

SPEECH ACTS IN EFL STUDENTS FORMAL COMMUNICATION

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ABSTRACT

In pragmatics, the study of how language is used to perform actions in everyday social interactions, speech act theory serves as the fundamental theoretical basis. In order to understand the communicative roles that various speech acts play in helping students accomplish collaborative goals, this study will identify and analyze the types of speech acts that are used in the discussion of student group assignments. The data was collected and analyzed using a qualitative approach and the discourse analysis method. Group discussions among students about project assignments were videotaped, and the audio was meticulously transcribed to capture all pertinent spoken and nonspoken details. The findings indicate that directive, commissive, and representative speech acts predominate in group project discussions. This study offers a thorough understanding of how speech acts shape productive interaction and communication in learning environments

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1. INTRODUCTION

The use of speech acts in formal communication among EFL students has been the subject of numerous studies. In interactions between teachers and students, Juvrianto (2018) and Christianto (2020) both distinguished three categories of speech acts: locutionary, illocutionary, and perlocutionary. With ramifications for educational activities, Zulianti (2018) further divided these speech acts into direct and indirect categories. Alerwi (2020) provided evidence of how well sitcoms work to help EFL students use certain speech acts, like requests, rejections, apologies, and compliment responses. All of these studies emphasize how crucial it is to comprehend and apply speech acts in EFL formal communication.

Extensive research on speech acts in formal communication by EFL students provides insightful information. Research indicates that educators have a significant impact on how students interact and learn through a variety of speech acts [sulannwoql (2023)]. Furthermore, as noted by La Voz del Estudiante (2023), research on directive speech acts conducted by female EFL preservice teachers highlights the significance of developing pragmatic competence in order to successfully involve students in the learning process. Additionally, the features of formal and informal conversations in EFL classrooms underscore the common use of formal language by teachers, particularly when posing questions, as well as the importance of particular linguistic elements in various forms of communication [Wahyu Wahyu (2022)]. The importance of comprehending speech acts in EFL contexts is highlighted by these findings collectively, as it can improve students' communication abilities and overall learning outcomes.

In formal communication, speech acts are essential for EFL students as they impact their interactions and educational experiences. The importance of speech acts in EFL classrooms has been emphasized by a number of studies [Didin Nuruddin Hidayat (2022)] [Hajjah Zulianti (2021)] [Andi Rustandi (2022)], which demonstrate how teachers and students use various speech acts like locution, illocution, and perlocution. The teacher-student dynamic and classroom environment are impacted by these speech acts, which include directive, expressive, assertive, and commissive acts [Danin Christianto (2020)]. They also help with communication and have an effect on the politeness strategies used in the classroom. Analyzing the appropriate meanings of speech acts can help students develop higher-order thinking skills, which are necessary for both understanding and producing speech acts efficiently. This will improve their communication proficiency and help them become creative learners in the context of the globalized English language [Eman H. Saleh (2019)].

Studying speech acts in formal communication by English as a Foreign Language (EFL) students offers numerous benefits. Familiarity with various types and classifications of speech acts, such as assertive, commissive, directive, and expressive, as well as the use of politeness strategies like positive and negative politeness, can improve communication effectiveness and create a conducive learning atmosphere (Hajjah Zulianti, 2021). Teachers' speech acts, encompassing locution, illocution, and perlocution, play a crucial role in influencing students' motivation and confidence in learning English (Didin Nuruddin Hidayat, 2022). Analyzing and interpreting speech acts in EFL classrooms can also contribute to the development of high-order thinking skills, enabling students to excel in all language skills (Danin Christianto, 2020). Incorporating speech act functions in EFL education can help cultivate creative learners who can accurately and efficiently express their intentions in a global context (Eman H. Saleh, 2019).

