

Speech Acts and Politeness: A Case Study on Indonesian EFL Learners in Teaching and Learning Practice

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ABSTRACT

This research is intended to know the kinds and classification of speech acts and the politeness implication in teaching and learning activities. The subject of this research was the sixth-semester EFL learners of STKIP PGRI Bandar Lampung. The object of this research was speech acts used by EFL learners. The researcher used the observation technique combined with noting technique in collecting the data. In this research, the researcher used the qualitative multiple study. The result of the study showed that speech acts used by EFL learners were direct and indirect speech acts. The speech acts were classified into the assertive, commissive, directive, and expressive. The politeness strategy acted by EFL learning included positive and negative politeness. The use of positive politeness creates a closeness among the teacher and the students, creates a pleasant classroom atmosphere, and increases the students' motivation. Meanwhile, the use of negative politeness reduces amount degree of friendliness among the students and the teacher and creates a formal learning situation. Theoretically, this research has implications for the development of scientific insights about pragmatics, especially speech acts, and practically it gives implication to EFL teachers and students in understanding, analyzing, and interpreting the use of speech acts in communication.

Keywords: case study; EFL learners; politeness strategy; speech acts; teaching and learning activity

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INTRODUCTION

Teaching and learning performance is one of the English Foreign Language (sorted into EFL) learner activity especially for students from education department. In teaching and learning process, there is an interaction among teachers and students through the use of language. In a communication, normally people use the same form of language as others but they have different functions. An understanding of how language functions in context is central to an understanding of the relationship between what is said and what is understood in spoken and written discourse (Paltridge, 2006).

The relationship between linguistic form and communicative function is central interest in the area of pragmatics. Pragmatic is another branch of linguistics that is concerned with meaning (Kreidler, 1998). Discourse analysis in areas pragmatics means a consideration of the ways in which people mean more than what they say in spoken and written discourse. It is sometimes contrasted with semantics which deals with literal meaning; that is meaning without reference to users or the purpose of communication. (Paltridge, 2006) said that pragmatics is the study of meaning in relation to the context in which a person is speaking or writing. It also includes background knowledge context, that is, what people know about each other and about the world. As Brown & Yule (1983) stated that in interpreting the utterance, someone needs to observe the context of

the utterance such as channel (how is contact between participants in the event being maintained), code (what language), message-form and event. It is supported by Leech, (1983) who said that pragmatics is the study of meaning in relation to speech situation. To understand the meaning of someone's utterances, it is important to have the same comprehension between the speakers and the listener or the writers and the readers, so that the meaning of utterances or sentences can be reached. In this case, pragmatic as a study of meaning is important to be learnt by students in order to be able to know not only the structure of sentences or utterances but also understand the meaning of them. To comprehend the meaning of the utterances, a person should know the context in which the utterances are being spoken or written.

The use of language in the classroom may vary such as the use of speech act in the communication. Speech act is doing an action through language. In this case, language used by the teachers and the students may convey some information such as asking for help, requesting something, offering something, refusing something and so forth. As stated by (Kurdghelashvili, 2015) as one of the functions of a language is to convey meaning, it is indispensable for language users to know how to utilize various grammatical or lexical units for effective and rational interaction. In addition (Kreidler, 2013) said that whenever one

person speaks to another, the speaker has some intention in producing the utterance, and the addressee interprets the utterance. Discussing about speech act, (Yule, 1996) said that speech act is action performed via utterances. In English, are commonly given more specific labels such as apology, complaint, compliment, invitation, promise, or request. Basra & Thoyyibah, (2017) stated that speech acts are those acts of making statement or question, giving commands or order, refusing, complimenting, apologizing, and etc.

According to some theories, there are some kinds of speech acts. Paltridge (2006) mentions two kinds of speech acts those are direct and indirect speech acts. Kreidler (2013) mentioned there are seven kinds of speech acts; assertive, performative, verdictive, expressive, directive, commissive, and phatic. Meanwhile Yule (1996) explained five kinds of speech act, such as declaration, representative, expressive, directive, and commissive. Austin again uses "How to Do Things With Words" to argue his case for the five most common classes (Austin, 1962).

