masih ada yang belum paham dan ingin bertanya? Sebelum mam memberikan tugas terkait beberapa kata yang telah disebutkan tadi! **Siswa** : ummm tidak ada mam!
019	**Guru** : Bagus adek-adek! **Siswa** : Thankyou mam
020	**Guru** : Jangan ragu atau takut untuk bertanya jika ada yang tidak di mengerti atau ada kesulitan yah adek-adek! Siswa 7: Yes mam, Semuanya sudah jelas tadi mam, Tapi bagaimana mam jika menggabungkan salah satu dari kalimat tadi mam?
021	**Guru** : Nah, ide yang menarik!
022	**Guru** : Misalnya kita bisa menggabungkan kata ubiquitous dan ephemeral, kalimatnya bisa seperti ini: meskipun kecantikan alam sangat ubiquitous, namun tetap terasa ephemeral. Itu salah satu contoh jika kita ingin menggabungkan dua kata tadi,kita bisa asal kita

	paham arti katanya. **Siswa 7** : Baik mam. Saya suka cara begitu mam untuk menggabungkan kata-kata baru.
023	Guru: Mam senang kalian menikmati pembelajaran ini. Ini membuat menjadi semakin menyenangkan
024	**Guru** : Masih ada yang ingin menambahkan sesuatu? . **Siswa** : (serentak) Sudah tidak ada mam!
025	**Guru** : Baiklah kalau sudah tidak ada, Artinya kalian sudah betul-betul paham dengan materi hari ini! Nah selanjutunya mam akan memberikan tugas kepada kalian dimana tugasnya membuat masing-masing 3 kalimat dari ke 3 kata yang telah di sebetkan dan di pelajari tadi dalam bahasa inggris! mam berikan waktu 15 menit kepada kalian untuk mengerjakannya, Silahkan di kerjakan sekarang dan jangan ribut! Siswa : Iye baik mam
026	(Lima belas menit kemudian)…. **Guru** : Baik adek-adek waktunya sudah habis, Tugasnya masing-masing di kumpul di meja mam sekarang! **Siswa** : (Serentak) BAIK MAM!!
027	**Guru** : Bagus adek-adek! **Siswa** : Yes mam

028	**Guru** : Tugas kalian sudah terkumpul semua,nanti mam akan periksa satu-satu dan akan mam bagikan di pertemuan selanjutnya yah! **Siswa** : (serentak) BAIK MAM!!

029	**Guru** : Ok adek-adek karena waktu sudah habis dan jam pelajar akan berganti, Kita akhiri pembelajaran hari ini, Semoga kalian belajar banyak. Assalamualaikum warahmatullahi wabarakatuh See you next meeting guys! **Siswa** : Baik mam, Waalaikumsalam Warahmatullah Wabarakatuh. See you mam.

Teacher (2) : SF
Date : Friday , September
29th 2023 Time : 08.30
pm-9.30 pm
Place : XI Iis 2

Line	Script
001	**Guru**: Good morning! How are you to day guys? **Siswa**: Good morning pak.i am fine!
002	**Guru**: Baik,Hari ini kita akan membahas materi present tenses. Apakah ada yang sudah memahami konsep ini?Coba satu orang! **Siswa 1**: Saya agak bingung, Pak. Present tenses itu seperti apa? **Guru**: Baik, mari kita mulai dari awal. Present tenses digunakan untuk menyatakan kejadian atau situasi yang sedang berlangsung pada saat ini. Ada tiga bentuk utama: present simple, present continuous, dan present perfect. Siapa yang ingin menjelaskan present simple? **Siswa 2**: Present simple digunakan untuk menyatakan kejadian yang terjadi secara rutin atau kebenaran umum, kan pak?
003	**Guru**: Yes Benar sekali!
004	**Guru** :Contoh penggunaannya adalah "I go to school every day" atau "The Earth revolves around the sun." Sekarang, present continuous digunakan untuk menyatakan kejadian yang sedang berlangsung saat kita berbicara. Ada yang bisa memberikan contoh?