According to Atieh Farashaiyan and Paramasivam Muthusamy (2017), Iranian EFL learners encounter difficulties with grammar, expression, vocabulary, and structure when it comes to speech acts in formal communication.]. EFL students frequently struggle with anxiety, which makes it difficult for them to communicate successfully in English [Abdul Halim, Dian Masri]. (2022)]. According to Hasti Rahmaningtyas, Yusnita Febrianti, and Nina Inayati, students' practical exposure to speaking skills is limited in Indonesia due to the absence of social contexts for English language use outside of the classroom, which has an impact on their proficiency. (2017)]. In order to overcome these obstacles, students can use strategies like codeswitching and asking teachers for help, as demonstrated in a case study that highlighted obstacles such as a lack of vocabulary, nervousness, unsupportive environments, and gaps in grammar knowledge [Aisha Ganesh, Ratnasari]. (2020)]. Alternative evaluation methods for EFL speaking skills include peer review and student observation; however, teachers face challenges because of students' poor vocabulary,

grammar, and pronunciation, in addition to time constraints that make thorough assessments difficult to complete [Aminatus Sa'diyah]. (2020)].

In English as a Foreign Language (EFL) classrooms, speech acts are very important because they affect students' formal communication. The dynamics of the classroom are shaped by a variety of speech acts, including locution, illocution, and perlocution, which are observed in interactions between teachers and students [Didin Nuruddin Hidayat (2022)] [Hajjah Zulianti (2021)] [Danin Christianito (2020)]. For English as a foreign language (EFL) learners, comprehending speech acts is crucial because it improves their sociolinguistic and pragmatic abilities and helps them successfully navigate cross-cultural speech communities [Afroozeh Heidari, 2020]. Furthermore, acquiring speech acts helps students develop higher order thinking abilities as well as proficient communication in all language domains, thereby enabling them to become innovative and skilled communicators in the increasingly globalized English language environment [Eman H. Saleh (2019)]. Speech act functions are therefore essential for improving students' formal communication skills and guaranteeing fruitful interactions in a variety of linguistic contexts when teaching EFL.

Speech acts are important for formal communication between students in English education departments, especially in EFL settings. The effectiveness of explicit instruction is emphasized by research, which indicates that EFL instructors primarily employ explicit strategies to teach speech acts [Indonesian Journal of Applied Linguistics, 2022] because they are clear and simple to understand. Further research has emphasized the value of illocutionary acts in EFL instruction, demonstrating how the expressions of native speakers in situations such as movies can help students understand difficult English sentences and perform speech acts with precision [Wahyu, Wahyu. 2022]]. Further evidence of the influence of speech acts on the teaching-learning process comes from observations made in EFL classrooms, where it was found that teachers' questioning and commanding strategies affect students' motivation and confidence in their ability to learn English [Ayu, Kartika, Ratri]. B. Bram. 2022]]. Classroom dynamics and the communication skills of EFL learners can be improved by knowing the classification of speech acts, such as directive, expressive, assertive, and commissive, as well as the implications of politeness strategies [Didin, Nuruddin, Hidayat]. Oh, how lovely it is. Yudi and Septiawan. 2022]].

2. METHODS

The use of speech acts in the context of task discussions by English as a Foreign Language (EFL) students is investigated in this study using a qualitative methodology. Recorded discussions between student groups about their homework were used to gather data. All verbal elements, including the use of speech acts, as well as pertinent non-verbals in their interactions, were meticulously recorded during the transcription process. The theoretical framework of speech acts, in particular ideas like directive, commissive, and representative, was then used to analyze the data. The present analysis not only pinpoints the prevalent speech act types within task discussions, but also elucidates their role in accomplishing cooperative objectives in the context of English language acquisition. This methodology facilitates a more profound comprehension of the communication dynamics between EFL students in academic settings and aids in the creation of more efficient teaching strategies for enhancing speaking abilities.