In teaching and learning process, it is not uncommon for the teachers to use speech acts. The use of speech acts may have some functions depend on the context of the utterance. To understand the meaning of the utterance, the teacher and the students should have the same background knowledge, share the same experience, understand the goals of conversation, and able to observe the

context of the conversation. An understanding of meaning will influence the meaningful of the conversation. Besides that, in doing communication in a classroom, the teacher will also use politeness strategy through their speech acts that will affects the situation of learning. Politeness is one of linguistics phenomenon discussed in it. Ali et al., (2017) states that politeness is connected and relevantly refers to the application of speech acts types along with their contextual factors. Yule (1996) added that politeness is a tool to show an awareness of someone's face. In deciding on choice of politeness strategy, the speaker may consider how socially close or distant he or she is from the hearer (Paltridge, 2012).

Referring to the theories above, one of approaches used in analyzing discourse is pragmatics. It is discussed about the meaning of language in context. The context itself will determine the meaning of the language used by the speaker. In this case, to analyze the speech acts used by the speaker, the researcher observed the context of the conversation to know its meaning. Different context used in a conversation will produce different meaning of speech acts. According to G. Leech (2005) speech acts is distinguished by two things: the purpose of the speaker's illocutionary goals, the speaker's social goals, and the speaker's position which determines whether someone is being honest, polite, or ironic, etc.). In this case the speakers has specific purpose to be achieved through their utterances and

their position will determine the politeness, honest, ironic and so forth.

Referring to some theories above, the researcher was interested to know the types of speech acts used by the Indonesian EFL learners and its politeness implication in learning interaction. This research may give some benefits to the teacher and the students in understanding the concept of speech act and its politeness implication in a conversation, so there will be good interaction among students and the teachers and to avoid misunderstanding in the conversation especially in learning and teaching activity. Besides, the result of the research can give additional material and example especially in pragmatics.

METHOD

Research Design

This research has qualitative multiple case study (Merriam, 1988). As has been mention in previous part, this research was conducted to know the kinds of speech acts and its politeness implication. In this case, the researcher describes, analysis, and interprets the use of speech acts by the EFL lerners and its politeness implication in teaching and learning interaction.

Research Subject

The subject of this research was the sixth semester of EFL learners of STKIP PGRI Bandar Lampung who have the obligation to carry out teaching and learning practices.

Data Collecting Technique

The data were taken during the the teaching and learning practice done by the sixth semester EFL learners for about two months. In collecting the data, the reseracher did the following steps:

1. Recording the utterances used by EFL learners.
2. Transcribing the data into data card.
3. Observing the data, focus on the kinds of speech acts.
4. Writing or taking note speech acts used by EFL learners.
5. Tabulating the kinds of speech acts based on the kinds and categories of speech acts.
6. This process was done to facilitate the investigation.

Data Analyzing Technique

The researcher used the descriptive method to analyze the data systematically, factually and accurately. The purpose of analyzing the data through this method is to help the researcher interpreting them accurately. In this research, the researcher described, noticed, analyzed and interpreted the use of speech acts by EFL learners in teaching and learning practice. The reseracher used theories of speech acts in analyzing and describing the data. The researcher goes through the following procedures in analysing the data:

1. After collectting the data, the researcher recorded them into the data cards. The data cards consisted of learner number, code and speech acts.

2. Marking speech acts based on the kinds and classification of speech acts.
3. Describing the data based on the kinds and classification of speech acts.
4. Finding and describing the kinds of politeness in communication.
5. Finding and describing the politeness implication.
6. Reporting the analysis.
7. Making conclusion of the research.