	Siswa 3: Misalnya, "I am studying for the exam right now."
005	**Guru**: Yes Good! **Siswa 3**: Hehe thankyou pak!
006	**Guru** :Sekarang, present perfect. Ini digunakan untuk menyatakan kejadian yang terjadi di masa lalu, tetapi masih memiliki dampak pada saat sekarang. Ada yang bisa memberikan contoh? **Siswa 4**:Saya pak! "I have visited Paris." Artinya, saya pernah mengunjungi Paris dalam waktu yang lalu.
007	**Guru**: good answer
008	**Guru** :Sekarang, mari kita praktikkan. Tolong buatkan kalimat dengan present simple, present continuous, dan present perfect masing-masing! **Siswa 5**:Saya pak! (membuat kalimat) "I play tennis every weekend" (present simple), "I am playing tennis right now" (present continuous), dan "I have played tennis before" (present perfect).
009	**Guru**: Hebat,Semua kalimatnya sudah tepat! Kalian semuanya memahami dengan baik.
010	**Guru** : Apakah masih ada pertanyaan yang perlu dijelaskan? Siswa 6: Pak, apa bedanya present continuous dengan present perfect continuous?
012	**Guru** : Pertanyaan yang baik.
013	**Guru** : Present perfect continuous digunakan untuk menyatakan kejadian yang dimulai di masa lalu, berlanjut hingga sekarang, dan mungkin masih berlanjut. Contohnya adalah "I have been studying for three hours." Jadi, perbedaannya terletak pada durasi dan kelanjutan waktu. Semua sudah mengerti? **Siswa 7**: Iya, Pak. Terima kasih!

| 014 | **Guru**: Baik, sekarang buka buku paket kalian di halaman 48, kita akan berlatih lebih lanjut dengan beberapa latihan soal yang ada di situ. Di situ ada 5 soal bapak beri waktu 10 menit untuk mengerjakannya. Silakan kerjakan bersama-sama dan berdiskusi dengan teman sebangku kalian jika ada yang bingung atau |

	tanyakan langsung ke bapak yah! jangan ribut! Kita akan melanjutkan pembahasan ini sampai akhir jam pelajaran. Selamat belajar! **Siswa** : BAIK PAK
015	beberapa menit kemudian…. **Guru** : Baik anak-anak!!Sekarang karena jam pelajaran masih ada dan berhebungan bapak ada rapat dengar guru-guru di kantor, Tugas kalian silahkan bawah pulang, Di pertemuan selanjutnya bapak akan periksa satu-satu! Harap semuanya mempelajari materi hari ini agar kalian dapat mengerjakan tugasnya dengan baik!dan karena tugasnya di bawah pulang, Bapak tambah 5 soal lagi yang di bawahnya! **Siswa** : BAIK PAK
016	**Guru** : Baik anak-anak!!sebelum bapak keluar masih ada yang kurang jelas atau ada yang ingin di tanyakan? **Siswa 2**: Berarti pak tugasnya ada 10 yah pak!
017	**Guru** : Iya betul, tugasnya bapak tambah 5 soal di buku paket kalian jadi tugasnya ada 10!Dan ingat jangan ada yang keluar sebelum bell berbunyi,kalau ada yang keluar nanti bapak hukum,paham? **Siswa serentak**: Baik paham pak… **Guru** :Oke yah anak-anak cukup sekian pelajaran hari ini, Thankyou! See you next meeting gusy!! **Siswa** : (serentak) See you pak!

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Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

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SURAT KETERANGAN BEBAS PLAGIAT

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

Nama   : Andi Dinasti Indra Pratama

Nim   : 105351118518

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10%	10 %
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 23 Juni 2025
Mengetahui,

Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah, S. Hum.,M.I.P
NBM. 964 591

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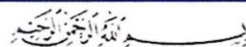
Nomor	: 14914/FKIP/A.4-II/IX/1445/2023
Lampiran	: 1 (Satu) Lembar
Perihal	: Pengantar Penelitian

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Assalamu Alaikum Warahmatullahi Wabarakatuh

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

Nama	: Andi Dinasti Indra Pratama
Stambuk	: 105351113518
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Bulukumba / 30-06-2000
Alamat	: Jl. Erumbu