3. FINDINGS AND DISCUSSION

3.1 kind of speech act used in EFL students' formal communication

Several speech acts are used in formal communication between EFL students. According to research, EFL students frequently use direct and indirect speech acts, which are further divided into categories such as directive, expressive, assertive, and commissive [Hajjah, Zulianti]. Nurchurifiani, Eva. (2021)]. Furthermore, formal conversations in EFL classrooms, especially between students, display traits like full form, neutral lexis, politeness phenomena, cautious turn-taking, and the use of titles in teacher-student interactions [Wahyu, Wahyu]. (2022)]. Additionally, teachers are very important in determining the speech acts that take place in the classroom. Notable speech acts that convey the teacher's authority and affect students' drive and self-assurance to learn English are questioning and commanding [idin, Nuruddin, Hidayat]. Hafizullah, Hafizullah. Septiawan, Yudi. (2022). For EFL students to successfully navigate complex meanings in English communication, they must have a thorough understanding of the types and contexts of speech acts, including illocutionary acts [Ayu, Kartika, Ratri]. B, Bram. (2022)].

Expressive commonly used in EFL Student Formal Communication

Greetings:

"Ayok, kapan kita ngerjain tugas pak syai itu??"

("Come on, when are we going to do Mr. Syai's assignment?")

Requests:

"Jadi tugas mam refika itu kapan dikumpulkan?"

("So when is the mam refika assignment due?")

Invitations:

"Ayok, kapan kita ngerjain tugas pak syai itu??"

("Come on, when are we going to do Mr. Syai's assignment?")

Offers:

"Aku duluan ya, mau ngerjain, banyak kali tugas kuliah ini"

("I'll go first, I want to do a lot of college assignments")

Expressions of Gratitude:

"Suara aku masuk lah ya??" - Ini bisa dianggap sebagai ungkapan permintaan persetujuan (request) lebih dari pada ungkapan rasa terima kasih.

("My voice came in, didn't it?") - This can be considered an expression of approval (request) more than an expression of gratitude.

3.2 topics pertaining to EFL student Assignments

Depending on the available research, topics for EFL student assignments can cover a wide range of subjects. These subjects could involve examining how students view and use online learning [Fei, Lou. (2022)], looking into gender norms and how they affect language acquisition [Tina, Dötsch. (2023)], knowing what causes university students to become disinterested in their studies and what coping mechanisms they use [Jhonatan, Vásquez-Guarnizo]. Maribel, Cádiz-Ríos.

Felipe, Mairon, and TobarGómez.(2020)], exploring the advantages and inclinations of prolonged reading exercises for enhancing English proficiency in EFL learners [Elmakki, Amiri. Elkarfa,

Abderrahim. Mohamed, Sbaihi.Iannaccaro,Gabriele. , E. Tamburini.(2022). [and investigating the fluidity of identities and financial commitments to learning a second language, especially in initiatives involving bilingual higher education [Canti, Anindita. 2020. Educators and researchers can learn a great deal about creating

interesting and productive assignments that address the varied needs and experiences of EFL students by taking into account these various research findings.

Commissive:

"Aku besok kayaknya ,kapan kau ngerjainnya?"
("I'm like tomorrow, when are you doing it?")

Directive:

"Judul kalian apa? Sama bikinnya make video aja atau pake power Point juga?"
("What's your title? Is it the same as making a video or using power Point too?")

Assertive/Declarative:

"Kata orang tanggal 10"
("People say the 10th")

4. CONCLUSION

Research to explore the various contexts and types of speech acts used in EFL students' formal communication, as well as their impact on learning outcomes.

Suggestions for Further Research

Contextual Research: Conduct further studies regarding the use of speech acts in various formal and informal communication contexts in the EFL classroom.

Developing Teaching Materials: Developing teaching materials that focus on increasing students' pragmatic competence through speech act practice.

Politeness Strategies Analysis: Analyze the politeness strategies used by teachers and students in formal communication in the EFL classroom to further understand the dynamics of interactions and their impact on learning.

This research underlines the importance of understanding and applying speech acts in an EFL context to improve students' communication skills and overall learning outcomes.

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