To ensure the quality of the findings, the researcher used trustworthiness. It is used to increase the confidence of the reader that findings are worthy of attention. Trustworthiness can be gained by conforming to four criteria, namely credibility, dependability, confirmability, and transferability (Mackey & Gass, n.d.). In this research, the researcher applied credibility and confirmability criteria. Credibility concerns the accuracy or truthfulness of the findings used as the test for attempting to represent the findings which adequately and accurately describe reality. While, confirmability deal with the idea of neutrality or the extent to which the research is free of bias in the procedures and the interpretation of results. In achieving both, triangulation technique was carried out. It is the technique for checking the trustworthiness of the data by utilizing something outside the data to verify the data or to compare them. There are four main types of triangulation mentioned by (Sutopo, 2006), those are

data triangulation, methodological triangulation, investigator triangulation, and theoretical triangulation. In this research, the researcher used investigator and theoretical triangulation. It means that in these types of triangulation, the researcher involved another person and used other theories with the same topic in analyzing the data.

RESULTS AND DISCUSSION

Based on the data analysis, the researcher found 282 speech acts used during the teaching and learning activities. The kind of speech acts is divided into direct and indirect speech acts. The classification of speech acts is divided into four types; those are assertive, directive, commissive, and expressive. The assertive utterances are categorized into five kinds namely asserting, reporting, suggesting, explaining, showing something, and refusing. The politeness strategy used in teaching and learning activity such as positive politeness, negative politeness, say something on record, say something bald on record. For the detail explanation of each finding, the researcher explained the data in the following section.

Kind of Speech Acts

According to the data analysis, there are two kinds of speech acts namely direct and indirect speech acts. The researcher found 252 data of direct speech acts and 30 data of indirect speech acts. Below is the percentage of occurring direct and indirect speech acts:

Table 1.
Percentage of Occurring Direct and Indirect
Speech Acts

No	Kinds of Speech Acts	Number of Occurrence	Percentage
1	Direct Speech Acts	252	89%
2	Indirect Speech Acts	30	11%
	Total	282	100%

Direct Speech Acts

Direct speech acts mean there is a direct relationship between the structure and the function of the utterance (Yule, 1996). What the speakers said in this case has a direct relationship with the function or what they intend to through their utterance. Most of the trainee used direct speech acts in delivering information and making communication in the classroom. In this research, the researcher found 252 data of direct speech acts. Here are some examples:

- (1) *Well, if you have understood the material. Now, make a dialogue by using expression of showing care..* (Datum code L5/U8)
- (2) *Please give a mark on the card which show the ingredients and tell the step completely.* (Datum code L8/U3)
- (3) *Discuss with your group about the ingredients and the steps of making food and drink.* (Datum code L8/U6)
- (4) *Please read the sentence that you have made with your partner.* (Datum code L9/U12)
- (5) *Look at your book on page 45, this is how to congratulate someone and its respond.* (Datum code L3/U4)

- (6) *Can you get the point class?* (Datum code L10/U15)
- (7) *Do you guys have pet?* (Datum code L15/U4)
- (8) *What is informal invitation?* (Datum code L13/U7)

The data above showed direct speech acts used by the speakers in teaching and learning activity. Most of indirect speech acts produced was indicated by the use of imperative. Those imperatives have direct relationship with the function of speakers' utterance. Datum (1) to (5) have functions to ask the students to do something. The speakers used the verb *make, give, tell, discuss, read* and *look at* in imperative structure as request directly for the students to do what the speakers said. Meanwhile, data (6), (7), and (8) are direct speech acts in the form of interrogative structure. In datum (6), the speaker used modal auxiliary *can* in producing speech acts. That question only needs a respond such as *yes* or *no*. In this case, auxiliary *can* is used only to check the students' understanding about the material. Meanwhile datum (7) used auxiliary *do* to ask whether the students have pet or not at home. Looking at the context of the communication, she continued her question after the students responded by saying *yes* or *no*. As (Paltridge, 2006) the word *do* and *can* in question which is responded by saying *yes* or *no* without any action followed by utterance is categorized into direct speech acts. In datum (8), the speaker also used interrogative structure in the communication. In this case, WH

question *what* was used. The speaker asked the students directly to answer the question or respond the questions. In this case, when the speaker was speaking, they did mean exactly what they said.