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul : *An analysis of teacher's locutionry speec acts in learning english at SMAN 3 BULUKUMBA*

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

Wassalamu Alaikum Warahmatullahi Wabarakatuh

Makassar, 6 Jumadal Ula 1441 H
15 September 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM 860934

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2523/05/C.4-VIII/IX/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

01 Rabiul awal 1445 H
16 September 2023 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
Makassar

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14914/FKIP/A.4-II/IX/14452023 tanggal 15 September 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ANDI DINASTI INDRA PRATAMA
No. Stambuk : 10535 1118518
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 TEACHER'S LOCUTIONRY SPEEC ACTS IN LEARNING ENGLISH AT SMAN 3 BULUKUMBA"

Yang akan dilaksanakan dari tanggal 20 September 2023 s/d 20 November 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

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Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761

09-23

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

بِسْـــمِ اللّٰـه الرحمن الرحيــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Andi Dinasti Indra Pratama**
NIM : **105351118518**
Judul Penelitian : ***An Analysis Of Teacher's Locutionary Speech Acts in***
Learning English At SMAN 3 BULUKUMBA

Tanggal Ujian Proposal : **4 Agustus 2023**
Tempat/Lokasi Penelitian : **SMAN 3 BULUKUMBA**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	29/9/23	Observation	SAIFUL, S.Pd	
2	13/10/23	Observation	Dra Arisinyasari, SPd	
3	17/10/23	Interview	Dra Arisinyasari, S.Pd	
4	24/10/23	Interview	SAIFUL S.Pd	

Bulukumba, 24 *oktober* 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977.807

Kepala sekolah
SMA Negeri 3 Bulukumba

Drs. Ramli, M.Si
NIP.19621124 1989031 006

PEMERINTAH PROPINSI SULAWESI SELATAN

DINAS PENDIDIKAN

UPT SMAN 3 BULUKUMBA

ALAMAT : Tanahberu, Kec. Bontobahari, Kab. Bulukumba, E-mail: Smoga.bulukumba@yahoo.com

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SURAT KETERANGAN SELESAI PENELITIAN
Nomor: 421.3 /276/ SMA.03 / Blk /Disdik

Yang bertanda tangan di bawah ini, Kepala UPT SMAN 3 Bulukumba Kabupaten Bulukumba Menerangkan bahwa

Nama   : **Andi Dinasti Indra Pratama**

Nomor Pokok   : 105351118518

Program Studi : Pendidikan Bahasa Inggris

Jenjang   : S.1

Institut   : Universitas Muhammadiyah Makassar (UNISMUH)

Yang bersangkutan diatas telah selesai melaksanakan penelitian di SMAN 3 Bulukumba, Kec.Bontobahari dalam rangka penyusunan skripsi dengan judul *" An Analysis Of Teacher's Locutionary Speech Acts in Learning English At SMAN 3 BULUKUMBA"* yang berlangsung dari tanggal 29 September /d 24 Oktober 2023.

Demikian surat keterangan ini di berikan untuk dipergunakan sebagaimana mestinya

Bontobahari, 24 Oktober 2023
Kepala UPT SMAN 3 Bulukumba

Drs. Ramli, M.Si
Nip. 19680601 199512 1 007

DOCUMENTATIONS

CURRICULUM VITAE

ANDI DINASTI INDRA PRATAMA was born on Juni 30 2000 in Bira, he is the first child of the couple Patta Karaeng and Lena, he started his first education at SDN 292 Bira and graduated in 2012. Then he prepared himself to enter SMPN 34 Bulukumba and studied from the first grade of junior high school until graduation,the continued with SMAN 3 Bulukumba until graduation in 2018. At the same time, he enrolled in Universitas Muhammadiyah Makassar, and took the English Rducation Department as his major. At the end of his study period, he was able to complete his thesis in 2025 with the title "AN ANALYSIS OF TEACHER'S LOCUTIONARY SPEECH ACTS IN LEARNING ENGLISH AT SMAN 3 BULUKUMBA"