Indirect Speech Acts

Indirect speech acts mean there is indirect relationship between the structure and the function of the utterance (Yule, 1996). In indirect speech acts, the speaker has implicit meaning through his utterance. In this case, the listener should observe the context in order to be able to catch the meaning of the utterance. Based on the data analysis, the researcher found 30 data of indirect speech acts. Here are some examples and explanations:

- (9) *Can you explain the expression of giving compliment and congratulation?* (Datum code L3/U1)
- (10) *In this section, **do you have any questions?*** (Datum code L23/U7)
- (11) *Every song has a message. Song is usually written based on the writer's imagination and experience or inspired by other people, regarding their achievements, high spirit and extraordinary struggles during their lives. **Do you know what the social function of the song?*** (Datum code L2/U5)
- (12) *Why didn't you listen to the audio?* (Datum code L3/U6)
- (13) *Who knows the example of offering help?* (Datum code L10/U1)
- (14) *The audio has been stopped.* (Datum code L3/U11)

Referring to some data above, it can be seen that the speakers tried to use

indirect speech acts in their utterances. The functions of the questions and statement in data above have indirect relationship with their structures. The speaker in datum (9) used interrogative form in asking the students. The used of modal auxiliary can in this datum includes in indirect speech acts because the students should respond by explaining the answer. They can not only respond by saying *yes* or *no*. The same case lied on the data (10) and (11) in which the speaker used auxiliary *do* in interrogative form. Those utterances request the students to explain something more than just respond them by saying *yes* or *no*. As stated by (Paltridge, 2006), a question which is function as request or offering includes in indirect speech acts. In this case, data (9), (10) and (11) are not questions which ask about ability or permission. Different from datum (12), the speaker used interrogative which may function as complaining. Looking at the context in the classroom, this utterance did not ask the reason why the students did not listen to the audio but ask them to listen or pay attention on the audio. This datum showed that the function and the structure of the utterance do not relate each other. In line with the case (13), the speaker asked by using WH question *who*. By observing the context in the classroom, the speaker asked the students to respond the question by giving an example of offering help. The question is more than just asking about the person who can answer the question. Meanwhile, datum (14) showed declarative structure which

functions as instructing. Based on the context observed, that declarative structure is not just a statement of fact that the audio stopped, but it asked the students to end and submit their tasks. As (Yule, 1996) said that a declarative used to make statement is direct speech act, meanwhile a declarative used to make request include in indirect speech act.

Classification of Speech Acts

Crystal (2008) classifies speech acts into four categories namely assertive, directives, commissive, declarative and expressive. Based on the analysis, the researcher found four categories of speech acts, those are, assertive, directives, commissive and expressive. Each category of speech acts will be explained in the following section:

Assertive Speech Acts

Searle (cited in (Levinson, 1983) states about assertive illocutionary acts which are categorized into some functions or types namely asserting, reporting, explaining, showing something, suggesting, and refusing. From the data analysis, the researcher found five types of assertive utterance namely asserting, reporting, explaining, showing something, and suggesting. The example and explanation are described in the following section:

- (15) *Basically, it is a tool to organize gathered ideas that you capture inside your head. So, it's like you take a note or write*

something but in structured form. (Datum code L18/U5)

- (16) *Before continuing the lesson, let me tell you the result of last week task. The higher score of the task is 85 and the lower is 60. I will return your task and check for the result. I hope you can follow my suggestion written on the paper.* (Datum code L13/U3)
- (17) *That's right. So.. personal letter is a letter that is sent to someone close like, family, friends and any relative. Usually personal letter contains with the personal important thing. This is why it is called personal.* (Datum code L17/U7)
- (18) *I will show you a song lyric, the song is written by Michael Jackson and the title of the song is art song.* (Datum code L2/U10)
- (19) *I'll begin to play the video of English song, then try to mention the expression of feeling.* (Datum code L6/U3)
- (20) *If you still get confused, reread or look back the words and find the context clue.* (Datum code L15/U20)

The form of asserting on the utterance (15) is stating. (Hornby, 1995) defines that asserting is the act of conveying information about the truth and fact. In this case, the speaker tried to state the truth about material that will be learnt. Through the speaker's utterance, the students derived the meaning from what the speaker said that they will not learn another kind of descriptive text except those two kinds that have been mentioned.

In datum (16), the speaker reported some information before beginning the material in the class. Reporting is one of the functions of assertive illocutionary act

that aims to inform something that has been done (Hornby, 1995). In this case, the reporting is informing the students' achievement in the learning process. It is indicated to announce the students that they should pay attention on their achievement and do some suggestions shared by the teacher. Meanwhile, in the example (17), the speaker tried to explain in detail about the material after the students have taken their opportunity to tell theirs. Explaining is the way to tell something in detail (Hornby, 1995). Explaining in this datum was intended to tell the students about the material in more detail and the speaker gave additional explanation after explaining the main course of the material.

Utterance (18) and (19) showed assertive speech acts in the form of showing something. Showing something is the way how the speaker indicates something (Hornby, 1995). In datum (18) the speaker showed the students song lyrics directly. He/she used assertive speech acts directly by saying *show*. Meanwhile, in datum (19) showing something is indirectly uttered by the speaker. The speaker said *I'll begin to play....* which mean that he began to show a video and the students have already understood that they will do something after watching it.

Referring to the example (20), the speaker suggested the students to do something. Suggesting is the act to say that something to be chosen. In this type of assertive, the speaker usually conveys an

idea or a plan to be considered by the hearer (Hornby, 1995). This form of speech acts includes in direct suggestion. The speaker gave suggestion about what the students should do directly by giving some choices or gave some clues related to the material.

Directive Speech Acts

Directive are those kinds of speech acts that speakers use to get someone else to do something (Yule, 1996). In this kind of speech acts, the speaker expresses what he or she wants. The function of directive can be a commands, order, request, or suggestion. Based on the analysis, the form of directive speech acts is in the form of imperative. Most of the speaker used imperative structure to ask the students to suggest and request the students to do something. Here are some of the data:

- (21) *Alright, please take a look at your book on page 42. There are parts of personal letter and its example, please read it silently. (Datum code L17/U8)*
- (22) *Please improve your understanding of English vocabulary at home so you can understand the content of reading text easily. (Datum code L15/U23)*

Looking at the examples above, directive speech acts produced by the speaker are in the form of request and suggestion. In the examples (21) the speaker requested the students to take a look a book, meanwhile datum (22) has a function as suggestion. The speaker tried to suggest the students to learn vocabulary at home. In this case, through directive

speech acts uttered by the speaker, the students directly understand what the speakers said and do what the speaker want based on the context of the communication.

Commissive Speech Acts

Commissive is the kind of speech acts that speakers use to commit themselves to some future action (Yule, 1996). The whole point of commissive is to commit the speaker to a certain course of action (Austin, 1962). (Cutting, 2002) adds that promising, threatening, refusing, and pledging, offering, vowing and volunteering are some examples of illocutionary forces that fall under the category of commissive. According to the result of analysis, the researcher found the commissive speech acts uttered by the speakers are in the form of promising and offering. Here are the examples:

- (23) *Okay. I think that's all of our lesson today. I'll prepare some topics for the next meeting and I'll still apply mind map in teaching writing. I hope you enjoy it.* (Datum code L18/U12)
- (24) *If you get difficulties to find the clue, ask me, I'll help you.* (Datum code L15/U21)

Datum (23) showed the use of promising. The speaker committed to prepare and check something as a future action. Meanwhile, datum (24) showed the use of offering; the speaker offered some helps to the students in doing something in the classroom. In this case, both of

promising and offering are future action undertaken by the speaker.

Expressive Speech Acts

Expressive is a kind of speech acts in which the speaker's utterance express what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes joy, or sorrow (Yule, 1996). In addition, (G. N. Leech, 1983) states that the illocutionary force of these acts can be in the forms of apologizing, condoling, praising, congratulating, thanking and the like. According to the data analysis, the researcher found some data which include in expressive speech acts. Here some of them:

- (25) *Wonderful! Today, we're going to make another personal letter, but this time, before making it, we're going to draw a graphic, it's called a mind map.* (Datum code L18/U5)
- (26) *That is a good question. OK, by using mind map before writing, it will help us gain a lot of information that we can use later when writing. So that, we will not get stuck when thinking what we are going to write.* (Datum code L18/U9)

It can be seen that the speaker produced expressive speech acts in the form of praising. In data (25), the speaker expresses his feeling because the students have done something good towards the speaker's questions. Meanwhile in datum (26), the speaker gave a compliment to the students who made question about the material. Looking at context observed, it

was done to give appreciation towards the students' participation in the learning process.

Politeness Strategy

Leech (in (Ali et al., 2017) states that politeness is connected and relevantly refers to the application of speech acts types along with their contextual factors. According to Yule (1996, 62-64) there are some acts of politeness strategy, those are negative politeness, positive politeness, say nothing, say something off record, say something on record. The politeness is used to show awareness for another persons' face. In performing Face Threatening Act (FTA), the speaker will try to minimize the face threat (Jaszczolt, 2002). Based on the analysis, the researcher categorized the politeness strategy used in teaching performance such as positive politeness, negative politeness, and say something on record. In producing speech acts, most of the speakers treated the listener's face in order to be polite in a formal situation. Here are the politeness strategy used by the speaker in teaching performance:

Say Something on Record

In a communication, the speaker tried to make the students to understand of what he or she wants. The statement can be directly address the listener as a means of expressing the speaker's need. (Yule, 1996) said that direct address form technically described as being on record. Here are the example:

(27) *Now cover again the text with your hand. You may take a peek at the text to help you remember the vocabulary. 7 minutes to remember.* (Datum code L19/U10)

(28) *Now please look at the questions in your paper and answer the questions in the answer sheet.* (Datum code L15/U22)

Accordance with the Datum (27), the speaker requested the students to do something. He or she directly addressed the students by using imperative structure. The speaker did not use any expressions in addressing the listener such as *please* and so forth. It is known that the speakers used bald on record in giving direct command to the addressee. As (Yule, 1996) stated that the use of imperative to express your needs is known as bald on record. Meanwhile in datum (28), the speakers directly addressed the listener to do what the speakers want. Differ from the previous data of bald on record, in these examples, the speaker used an expression such as *please*. It served to soften the utterance. The kind of expression is described as mitigating devices (Yule, 1996).

Negative Politeness

All participants in a communication have their own public self image. In this case, the speaker should pay attention on listener's face wants. In teaching and learning activity, the relationship between the teacher and the students tends to be more formal in which both of the speaker

and listener need to be threatened on their self public image. Goody (in (Maskuri et al., 2019) identifies 10 subcategories of negative politeness: (1) to be conventionally indirect, (2) to question or hedge, (3) to be pessimistic, (4) to minimize imposition, (5) to give deference, (6) to apologize, (7) to impersonalize the speaker and hearer, (8) to give a face-threatening act as a general rule, (9) to nominalize, and (10) to go on record as incurring a debt rather than being an indebted hearer

In this research, the researcher observed that the teacher or speaker used negative politeness in doing communication with the students. The teacher tended to be conventionally indirect and to give face threatening act. It was done to threat the students' face. Consequently, the speaker used indirect speech acts to keep the face instead of using imperative. Here are some examples:

- (29) *The door is still wide open.* (Datum code L25/U1)
- (30) *Why didn't you listen to the audio?* (Datum code L3/U6)
- (31) *Can you determine the generic structure of the text?* (Datum code L19/U5)
- (32) *Alright, fellow students. Now submit your assignment on my table.* (Datum code L16/U6)

Looking at the example above, the speaker maximized the politeness by using declarative and interrogative to request the students to do something. Datum (29) is negative politeness in the form of declarative. Based on the context observed, the speaker requested the students to close

the door. He tried to be soften in order to threat the students' face. In this case, the students should be able to derive the meaning of declarative structure by looking at the context of communication. Meanwhile, in datum (30) the speaker used interrogative to complain the students' activity. Question word *why* is not asked the student about the reason why he/she didn't listen to the audio but asked him/her to listen to the audio. In this case, the student only needs to respon the question by focusing her/himself to the audio (begin listening). In example (31), the speaker requested the students to answer the question provided. The auxiliary *can* which needs more respons than answering *yes* or *no* includes in indirect speech acts (Paltridge, 2006). The degree of politeness in datum (31) differs from the data (29) and (30). The last, datum (32) is the least politness strategy used in a communication. The speaker directly asked the students to do something through the use of imperative. In this case, datum (32) is less polite than using mitigating device. Declarative and interrogative structure in those examples were used to save the students' face.

Positive Politeness

Negative politeness in the previous section is the strategy used by the speaker to threat the students' face. In this research, the researcher also found positive politeness in teaching activity. The tendency of using positive politeness forms is to emphasize closeness among the

speaker and hearers. It also called solidarity strategy (Yule, 1996). Goody (in (Maskuri et al., 2019) lists 15 subcategories of positive politeness strategies: (1) to notice and attend to the hearer, (2) to exaggerate, (3) to intensify interest to the hearer, (4) to use in-group identity markers, (5) to seek agreement, (6) to avoid disagreement, (7) to presuppose /raise/ assert common ground, (8) to joke, (9) to assert or presuppose the speaker's knowledge of, and concern for, the hearer's wants, (10) to offer or promise, (11) to be optimistic, (12) to include both the speaker and hearer in the activity, (13) to give (or ask for) reason, (14) to assume or assert reciprocity and (15) to give gifts to the hearer. Based on the analysis, politeness strategy acted by the speakers include in three categories, namely (1) to include both the speaker and hearer in the activity, (2) to give gifts to the hearer, and (3) to offer or promise. Here are some of the data:

- (33) *Great! Now, let's begin writing! But, don't forget to pay attention to the components of writing that you have learned.* (Datum code L16/U4)
- (34) *Okay. I think that's all of our lesson today. I'll prepare some topics for the next meeting and I'll still apply mind map in teaching writing. I hope you enjoy it.* (Datum code L18/U12)
- (35) *If you get difficulties to find the clue, ask me, I'll help you.* (Datum code L15/U21)

Looking at the example of the data above, the speaker in datum (33) tried to show his friendship or solidarity through

the use of inclusive pronoun *we* and *let's*. As (Yule, 1996) said that solidarity strategy will be marked via inclusive terms *we* and *let's*. In addition (Ryabova, 2015) said that the form of politeness strategy is the use of inclusive pronoun *we* and *let's*. In this case, the speaker threatened the students' face by using solidarity strategy. The solidarity strategy used by the speaker was intended to have a closeness with the students.

Datum (34) showed politeness strategy in the form of promise. Promise is a statement of telling someone that you will or will not do something. This datum showed the speaker's intention to prepare some topics for the next meeting and apply mind map in teaching writing. Meanwhile, datum (35) is politeness strategy in the form of offering. The speaker offered some helps to the students if they got difficulties in understanding the material.

Politeness Implication in Speech Acts

Referring to the theory of positive and negative politeness, the speaker in teaching performance tended to use negative politeness because of the social status between the speaker and the students. (Eftanastarini, 2016) said that negative politeness strategy is oriented towards a hearer's negative face. Negative face is the desire to have freedom of action, freedom of imposition and not to be impeded by others. Typical examples of negative politeness strategies are conventionally indirect ways to request or

to use honorifics (Yuka, 2009). In this research, the teacher used indirect speech acts as a type of negative politeness to ask the students to do something.

Indirect speech acts are said to be more polite than direct form. As stated by (Yule, 1996) indirect speech acts are generally associated with greater politeness in English than direct speech acts. It is supported by Huang (in (Maskuri et al., 2019) considers indirect speech acts to be politer than their direct counterparts because they are broadly connected to politeness. The use of indirect speech acts was to make a social distance among the students. The social distance influenced the speaker to reduce the amount of degree of friendliness to create a formal learning situation. As a result of using negative politeness the situation of the learning process was more formal.

Differ from the use of politeness strategy, the speaker (teacher) tried to improve the class atmosphere by increasing the amount of degree of friendship. (Kravchenko & Pasternak, 2016) said that politeness is intended to satisfy hearer's positive face. It is a politeness of friendliness and proximity embodied by the concept of "interest" since it is connected with the manifestation of attention and interest to the hearer. Brown and Levinson (in (Yuka, 2009) argued that positive politeness is defined as "redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of

as desirable. In this research, the teacher used direct speech acts as a type of positive politeness to have closeness among the teacher and the students. That closeness can create pleasant classroom atmosphere and increase the students' motivation. As stated by (Suryani, 2018) positive teacher-student relationships impact to students' academic achievement and their motivation to learn. She added that the students who have positive relationship with their teacher feel motivated and supported to learn. Students are more engaged when they have a positive relationship with the teacher and they tend to work harder in the classroom. In addition, (Jagadambal & Perumal, 2015) stated that those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

CONCLUSION

Based on the analysis above, the kinds of speech acts used by the speaker (teacher) in learning interaction are divided into two namely direct and indirect speech acts. The speaker often used direct speech acts in teaching performance especially in requesting the students to do something. The use of direct speech acts in teaching process tended to check the students' understanding about the material, to ask the students answering questions, to ask the students to explain something and to check the students'

ability in learning process. The researcher observed that the use of direct speech acts is understood easily by the students. The second kinds of speech acts used by EFL learners was indirect speech acts. Indirect speech acts in teaching performance were often used to complain the students' activities, to ask the students answering questions, to give instruction and to request the students to do something.

Meanwhile, the speech acts used by EFL learners were classified into four categories such as assertive, directive, commissive and expressive speech acts. The types of assertive speech acts used are divided into five namely; asserting, reporting, explaining, showing something, and suggesting; the types of directive used are suggesting and requesting someone to do something; the form of commissive speech acts are promising and offering; and expressive speech acts in the form of praising.

It was also found the term of politeness. In general all EFL learners in this research used kinds of speech acts with the same purposes or goals, such as in using indirect speech acts. In this case, the use of indirect speech acts was to threat the students' face (FTA) especially when the speaker complained the students' activities or to request the students to do something. Besides that, it can also create a pleasant environment. However, using indirect speech acts such as requesting or complaining often create difficulties for students in gaining the meaning of what the speaker said. As a

result, the speaker should utter direct form to make the students are easier in understanding the speaker's intention. Differ from the use of direct speech acts, they were used with a purpose to have closeness among the teacher and students and to create an enjoyable classroom with the hope that it can increase students' motivation in learning

In accordance to result of analysis, other researcher who are interested in the field of pragmatics could compare the use of speech acts in a formal situation with those in informal situation such as in daily conversation and observing the kinds of politeness strategies used in the communication.

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AUTHOR CONTRIBUTION STATEMENT

This research was carried out by investigating the speech act used by the learners in teaching performance. Both of the authors conceived and designed this research. HZ conducted the experiments, analyzed the data and wrote the paper. EN participated in collecting, tabulating and marking the data coordinated by HZ as the principal investigator. The data was coded

and analyzed by HZ to know the kinds and the classification of speech acts used in teaching performance. HZ described the data and the politeness implication of the speech acts used. HZ drafted the manuscript helped by EN. Both of the authors read and approved the final manuscript.

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